

Degree	Type	Year
4314949 General Health Psychology	OB	1

Contact

Name: Maria Alvarez Moleiro

Email: maria.alvarez@uab.cat

Teachers

Mariona Portell Vidal

Jenny Cubells Serra

María Teresa Gutiérrez Rosado

Teaching groups languages

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

Prerequisites

There are no prerequisites, but will assume the knowledge and skills acquired throughout modules 1 and 2 of the first semester.

Nonetheless, it would be desirable if students were familiar with basic knowledge and skills of modules 1 and 2 from the first semester.

Objectives and Contextualisation

Once finished the module, the student should be able to:

- Conceptually define prevention and health promotion. Identify the different levels of each of these.
- Identify the different determinants that influence risk behaviours and behaviours promoting health.
- Prepare a psychosocial diagnosis of health problems.
- Apply the main models of planning, design and evaluation of promotion and education programmes for individual, group and community health.
- Critically analyse different education, health promotion and prevention programmes.

Competences

- Acquire, develop and put into practice a concept of integral health, including all its biopsychosocial components, in line with WHO guidelines.
- Carry out promotional and educational activities on individual and community psychological health.
- Formulate working hypotheses in research and critically assess information for problem-solving, using the scientific method.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Know in depth the biological and psychosocial factors associated with mental health problems and illness, especially those related to mental health.
- Know in depth the different models of evaluation and intervention in the field of general health psychology, and the techniques and procedures deriving from these, to address behavioural disorders and the psychological factors associated with health problems.
- Know in depth the psychosocial factors associated with health problems and illness.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Apply promotional and educational programmes on individual and community health.
2. Design, plan and critically evaluate promotional and educational programmes on individual and community health.
3. Formulate questions, objectives and research hypotheses appropriately for problem solving in the field of prevention and health promotion.
4. Gather and analyse information consistently with the research objectives and hypotheses, and interpret the results obtained appropriately, acknowledging the impact on individuals and communities in the field of prevention and health promotion.
5. Identify and critically analyse social and gender inequalities in prevention and health promotion.
6. Identify and critically analyse the main psychosocial factors determining health and risk behaviours.
7. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
8. Know and apply the methodology of programme evaluation.
9. Know and critically analyse the conceptual bases for prevention and health promotion.
10. Know and critically analyse the main early-warning programmes on risk behaviours in adolescents administered by official bodies in our context.
11. Know and critically analyse the main evidence-based health programmes in different sectors and populations, and those administered by official bodies in our context.
12. Know and critically analyse the main evidence-based prevention programmes in mental health.
13. Know and critically analyse the main prevention programmes based on evidence of addictive behaviours and sexuality, and those administered by official bodies in our context.
14. Know the conceptual and methodological tools needed for interdisciplinary work in the field of prevention and health promotion.
15. Recognise and describe the factors determining health and risk behaviours from a biopsychosocial perspective.
16. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

1. Health promotion and disease prevention: introductory aspects.
2. Planning interventions: concepts and stages.
3. Conceptual framework for planning and evaluation interventions.
4. Theoretical approaches for planning interventions.

5. Needs analysis.
 6. Establishing objectives and selecting population.
 7. Action planning.
 8. Programme Evaluation.
 9. Critical programme analysis:
 - 9.1. Strategies in prevention interventions in gender violence
 - 9.2. Occupational health
 - 9.3. Prevention of addictive behaviors and substance use in adolescents
 - 9.4. Health promotion through physical activity and nutrition.
- Programs analyzed in section 9 can change if situation requires.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes in small groups	20	0.8	
Master classes	36	1.44	
Type: Supervised			
Supervised activity	11	0.44	
Type: Autonomous			
Comprehensive reading	50	2	
Development of project	76	3.04	
Study	20	0.8	

The methodology of the subject will be based on the serial and coordinated development of different activities (directed, supervised and autonomous) that will guide the student towards achieving the results.

Directed activity

Teaching sessions will be carried out in

1/2 Groups: Master classes with or without multimedia with group discussions.

1/4 Groups: Classes in small groups. In these sessions, the students must work in small groups and under the principle of problem-based learning (PBL). The task to be carried out will be the development of an intervention project in the field of prevention and health promotion. This activity will take place performing alternate face-to-face sessions (9 in total), and the autonomous work of the group. For some groups, the subject can propose a work with the methodology *Challenge-Based Learning (ABR)* which consists of a real challenge that propose an entity/institution. Teamwork will be required to propose possible solutions. For more information about challenge: <https://challenges.eciu.org>

Supervised activity

Tutorial attendance: Monitoring of the development of the project through the Moodle platform and at scheduled office hours.

Autonomous activity

Comprehensive reading of texts: comprehensive and synthetic reading of both secondary sources and primary sources to prepare the project.

Development of the work: writing of the content of the project as well as of the support material (power point or others) that will have to be used in the presentation of the project during the last session.

Study: confrontation of the material provided to the master class and conferences with manuals of the matter. Elaboration of summaries, diagrams, conceptual maps, etc.

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
EV1a- Written Test. Critical programme analysis 1	15	2	0.08	5, 6, 9, 11, 12, 14, 15
EV1b- Written Test. Critical programme analysis 2	5	2	0.08	5, 6, 9, 11, 14, 15
EV1c- Written Test. Critical programme analysis 3	10	2	0.08	5, 6, 9, 10, 11, 13, 14, 15
EV1d- Written Test. Critical programme analysis 4	10	2	0.08	5, 6, 9, 11, 14, 15
EV2- Written Presentation of the Intervention Project	30	0	0	1, 2, 3, 4, 7, 8, 14, 16
EV3- Delivery of minutes of sessions and the Control Reports 1 and 2.	10%	0	0	1, 2, 3, 6, 7, 11, 14, 15, 16
EV4a Intervention Project - Oral Presentation. Tutors evaluation	15%	2	0.08	1, 2, 3, 4, 7, 8, 16
EV4b Intervention Project - Oral Presentation. Peers evaluation	5%	2	0.08	1, 2, 3, 4, 7, 8

Evaluation activities of individual learning:

EV1a - This is a written test related to the content on gender violence, with a value of 15% of the final grade.

