

Degree	Type	Year
2502443 Psychology	OT	4

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There are no prerequisites to undertake this subject.

## Objectives and Contextualisation

This subject offers a general and introductory perspective that can be related to the fields of the Psychology of Health and the Psychology of Sport and Physical Activity.

The educational objectives for students are to learn to:

- Identify the main characteristics of the theoretical approaches in the field of Psychology applied to Physical Activity to improve health.
- Analyze the consequences that result from the regular practice of physical activity on the health and welfare of the general population.
- Analyze the demands and psychological needs of the general population regarding the practice of physical activity related to health.
- Choose the most appropriate methods and instruments to evaluate and intervene in the field of physical activity related to health in the general population.

## 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.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Identify and recognise the different methods of treatment and intervention in the different applied areas of psychology.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse scientific texts written in English.
3. Analyse the consequences of regular physical activity on health and wellbeing of the general population.
4. Analyse the demands and psychological needs of the general population to the practice of physical activity related to health.
5. Apply knowledge, skills and acquired values critically, reflexively and creatively.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Define the main theoretical models used in the study of physical activity and its relation to health.
9. Distinguish between the main characteristics of the theoretical focuses in the study of sports psychology and physical activity.
10. Identify and decide on the most appropriate methods and tools to assess the psychological needs of the general population to the practice of physical activity related to health.
11. Identify situations in which a change or improvement is needed.
12. Identify the different methods of treatment and intervention in the field of psychology applied to physical activity related to health in the general population.
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.

## Content

1. Theoretical foundations and scientific evidence.
  - 1.1. Historical vision
  - 1.2. Disorders derived from sedentary lifestyle and consequences.
  - 1.3. Follow-up studies. Conclusions and perspectives.
2. Active lifestyle and health.
  - 2.1. Benefits of exercise and healthy lifestyle.
  - 2.2. Intervention at community level.
  - 2.3. Intervention at the individual level.
3. Psychology of Exercise and Health Psychology.
  - 3.1. Definition of terms.
  - 3.2. Characteristics of healthy physical activity.
  - 3.3. Scope of application.
  - 3.4. Professional role of the psychologist.
4. Psychological benefits of exercise.
  - 4.1. Prevention of disorders and therapeutic action.
  - 4.2. Anxiety and stress
  - 4.3. Depressive states
  - 4.4. Wellbeing and quality of life.
  - 4.5. Old age.
5. Theoretical and intervention models.
  - 5.1. Natural history of physical exercise behaviour
  - 5.2. Model of the States of Change.
6. Planning a healthy physical conditioning program.
  - 6.1. Stages in the application of a PAFS.
  - 6.2. Information Stage
  - 6.3. Baseline stage.
  - 6.4. Prescription for exercise Stage
  - 6.5. Program execution Stage
  - 6.6. Stage of follow-up of the PAFS.
7. Motivation for doing exercise.
  - 7.1. Intrinsic / extrinsic motivation factors.
  - 7.2. Assessment of personal reasons.

7.3. Assessment of the impediments to practice exercise.

7.4. Analysis of the motivational profile.

8. Healthy physical condition.

8.1. Behavioural assessment of the level of daily physical activity.

8.2. Cardiorespiratory level.

8.3. Strength and muscle resistance.

8.4. Flexibility

8.5. Body composition

8.6. Analysis of the physical condition profile.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Application in practical cases	12	0.48	2, 5, 10, 12, 14
Evaluation and intervention instruments	6	0.24	2, 10, 12, 15
Sessions on theoretical contents	18	0.72	3, 4, 8, 9, 11, 13, 14
Type: Supervised			
Advice on evaluation and intervention	4	0.16	4, 5, 7, 10, 12, 14
Supervision in the application of evaluation and intervention instruments	6	0.24	1, 2, 5, 10, 12
Tutorials prior to the written test	6	0.24	3, 4, 6, 8, 9, 15
Type: Autonomous			
Case studies in evaluation and intervention	36	1.44	2, 4, 5, 7, 10, 12
Practice and mastery of the instruments of evaluation and intervention	20	0.8	1, 2, 4, 10, 12
Study of contents of the written test	40	1.6	2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 15

The methodology of the subject will be based on the coordinated development of a series of activities (directed, supervised and autonomous) that will guide the student towards the achievement of the learning outcomes. The debate on specialized readings will be very important, based on a discussion script previously prepared. Students will present critical synthesis of scientific articles related to the subject topic.

Directed Teaching Sessions

- There will be 9 sessions in the whole group, in which the main theoretical concepts of the subject will be worked on.
- There will be 3 sessions in the whole group, which will present and explain different instruments related to the intervention and the assessment of a healthy lifestyle in the general population and in target populations.
- There will be 6 sessions in subgroups throughout the semester to apply in different cases different instruments related to intervention and with the assessment of a healthy lifestyle.

#### Supervised activity

- Each type of activity (theory, assessment instruments and application in practical cases) comes with a series of hours of activity supervised by the teachers through the moodle platform and at office hours.

#### Autonomous activity

- The undertaking of the different supervised tasks means it is essential for the student to carry out throughout the semester autonomous activity which is necessary to reach the learning outcomes.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1: Written test	40%	2	0.08	2, 3, 4, 5, 6, 8, 9, 15
EV2: Written reports and participation in the sessions	10%	0	0	1, 5, 6, 10, 11, 12
EV3: Oral presentations	20%	0	0	3, 4, 5, 6, 7, 10, 12, 14, 15
EV4: Practices	30%	0	0	2, 4, 5, 7, 10, 12, 13

The competences of this subject will be assessed by means of: written tests; written reports and active participation in the different activities; and oral presentations of the work carried out in groups.

The recommended assessment system includes the following aspects, each of which will be assigned a specific weight in the final grade:

- EV1: Individual writing test: 40%. Second assessment period. Week 19.
- EV2: Written reports and active participation in the different activities: 10%. Weeks 2, 3, 4, 6, 9 and 11
- EV3: Oral presentations of a group work: 20%. Weeks 13 and 14.
- EV4: Practices: 30%. Week 16.

The subject is deemed to be passed when the student reaches a total of at least 5 points in the final assessment, with a minimum of 4.5 points (on a scale 0-10) in the EV1, EV3 and EV4 assessments. In the event of not meeting these requirements the maximum grade that can be obtained is 4.5 points.

An assessable student is considered one who has accumulated at least 40% of the weight of the learning assessments.

A student is considered non-assessable when they have not accumulated at least 40% of the weight of the learning assessments.

The re-assessment will consist of a global written test that will be the final grade recorded. All those students who during the continuous assessment have obtained grades with a weight equal to or greater than 2/3 of the total qualification and have obtained a final grade less than 5 points and greater than or equal to 3.5 points, can sit re-assessment.

No unique final synthesis test for students who enrolled for the second time or more is anticipated.

#### SINGLE ASSESSMENT:

Students who opt for the single assessment option waive continuous assessment and will be assessed for all the contents of the subject in a single assessment, which will take place on the same day and place that the test of the second evaluation period of the subject.

This face-to-face assessment will consist of two parts with the following evidence:

#### FIRST PART

- Examination consisting of an individual written test (EV1): 40%. It will be the same as that corresponding to EV1 of the continuous assessment and will be carried out at the same time, during the first hour (first part).

#### SECOND PART

- Oral presentations of the group work done during the course (EV3): 20%. Individual oral presentation of 5 minutes, which will be joint if any other member of the same group presents in the same single assessment session.
- Delivery of the set of written reports referring to the active participation in the different activities carried out during the face-to-face sessions (EV2): 10%.
- Delivery of the reports of the internships carried out during the course (EV4): 30%.

The total expected duration of this single face-to-face assessment event will be approximately between 1h25 and 3h (depending on the number of oral presentations).

The conditions for passing the subject, access to recovery and the recovery test for students who take the single assessment will be the same as for students who follow the continuous assessment.

Link to the assessment guidelines of the Faculty:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Bibliography

#### FUNDAMENTAL BIBLIOGRAPHY:

(REFERENCE MANUAL) Capdevila, Lluís (2005) *Actividad física y estilo de vida saludable*. Girona: Documenta Universitaria.

Pintanel, Mónica, Capdevila, Lluís, y Niñerola, Jordi (2006) *Psicología de la actividad física y salud: guía práctica*. Girona: Documenta Universitaria.

#### COMPLEMENTARY BIBLIOGRAPHY:

Capdevila, Lluís (2008), *Activitat física, conducta alimentària i salut*. En F. Suay (Ed), *Psicobiologia de l'esport i de l'activitat física*, pp. 59-80. València: Publicacions Universitat de València.

Parrado, Eva, Cervantes, Julio, Ocaña, Marta, Pintanel, Monica, Valero, Montse y Capdevila, Lluís (2009). Evaluación de la conducta activa: el Registro Semanal de Actividad Física (RSAF). Revista de Psicología del Deporte, 8(2), 197-216.

## Software

No aplicable

## Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	111	Catalan	second semester	morning-mixed
(PLAB) Practical laboratories	112	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed