

Degree	Type	Year
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 pre-requisites.

Objectives and Contextualisation

Intervention in Health Psychology is an optional subject in Block A of the "Specialisation in Psychological Intervention in Quality of Life". It is taught in the 2nd semester of the 4th year by lecturers from the Department of Clinical and Health Psychology who specialise in public health. The subject provides methodological tools and technical skills applied to the prevention and promotion of health and wellbeing, from the perspectives of positive psychology, salutogenic models and social determinants of health. It also develops extensively the prevention of addictive behaviours. It includes three thematic blocks:

- (a) Conceptual and methodological bases, with emphasis on the development of human strengths from positive psychology, the deepening of the concept of well-being as opposed to quality of life, the most relevant prevention and mental health promotion strategies and programme design and evaluation as a basic methodology in prevention and health promotion.
- b) Life skills that contribute to the development of very useful competencies for maintaining health and well-being and that are often part of prevention and health promotion programs such as: emotional intelligence, self-esteem, Mindfulness, and motivational interviewing.
- c) Preventive applications in addictive behaviours and other health problems, with emphasis on substance and behavioral addictions and innovative social prescription programs for different health problems.

On completing the subject, students will be able to:

- Recognise health determinants.
- Understand the relationships between behaviour, health and illness.
- Know the theoretical and methodological foundations in distinct applied fields.
- Acquire basic skills to develop health programmes.
- Acquire basic skills to analyse and modify behaviours.
- Identify the competences of distinct health professionals.
- Work as a team.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Communicate efficiently, using the appropriate media (oral, written or audio-visual) taking into account diversity and all elements that may ease communication or make it more difficult.
- 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.
- Plan the evaluation of programmes of intervention.
- Propose and negotiate priorities, goals and objectives of the intervention recipients.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use adequate tools for communication.
- Work in a team.

Learning Outcomes

1. Apply knowledge, skills and acquired values critically, reflexively and creatively.
2. Assess the practical and ethical limitations in the applied field.
3. Critically analyse published programs and interventions.
4. Describe the basic process management techniques and interventions in health psychology.
5. Describe the different methods and instruments of evaluation of interventions in health psychology, their qualities and areas of application.
6. Differentiate the main evidence on the effectiveness of different programs and interventions in health psychology.
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. Express the main characteristics of effective communication between professionals and recipients in the area of health.
10. Identify key intervention techniques in health psychology in different contexts.
11. Identify situations in which a change or improvement is needed.
12. Identify the main psychological determinants affecting the development of health problems and ways of tackling them.
13. Identify the need for intervention in health problems in different applied contexts.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.

15. Identify the steps and stages of program evaluation in the field of health.
16. Implement programs and / or interventions in health problems or under supervision simulated situations.
17. Propose new experience-based methods or alternative solutions.
18. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
19. Recognise the basics of emotional communication.
20. Recognise the different applications and indications of techniques and intervention programs in health psychology.
21. Set therapeutic goals in simulated contexts.
22. Use adequate tools for communication.
23. Work in a team.

Content

CONCEPTUAL AND METHODOLOGICAL BASES

Theme 1. Positive psychology, quality of life and psychological well-being.

Theme 2. Intersectional perspective on health promotion

Theme 3. Design and planning of health programmes.

Theme 4. Evaluation of health programmes

LIFE SKILLS

Theme 5. Mindfulness

Theme 6. Emotional intelligence

Theme 7: Motivacional interviewing

Theme 8: Self-esteem

APPLICATIONS

Theme 9. Substances addiction prevention programs

Theme 10. Social prescription programs

Theme 11. Emotional intervention strategies in diabetes

SEMINARS:

- Designing a programme to improve health I i II
- Mindfulness and emotional well-being workshop
- Emotional Intelligence workshop
- Introductory workshop on motivational interviewing I and II

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
(a) Lectures; (b) analysis and debate based on the reading, synthesis and critical evaluation of articles	24	0.96	4, 7, 6, 8, 9, 15, 12, 10, 13, 19, 20
Guidance and tutoring of group work.	12	0.48	3, 1, 16, 4, 8, 9, 10, 13, 21, 20, 23, 22, 2
Type: Supervised			

Scheduled tutorials with the teacher for reviewing directed activities.	12	0.48	16, 23
Type: Autonomous			
Bibliographical and documentary consultation.	22	0.88	7, 6, 15, 12, 2
Carrying out group work, posters and oral presentations.	24	0.96	3, 16, 8, 15, 12, 10, 13, 21, 22, 2
Comprehensive reading of specific sources. Preparation of oral presentation of articles.	48	1.92	3, 16, 4, 5, 7, 6, 8, 9, 15, 12, 10, 13, 19, 20, 2

Methodology

The working methodology will combine traditional teaching techniques with methodologies of a more active character.

Directed:

(a) Lectures; (b) analysis and debate based on the reading, synthesis and critical evaluation of articles; and (c) guidance and tutoring of group work.

Supervised:

Scheduled tutorials with the teacher for reviewing directed activities.

Independent:

Bibliographical and documentary consultation.

Comprehensive reading of specific sources.

Preparation of oral presentation of articles.

Carrying out group work, posters and oral presentations.

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
Ev1a	25%	1.5	0.06	4, 5, 7, 6, 9, 12, 14, 10, 21, 19, 20, 2
Ev1b	25%	1.5	0.06	4, 5, 7, 6, 8, 9, 15, 12, 14, 10, 21, 19, 20, 2
Ev2	20%	1	0.04	3, 1, 6, 9, 14, 20, 23, 22, 2
Ev3a	10%	2	0.08	1, 7, 8, 12, 14, 10, 13, 21, 17, 18, 23, 22, 2
Ev3b	20%	2	0.08	3, 1, 16, 4, 5, 7, 6, 9, 15, 14, 10, 11, 21, 17, 18, 19, 20, 23, 2

In addition to these indications, consult [the assessment guidelines for all Faculty degrees](#).

