

Degree	Type	Year
2502443 Psychology	OT	4

Contact

Name: Joana Moix Queralto

Email: jenny.moix@uab.cat

Teachers

Joana Moix Queralto

Teaching groups languages

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

Prerequisites

There is no prerequisite specifically established for this subject.

Objectives and Contextualisation

The training objectives of this subject are the following:

To conceptually define what Health Education is within the Health Psychology.

To understand the concepts of health and disease from a biopsychosocial perspective.

To analyse the psychological determinants that influence risk behaviors.

To know the applications of Health Education both at the individual and community level.

To learn how to develop a psychosocial diagnosis of health problems.

To know the main planning and intervention models in Health Education and how to apply them.

To learn how to analyse and design distinct health education programmes.

Competences

- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Dominate the strategies and techniques to include in the intervention with recipients.
- Plan the evaluation of programmes of intervention.

- Propose and negotiate priorities, goals and objectives of the intervention recipients.
- Select and apply the methods and techniques in the plan for intervention in accordance with the established objective in relevant contexts for the service requested.

Learning Outcomes

1. Apply models and strategies for the health needs assessment.
2. Design ad-hoc assessment tools and plan their validation.
3. Design intervention programs in health problems.
4. Design programmes of education, prevention and health promotion.
5. Designing objectives for intervention tailored to different levels (prevention, promotion, intervention and rehabilitation).
6. Identify constraints and contraindications of the different approaches to health problems from a psychosocial perspective.
7. Relate the different techniques to enhance adhesion and motivation for change in different health problems.

Content

1) What is Health Education?

1.1.- Definition of Health and Health Education.

1.2.- Objectives of Health Education.

1.3.- Importance of Health Education.

1.4.- Areas of action.

2) Which variables influence health-risk behaviors?

2.1.- Variables modulating risk behaviors or promoting health.

3) How can change be promote?

3.1.- Strategies for change in Health Education.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes in group	24	0.96	
Seminars	12	0.48	2, 3, 4, 6
Type: Supervised			
Support to the realization of works and solution of doubts	24	0.96	3, 4, 5, 6

Type: Autonomous

Realization and preparation of works	49	1.96	5, 6
Study and reading of texts	39	1.56	

Teaching methodology of master classes in group is based mainly on a theoretical introduction followed by practical exercises, autonomous work seminars, related readings and workshops by the students.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evidence 1 individual written test	40	2	0.08	1, 6
Evidence 2 Reading and commenting on a book	10	0	0	5, 6, 7
Evidence 3 work report of practices (collective)	25	0	0	1, 2, 3, 4, 5, 6, 7
Evidence 4 oral presentation work (collective)	25	0	0	1, 2, 4, 5, 6

Competences for this subject will be assessed through four learning evidences.

Students who have submitted learning evidences with a weighting equal to or greater than 4 (40%) cannot be indicated as "non-evaluable".

Students will be deemed to have passed the subject if, in the group of the four evidences submitted, they obtain a grade equal to or greater than 5, and if in evidence 1 they have obtained a grade of at least 4 on 10.

Students may opt for re-assessment if (1) they have previously been assessed for a set of activities the weighting of which is equivalent to a minimum of 2/3 of the total subject grade, and (2) they have not fulfilled the two established criteria established to pass the subject. In case of not meeting these requirements the maximum grade to consign in the academic transcript will be 4.5 points.

Evidence 1 can be re-assessed. When calculating the final overall grade for the subject, grade obtained in re-assessing Ev1 will replace that originally obtained for this evidence. This subject does not provide for the single assessment.

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

Link to the assessment guidelines:

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

EV1	Individual written test	40%	written	individual	First assessment period
EV2	Reading and commenting on a book	10%	written	individual	First assessment period

EV4	Oral presentation work	25%	oral	collective	Approx. Weeks 11-17
EV3	Work report of practices	25%	written	collective	Approx. Week 19

Bibliography

Complementary bibliography

- Miller, William.R. i Rollnink, Stephen. (2015). La entrevista motivacional. Barcelona: Paidos.

Software

Not applicable

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	second semester	morning-mixed
(SEM) Seminars	112	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed