

Lifestyles and Health

Code: 43876
ECTS Credits: 6

Degree	Type	Year	Semester
4316222 Research in Clinical Psychology and Health	OT	0	1

Contact

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Use of Languages

Principal working language: spanish (spa)

Teachers

Lluís Capdevila Ortís
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David Sanchez Carracedo
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Joan Deus Yela
María José Gómez Romero
Albert Feliu Soler

Prerequisites

Not available, for students from different degrees of psychology they may have to complete training complements

Objectives and Contextualisation

The aim of this module is to provide students with advanced knowledge about lifestyles and their relationship to h

Competences

- Analyze critically the most current theories, models and methods of psychological research in the field of clinical and health psychology.
- Apply the outstanding ethical principles and act accordingly to the deontological code for the profession in the scientific research practic.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Continue the learning process, to a large extent autonomously.
- Design, plan and to implement projects psychological research project in the area of clinical and health psychology.

- Pose relevant and new research questions in clinical and health psychology depending on the bibliography consulted.
- Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
- Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Learning Outcomes

1. Apply the outstanding ethical principles and act accordingly to the deontological code for the profession in the scientific research practice.
2. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
3. Continue the learning process, to a large extent autonomously.
4. Critically analyse the methods and designs for prevention programmes and the promotion of good health.
5. Critically analyse the theories, models and methods in relation to eating behaviour and obesity.
6. Critically analyse the theories, models and methods in relation to healthy lifestyles and the risk and protection factors.
7. Critically analyse the theories, models and methods in relation to personality and health.
8. Critically analyse the theories, models and methods in relation to the balance between doing physical activity and following a healthy diet.
9. Design, plan and implement a psychology research project applied to healthy lifestyles and factors of risk and protection.
10. Design, plan and implement a psychology research project applied to the balance between doing physical activity and following a healthy diet.
11. Design, plan and implement an applied psychology research project in the area of eating behaviour and health.
12. Design, plan and implement an applied psychology research project in the area of personality and health.
13. Design, plan and implement programmes of prevention and promotion of health.
14. Propose research questions related to eating behaviour and obesity.
15. Propose research questions related to healthy lifestyles and factors of protection and risk.
16. Propose research questions related to personality and health.
17. Propose research questions related to the balance between doing physical activity and a healthy diet.
18. Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
19. Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Content

1. Lifestyle and health promotion: Fundamental aspects and theoretical models.
 2. An ICT intensive: Its effect on mental health and well-being.
 3. Acquired disability: Psychosocial aspects
 4. The planning of interventions for the promotion of healthy lifestyles. Fu
 - 4.1. Quality standards in the planning of prevention and health promotion
 5. Cancer and lifestyle
 6. Healthy lifestyles and positive psychology.
 7. Promotion of physical activity and monitoring of a healthy diet.
 8. Eating behavior, obesity and health.
 9. Pain and lifestyle.

Methodology

Targeted:

- ◇ Expositive class.
- ◇ Problem based learning.
- ◇ Debate

Supervised:

- ◇ Tutoring.
- ◇ Exercise resolution
- ◇ Completion of practical activities.

Autonomous:

- ◇ Elaboration of written works.
- ◇ Oral presentation of work.
- ◇ Reading articles and reports of interest.

Personal study

The work assigned to each student will consist of choosing an investigati

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Tutoring	30	1.2	4, 5, 6, 8, 7, 18, 2, 19
Type: Supervised			
Preparation of written works, presentation of papers and reading of articles and reports of interest, personal study	15	0.6	4, 5, 6, 8, 7, 18, 13, 10, 12, 11, 9, 14, 15, 17, 16
Type: Autonomous			
Expositive class, problem-based learning and debates	105	4.2	4, 5, 6, 8, 7, 1, 18, 13, 10, 12, 11, 9, 14, 15, 17, 16, 2, 3, 19

Assessment

The final score will consist of.

40% corresponding to EV1:

Solution of cases and exercises that have been raised in class (WEEK 9).

30% corresponding to EV2:

Student folder that collects the evidence of autonomous learning, summary of readings (WEEK 16).

30% corresponding to EV3:
Oral presentation of papers/reports (WEEK 17).

A student who has obtained a final grade of 5 or higher will be considered approved.

Students who obtain between 3.5 and 4.99 will be able to opt for re-evaluation which will consist of carrying out t
<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1: Solution of cases and exercises that have been raised in class.	40%	0	0	4, 5, 6, 8, 7, 13, 10, 12, 11, 9, 14, 15, 17, 16, 2
EV2: Student folder that collects the evidence of autonomous learning, summary of readings.	30%	0	0	4, 5, 6, 8, 7, 1, 18, 13, 3, 19
EV3. Oral presentation of papers/reports	30%	0	0	4, 5, 6, 8, 7, 2

Bibliography

Basic Bibliography:

[Internet addiction : a handbook and guide to evaluation and treatment](#) / edited by Kimberly S. Young, Cristiano Nabuco de Abreu

[Brick by brick: The origins, development, and future of self-determination theory.](#) Ryan, Richard M.;Deci, Edward L.;Elliot, Andrew J.

[Positive Psychology in Practice: Promoting human flourishing in work, health, education, and everyday life /](#) edited by Stephen Joseph

[Las técnicas de neuroimagen permiten medir el dolor en enfermedades reumáticas](#)

¿Que me duele cuando duele?

<https://www.rtve.es/alacarta/videos/el-cazador-de-cerebros/duele-cuando-duele/5892258/>

Neuroimagen en fibromialgia. <https://www.neurologia.com/articulo/2018050>

Neuroimagen, personalidad y nuevas estrategias terapéuticas.

<https://afibrom.org/fibromialgia-neuroimagen-personalidad-y-nuevas-estrategia-terapeuticas/>

The complexity and stigma of pediatric obesity. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8147499/>

Weight bias and obesity stigma: Considerations for the WHO european region.

https://www.euro.who.int/__data/assets/pdf_file/0017/351026/WeightBias.pdf

Software

Virtual sessions will be conducted through Teams software