CONTINUOUS ASSESSMENT. Evidences of learning

Evidence	Description	Authorship	Weight (%)	Format	Presentation method	Timing
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Ev1a	multiple-choice test	individual	25%	written	Attendance	Week 8
Ev1b	multiple-choice test	individual	25%	written	Attendance	Week 19
Ev2	Oral defence of an artic	group of 2	20%	Oral & written	Attendance / Moodle	Choose topic and week
Ev3a	Exhibition-Poster of the programme	group of 3	10%	Oral & written	Attendance/ Moodle	Week 15 o 16
Ev3b	Programme report	group of 3	20%	written	Attendance/ Moodle	Week 16

- Ev1 (a & b): Multiple choice tests of approximately 40 questions, with four alternative answers and one correct answer. The penalty applied to the correction of the test is 1/3, i.e., for every 3 incorrect questions, 1 correct question is eliminated. The test will include 5-6 questions from each topic and 2-3 from each seminar given.
- Ev2: Summarised presentation of an article related to each theory topic, individually or in groups of 2. The public defence, the generation of debate and the presentation as evidence are assessed.
- Ev3 (a & b): Group work on the design, planning and evaluation of a health programme. This work includes an oral presentation in poster format (Ev3a) and a written report (Ev3b).

The FINAL MARK is the weighted sum of all the evidence:

$$[(Ev1a*0,25)+(Ev1b*0,25)+(Ev2*0,2)+(Ev3a*0,1)+(Ev3b*0,2)].$$

Definition of course passed in the continuous assessment: implies the presentation of at least 3 pieces of evidence, with the presentation of Ev1a and Ev1b being compulsory, and a final mark equal to or higher than 5 out of 10. If these requirements are not met, the maximum mark to be recorded on the academic transcript will be 4.5 points. It is not possible to establish systems to improve the final grade in the continuous assessment.

Description of the final recovery system:

- Criteria to opt for the recovery: students who have not met the established criteria to pass the course and have presented evidence with a weight of at least 2/3 of the total may opt for the recovery.
- Recoverable evidence: Ev1a and/or Ev1b.
- Evidences excludes of recovery: EV2, Ev3a and Ev3b.
- Passed subject: weighted final mark equal to or higher than 5 out of 10.

Definition of a non-assessable student: evidence with a weight of less than 40%.

Synthesis tests are not foreseen for people with 2nd or subsequent enrolment.

EVIDENCE RETURN

Type of feedback	EV and type	Week
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Digital tool	Ev1a: multiple-choice test	Week 7
Digital tool	Ev1b: multiple-choice test	Week 19
Rubric	Ev2: oral defense	Weekly
Rubric	Ev3a: oral presentation of program	Week 14 i 15
Rubric	Ev3b: program report	Week 19

Translation of exams: THE DELIVERY OF THE TRANSLATION OF THE IN-PERSON ASSESSMENT TESTS WILL BE MADE IF THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 ARE MET AND THE REQUEST IS MADE IN WEEK 4 TELEMATICALLY (E-FORM) (more information on the Faculty website).

PROHIBITED USE OF AI: "In this course, the use of Artificial Intelligence (AI) technologies is not permitted at any stage. Any work that includes fragments generated by AI will be considered academic dishonesty and may result in a partial or total penalty on the activity grade, or more severe penalties in serious cases.

SINGLE ASSESSMENT. Evidences of learning

Evidence	Description	Weight (%)	Format	Presentation method	Timing
Eva	multiple-choice test	40%	written	2 hours	Week 19
Evb	short-answer questions	30%	written	1 hour	Week 19
Ev2	Oral defence of a Programme	30%	Oral & written	30 minutes	Week 19

- The single assessment will take place on the same day and in the same place as the test of the second assessment period of the subject. All the contents of the course will be assessed.
- It includes a multiple-choice test (approximately 80 questions), an open question and short answer test (approximately 10 questions) and the defence in 15' and 10' of questions on the prevention or health promotion programme developed. The poster used for the defence will be handed in. The duration can be approximately 3.5/4 hours.
- The final mark for the course will be obtained as described in the continuous assessment.
- The same resit system as the continuous assessment will be applied.
- The recoverable evidences are the Eva and/or the Evb.

THE SINGLE EVALUATION IS REQUESTED ONLINE (E-FORM) DURING THE SPECIFIED PERIOD (more information on the Faculty website).

Bibliography

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- Marks, D.F., Murray, M., Evans, B. y Vida Estacio, E. (2018) Health Psychology. Theory, Research and Practice. London: Sage. (5ª edition).
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- Monográfico (2018). The Journal of Positive Psychology. Dedicated to furthering research and promoting good practice.
- Simón, V. (2015). Mindfulness: una perspectiva psicobiológica An. R. Acad. Med. Comunitat Valenciana, 16. Disponible on-line. https://www.uv.es/ramcv/2015/6_01_052_Vicente_Simon_txt.pdf
- Vazquez, C. y Hervás, G. (Coords.) (2009). La ciencia del bienestar. Fundamentos de psicología positiva. Madrid: Alianza Editorial

Software

It's not necessary.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Spanish	second semester	morning-mixed
(SEM) Seminars	112	Spanish	second semester	morning-mixed
(SEM) Seminars	113	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed