

Introduction to Health Psychology

Code: 106400
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OB	3	2

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

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Prerequisites

There are no prerequisites.

Objectives and Contextualisation

- To know and understand the conceptual delimitations of Health Psychology
- To understand and apply the concepts of health and disease from a biopsychosocial perspective.
- To learn to identify the different types of health determinants.
- To acquire a ground knowledge of the different fields and professional profiles in Health Psychology.
- To know the relationships between stress and health.
- Become familiar with the problem of therapeutic adherence
- Become familiar with some relevant specific fields in Health Psychology.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse scientific texts written in English.

- Analyse the demands and needs of people, groups and organisations in different contexts.
- Dominate the strategies and techniques to include in the intervention with recipients.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Obtain and organise relevant information for the service requested.
- Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Use different ICTs for different purposes.

Learning Outcomes

1. Analyse scientific texts written in English.
2. Apply diagnostic psychosocial health problems.
3. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
4. Assess the practical and ethical limitations in the applied field.
5. Define the lexicon of the subject.
6. Describe the models and contributions of biomedical and bio psychosocial perspectives to an understanding of health.
7. Differentiate the psychosocial implications of major health problems, their determinants, epidemiological trends and forecasting.
8. Distinguish between the different fields of applied psychological evaluation and intervention in health problems.
9. Explain the explicit or implicit deontological code in your area of knowledge.
10. Identify situations in which a change or improvement is needed.
11. Identify the main psychological determinants affecting the development of health problems and ways of tackling them.
12. Identify the need for intervention in health problems in different applied contexts.
13. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
14. Propose viable projects and actions to boost social, economic and/or environmental benefits.
15. Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
16. Recognise the main determinants that affect adherence to monitoring therapeutic requirements for different health problems
17. Use different ICTs for different purposes.
18. Use the main documentary sources in the field of health.

Content

Classes in large Groups 1/1

1. Introduction to the Health Psychology

- Determinants of Health and basic epidemiological indicators.
- Models of health and disease.
- The discipline of Health Psychology. Fields and related disciplines.
- Documentary sources in health psychology.

2. Areas of action and professional development

- Understanding the genesis and maintenance of health problems

- Prevention and health promotion
- Facilitation and enhancement of diagnosis and treatment
- Assessment and psychological treatment of health problems
- Improvement of the Healthcare system

3. Stress, positive emotions and and Health

- Concept of stress. Cognitive, motor and physiological aspects.
- Models.
- Effects of stress on health and well-being.
- Psychoneuroimmunology.
- Styles and coping strategies.
- Positive emotions, social support and health.

4. The patient in the treatment setting

- Illness behavior and searching of healthcare.
- Therapeutic adherence
- Health communication

5. Overweight and obesity

6. Approaches to chronicity and to end-of-life care.

- Diabetes.
- Chronic Pain.
- Psycho-oncology and palliative care.

Workshops Groups ¼

1. Environmental determinants of health.
2. Actual causes of mortality.
3. Mindfulness.
4. Burnout in healthcare professionals.
5. Adherence in a childhood obesity case.

Methodology

The Teaching methodology is mainly based on master classes with support of ICTs and seminars.

In the seminars, the activities will be:

- To analyse related readings, based on a discussion script previously prepared and focused on students.
- To present critical summaries of scientific articles related to the theme of the subject.
- Looking in depth at subjects dealt with in the subject: analysis of material on health issues, analysis of determinants of health behaviours, elaboration and analysis of assessment instruments, etc.
- Participatory activities in small dynamic work groups, with "role-playing" methodology and feedback to each practical activity.

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			
Dynamic seminars for analysis, applications, simulations / role-playing and discussions	16	0.64	
Lectures with support of ICTs and activities with the whole class group	21	0.84	
Type: Supervised			
Support in reportsŽ elaboration	15	0.6	
Type: Autonomous			
Elaboration of reports	22	0.88	
Readings	22	0.88	
To study	50	2	

Assessment

Apart from the details provided below, the "2023-24 Assessment Guidelines of the Psychology Faculty", available at <https://www.uab.cat/web/estudiar/graus/graus/evaluaciones-1345722525858.html>, apply.

Learning Assessments and Grade of Continuous Assessment

There will be two mid-term exams, each worth 35% of the final grade. The marks obtained in the four seminar-related activity reports will be added (these will count for 5% or 10% of the total final grade depending on their complexity).

The average of the sum of the grades of the two mid-term exams (evidences 1 and 6) must be equal to or higher than 5 to pass the course (on a scale of 0 to 10).

In total, students are offered 6 learning evidences, which add up to 10 points:

1. Evidence 1: Written test first part of the syllabus: 3,5 points
2. Evidence 2: Written report(s) (as a group) of activities related to seminar 1: 1 point
3. Evidence 3: Written report(s) (as a group) of activities related to seminar 2: 0.5 points
4. Evidence 4: Written report(s) (as a group) of activities related to seminar 4: 1 point
5. Evidence 5: Written report(s) (as a group) of activities related to seminar 5: 0.5 points
6. Evidence 6: Written test on the second part of the syllabus: 3.5 points.