EV1b - This is a written test related to the content on occupational health, with a value of 5% of the final grade.

EV1c - This is a written test related to the content on prevention of addictive behaviors and substance use, with a value of 10% of the final grade.

EV1d - This is a written test related to the content on health promotion through FA and diet, with a value of 10% of the final grade.

Evaluation activities of group learning:

EV2 - The written presentation of the intervention project developed in a group manner during the PBL sessions will be evaluated. It will have a value of 30% in the final grade of the subject. The delivery of this evidence will be done week 15 through the classroom moodle of the subject.

EV3 - The delivery within the established deadlines of the minutes of all sessions and the two control reports of the project developed will be evaluated. It will have a value of 10%.

EV4 - The oral presentation of the intervention project developed will be evaluated. This evidence is subdivided in two subevidences:

EV4a - The tutors will evaluate the oral presentation of the project that the group will carry out during week 15. It will have a 15% value in the final grade of the subject.

EV4b - The peers will evaluate the oral presentation of their classmates' project. It will have a value of 5% in the final grade of the subject.

Definition of available student: The student who has given learning evidence with a weight equal to or greater than 4 points (40%), shall be considered as "evaluable".

Definition of passed subject:

End Note = [(Note EV1a × 0.15) + (Note EV1b × 0.05) + (Note EV1c × 0.10) + (Note EV1d × 0.10) + (Note EV2 × 0.3) + (Note EV3 × 0.1) + (Note EV4a × 0.15) + (Note EV4b × 0.05)]

In order to pass the course, the weighted average must be greater or equal than 5.

Retake Process

To participate in the retake process it is required that the student to have achieved an average grade between 3,5 and 4,9 and have taken assessment evidence weighing at least 2/3 of the total grade. Additionally, it is required to have been evaluated in all evaluation activities. The retake process will consist of a written test. Evidence 2, 3 and 4 can be retrieved. The recovery note will always be a 5, in case that this is overcome and in no case the recovery will serve to raise the grade if the subject is approved

Bibliography

Anguera, Maria Teresa, Chacón, Salvador. y Blanco, Angel. (Eds.) (2008). *Evaluación de programas sociales y sanitarios: Un abordaje metodológico*. Madrid: Síntesis.

Borrell, C., Garcia-Calvente, M. y Martí-Boscà, J. V. (2004) La salud pública desde la perspectiva de género y clase social. *Gaceta Sanitaria* 18 (Sup 1): 2-6

Bartholomew, L.Kay; Parcel, Guy.S.; Kok, Gerjo; & Gottlieb, Nell.H. (2000). *Intervention Mapping*. New York: Mcgraw Hill.

Chacón, Salvador., Anguera, Maria Teresa., Pérez-Gil, Jose Antonio y Hogado, Fco Pablo (2002). A Mutual Catalytic Model of Formative Evaluation: The Interdependent Roles of Evaluators and Local Practitioners. *Evaluation. The International Journal of Theory, Research and Practice*, 8 (4). 413-432.

Chacón-MoscOSO, Salvador, Sanduvete, Susana, Portell, Mariona, y Anguera, Maria Teresa (2013). Reporting a program evaluation: Needs, program plan, intervention, and decisions. *International Journal of Clinical and Health Psychology*, 13(1), 58-60.

Fantova, Fernando (2003): *Perspectivas en gestión de servicios sociales*. En: <http://www.bolunta.org/publicaciones/>

Fantova, Fernando (2005). *Manual para la gestión de la intervención social*. Madrid: Editorial CCS.

Fernández-Ballesteros, Rocio (Ed) (1995). *Evaluación de programas. Una guía práctica en ámbitos sociales, educativos y de salud*. Madrid: Síntesis (CAP. 2)

Green, Lawrence W. & Kreuter, Marshall W. (1991). *Health Promotion Planning. An Educational and Environmental Approach*. Mountain View: Mayfield Publishing Company

Guba, Egon G., & Lincoln, Yvonna S. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage Publications.

Morrison, Val; Bennett, Paul (2008). *Psicología de la Salud*. Madrid: Pearson Educación. Prentice Hall.

Padilla, J. (2019). *A quien vamos a dejar morir*. Madrid: Capitan Swing

Pawson, Ray; Tilley, Nick (1997) *Realistic Evaluation*, Sage.

Pineault, Raynald, Daveluy, Carole (1995), *La Planificación Sanitaria. Conceptos, métodos y estrategias*. Madrid: Masson. (1ª ed. 1987) *La planificación de la santé. Concepts, Méthodes, Stratégies*. Montréal: Agence d'Arc Inc. (CAP. 1)

Ruiz, M.T. (2009). *Sesgos de género en la atención sanitaria*. Escuela Andaluza de Salud Pública

Veney, James E. y Kaluzny, Arnold D. (2004). *Evaluation and decision making for health services*. Washington: BeardBooks.

Villamarin, Francisco; Alvarez, Maria (1998). Modelos sociocognitivos en promoción de la salud: un análisis conceptual. *Psicologemas*, 12 (24), 161-204.

Wholey, Joseph S., Hatry, Harry P. & Newcomer, Kathryn E. (Eds.) (2004). *Handbook of practical program evaluation*. San Francisco

Software

No specific software is used in this module

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.