N.B.: Seminar 3 ("Mindfulness") does not have any associated evidence (it is not assessed on-site) although attendance is highly recommended and the contents of the seminar may constitute some of the questions that will appear in Ev1 and/or Ev6.

Ev3 and Ev5 reports are delivered/submitted in the same seminar session (approximately between weeks 5-7 and 10-12 of the course, respectively). Ev2 and Ev4 reports are submitted via Moodle (approximately between weeks 6-8 and 12-14, respectively).

Given that an important part of the tasks to be assessed is carried out during the seminars and out of respect for the rest of the group, arriving late for the seminars will be penalised. Thus, arriving 30 minutes or more late without presenting justification for work, health or legal issues will imply a 20% penalty in the grade corresponding to that activity. Attendance at the seminar is compulsory if you wish to be assessed for that

particular piece of evidence. If the evidence is not presented within the established deadline, the grade assigned (and not recoverable) will be 0. Students will have to carry out the work with classmates from the same seminar group.

Evidences 1 and 6 are face-to-face written tests (multiple-choice exams). EV1: During the first evaluation period of continuous assessment (the first block of the subject will be evaluated). EV6: During the second evaluation period of continuous assessment (the second and last block of the subject will be evaluated). These exams will mainly consist of questions on the theory of the subject, but also questions on the recommended readings and seminars.

N.B.: The language used for the written tests will be Catalan for groups 1, 2 and 3 and English for group 5. If the student wants to take the exam in another language (Spanish for groups 1,2,3 or Catalan/Spanish for group 5), he/she must send an email indicating his/her details (name, NIU, group) and the language in which the student wants to take the exam (Spanish or Catalan) to the course coordinator within the first 4 weeks of the course.

The final mark is the sum of the evidences. There is no additional test to improve any of the evidence marks.

The subject is considered passed if 5 or more points are obtained in the sum of the evidences, provided that 3 or more points have been obtained in the sum of evidences 1 and 6 (i.e. a pass or more on the average of these two evidences). If these requirements are not met, the maximum mark to be recorded on the academic transcript will be 4.5 points.

Students who have submitted evidence of learning with a weight equal to or higher than 40% cannot be deemed "non-evaluable" on the official course-grade roster ("acta").

In relation to plagiarism:

According to Art 266, point 10 UAB Regulations, in case of any irregularity (copying, plagiarism...) that may lead to a significant variation in the grade of an evaluation act, this evaluation act will be graded with 0. All work submitted will be checked using the Urkund anti-plagiarism programme. If a plagiarism rate of more than 30% is detected, this may be grounds for failing that specific piece of evidence. In the event of various irregularities in the learning evidence, the final grade for the course will be 0. The non-referenced use of artificial intelligence tools will also be considered plagiarism. To avoid plagiarism you can consult the following guide: <https://cv.uab.cat/ajuda/ca/2018/03/16/alumne-citar-per-a-evitar-el-plagi/>

Resit

All the following criteria must be met in order to take resit:

- a) Have obtained between 3.5 and less than 5 points in the continuous assessment.
- b) The weight of evidence to which the person has presented him/herself throughout the course shall be 66.7% or more.

Characteristics of the resit:

It will consist of retaking Ev1 and/or Ev6, with the same characteristics and correction criteria of the continuous assessment.

The evaluation marks for Ev2, Ev3, Ev4 and Ev5 will be kept, but they cannot be repeated or retaken as they are classroom seminar evidences.

The resit exam will be made in the period assigned for the re-assessment, the day and time being determined by the Faculty.

Grade review process. After all grading activities have ended, students will be informed of the date and way in which the course grades will be published. Students will be also be informed of the procedure, place, date and time of grade review in line with University regulations.

SINGLE ASSESSMENT

The request for a single assessment implies the waiver of continuous assessment, and implies the delivery on a single date of the necessary number of evaluative evidences to accredit and guarantee the achievement of the objectives and learning outcomes established in the subject (Art 265, point 2).

Students who choose the single assessment option waive the right to be assessed continuously and will be assessed on all the contents of the subject in a single assessment, which will take place on the same day and at the same time as the test of the second assessment period of the subject.

This evaluation act will consist of two multiple-choice exams corresponding to the first and second block of the subject (Ev1 and Ev2) which will follow the same format as the continuous assessment (corresponding to Ev1 and Ev6 of the continuous assessment, respectively). These exams will mainly consist of questions on the theory of the subject, but also questions on the recommended readings and seminars. In addition, there will be another exam (Ev3) where problems and cases derived from the different activities carried out in the context of the seminar throughout the course will be presented (corresponding to Ev2, Ev3, Ev4 and Ev5 of the continuous assessment). The total duration of this single evaluative face-to-face event will be approximately 3h30min (see the following table).

TABLE OF SINGLE ASSESSMENT ACTIVITIES

Name and description of evidence	Weight	Duration in hours (of the face-to-face event)	Date of completion/delivery
Exam 1. Multiple-choice written test (1st block of the subject)	35%	3h30min	Second evaluation period
Ev2. Exam 2. Multiple-choice written test (2nd block of the subject).	35%		
Ev3. Examination to solve problems/cases derived from the activities carried out in the seminars.	30%		

The final mark is the sum of the evidences. There is no additional test to improve any of the evidence marks.

The subject is considered passed if 5 or more points are obtained in the sum of the evidences from single assessment.

Students who have submitted evidence of learning with a weight equal to or higher than 40% cannot be deemed "non-evaluable" on the official course-grade roster ("acta").

Resit of the single assessment

All the following criteria must be met in order to take resit:

- (a) Have obtained between 3,5 and less than 5 points in the single assessment

(b) The weight of evidence to which the person has submitted shall be 66,7 % or more.

Characteristics of the recovery test:

It will consist of retaking evidence Ev1 and/or Ev2. The mark for the evaluation of evidence Ev3 will be kept, but it cannot be repeated or retaken. In this way, the same recovery process will be applied as for continuous assessment.

The resit exam will be made in the period assigned for the re-assessment, the day and time being determined by the Faculty.

No unique finalsynthesis test for students who enroll for the second time or more is anticipated.

N.B.: Except in exceptional situations and previously agreed with a student, oneweek before the on-site exams (both continuous assessment and single assessment), and until the end of the ordinary revision, "content" questions will not be answered by e-mail or via Moodle. Students will have to attend the timetables established by the teachers.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1. Exam 1. Multiple choice written test	35	2	0.08	1, 5, 6, 7, 8, 11, 12, 16, 15, 18
Ev2. Seminar 1 Report: Environmental determinants of health	10	0	0	1, 2, 11, 13, 12, 10, 14, 15, 17, 3, 4
Ev3. Seminar 2 Report: Actual Causes of Mortality (paper)	5	0	0	1, 5, 7, 8, 11, 13, 17, 18, 3
Ev4. Seminar 4 Report: Burnout in healthcare professionals	10	0	0	2, 7, 9, 11, 13, 12, 10, 16, 15, 17, 3, 4
Ev5. Seminar 5 Report: Adherence in childhood obesity	5	0	0	2, 9, 11, 12, 16, 15, 17, 4
Ev6. Exam 2. Multiple choice written test	35	2	0.08	1, 5, 6, 7, 8, 11, 12, 16, 15, 18

Bibliography

Mandatory readings

Mokdad, A. H., Marks, J.S., Stroup, D.F., and Gerberding, J.I. (2004). Actual Causes of Death in the United States, 2000. *Journal of the American Medical Association*, 291, 1238-1245. (Disponible a l'aula Moodle)

Sánchez-Carracedo, David. "El estigma de la obesidad y su impacto en la salud: una revisión narrativa." *Endocrinología, Diabetes y Nutrición* (2022). (Disponible a l'aula Moodle)

Taylor, S. (2021). *Health Psychology* (11th edition). Madrid: McGraw-Hill (disponible a la biblioteca en format eBook i en paper).

Nota: Al final de cada tema del curs es facilitaran lectures especificques de lectura obligatòria.

Other complementary readings

Amigo Vázquez, I, Fernández Rodríguez, C. y Pérez Álvarez, M. (2020). *Manual de Psicología de la Salud* (4 ed.) Madrid: Pirámide.

Campillo, J. E. (2012). *El mono estresado*. Crítica.

Gil Roales-Nieto, J (2004). *Psicología de la Salud. Aproximación histórica, conceptual y aplicaciones*. Madrid: Pirámide.

Forshaw, M. & Sheffield D. (2013). *Health Psychology in Action*. Oxford: Wiley-Blackwell.

Lindström B., Eriksson M. (2011). *Guía del autoestopista salutogénico: camino salutogénico hacia la promoción de la salud*. Girona: Documenta Universitaria.

Marks, D.F., Murray, M., Evans, B. & Vida Estacio, E. (2015) *Health Psychology. Theory, Research and Practice*. 4th edition. London: Sage Publications, Inc.

Ogden, J. (2007). *Essential readings in Health Psychology*. Berkshire, UK: Open University Press

Ogden, J. (2007). *Health psychology. A Textbook* (4th edition).Berkshire, UK: Open University Press

Sapolsky, R. M. (2008). *¿Por qué las cebras no tienen úlcera? La guía del estrés*. Madrid: Alianza editorial.

Vazquez, C. y Hervás, G. (Coords.) (2009). *La ciencia del bienestar. Fundamentos de psicología positiva*. Madrid: Alianza Editorial

Health Psychology scientific and clinical societies:

<http://www.sepcys.es/>

<https://societyforhealthpsychology.org/>

<https://ehps.net/>

<https://www.sbm.org/>

<https://societyforhealthpsychology.org/>

Some scientific Health Psychology journals:

<https://www.apa.org/pubs/journals/hea/index>

<https://journals.sagepub.com/home/hpg>

<https://www.tandfonline.com/toc/gpsh20/current>

<https://www.journals.elsevier.com/brain-behavior-and-immunity>

<https://www.journals.elsevier.com/psychoneuroendocrinology>

<https://journals.lww.com/psychosomaticmedicine/pages/default.aspx>

<https://www.tandfonline.com/toc/rhpr20/current>

<https://link.springer.com/journal/12160/volumes-and-issues>

Software

Basic Office.