

Degree programme	Type	Course
Psychology	OB	3

Contact lecturer

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Group languages

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

Prerequisites

There are no prerequisites.

Objectives

- Conceptually define the scope of Health Psychology.
- Understand the concepts of health and illness from a biopsychosocial perspective.
- Identify the different types of health determinants.
- Become familiar with the various fields and professional profiles in Health Psychology.
- Understand the issue of therapeutic adherence and become acquainted with how to assess and intervene on it.
- Understand the relationships between stress and health.
- Develop an understanding of intervention in certain chronic illnesses.
- Develop informed judgment on current issues involving Health Psychology: health determinants, positive psychology, burnout among health professionals, the psychotherapeutic approach to chronic illness, and psychosocial aspects of chronic diseases.
- Develop an understanding of the use of techniques employed in Health Psychology intervention: motivational interviewing, breaking bad news.

Learning outcomes

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

Contents

LECTURES (Large group, 1/1)

1. What is Health Psychology? (2 sessions)
2. Fields of practice in Health Psychology (2 sessions)
3. The patient in the treatment setting (2 sessions)
4. Stress and Health (3 sessions)
5. Problems related to eating, weight and body image (2 sessions)
6. Approaches to chronicity (3 sessions)

SEMINARS (Small group, 1/4)

1. Environmental determinants (2 sessions)
2. Working on adherence with motivational interviewing (1 session)
3. Positive emotions and health (1 session)
4. Burnout among health professionals (2 sessions)
5. Psychotherapeutic approach to chronic illness (1 session)
6. Psychosocial aspects of chronic diseases (1 session)

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Studying	50	2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17
Dynamic seminars for analysis, applications, simulations / role-playing and discussions	16	0.64	1, 2, 8, 9, 10, 12, 13, 16, 17, 18

Readings	22	0.88	8, 9, 11
Lectures with support of ICTs and activities with the whole class group	21	0.84	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17
Support in deliverables' elaboration	15	0.6	
Deliverables associated with the seminars	22	0.88	1, 2, 5, 7, 10, 12, 13, 15, 16, 17, 18

This course is divided into 14 theory sessions, structured around 6 topics, and 6 seminars comprising 8 sessions.

The teaching methodology for the theory classes is based primarily on lectures supported by ICT tools.

In the seminars, activities may be accompanied by prior readings and include:

- Participatory activities in small dynamic working groups in class (role-playing, experiential mindfulness exercises or other techniques, and group debates with physical positioning to express levels of agreement or disagreement).
- Small group activities to be carried out autonomously (recording videos/podcasts/interviews, with guided reflection) and individual participation in some tasks.

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	Weight	Hours	ECTS	Learning outcomes
Ev4. Seminar Task 3: Emotions and Health	5	0	0	1, 3, 6, 8, 9, 11, 12, 13
Ev1. Exam 1: Multiple-Choice Written Test	30	2	0.08	1, 2, 3, 4, 5, 7, 8, 10, 14, 16, 17
Ev2. Seminar Task 1: Environmental Determinants of Health	5	0	0	2, 12, 14, 16, 17, 18
Ev6. Seminar Task 5: Psychotherapeutic Approach to Chronic Illness	5	0	0	5, 8, 9, 11
Ev5. Seminar Tasks 4a and 4b: Burnout in Healthcare Professionals	10	0	0	1, 2, 5, 8, 9, 12, 13, 15, 16, 17
Ev8. Exam 2: Multiple-Choice Written Test	35	2	0.08	1, 2, 3, 4, 5, 7, 8, 10, 14, 16, 17
Ev7. Seminar Task 6: Psychosocial Aspects of Chronic Diseases	5	0	0	2, 6, 8, 16
Ev3. Seminar Task 2: Working on Adherence Through Motivational Interviewing	5	0	0	2, 6, 8, 9, 10, 13, 15, 16, 17

Apart from the details provided below, the "Guidelines for the evaluation of the degrees of the Faculty of Psychology 2026-27", available at <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Continuous Assessment

The continuous assessment will result from the sum of the following 8 evidences of learning:

- Evidence 1 (30%): Partial multiple-choice exam that will include the contents of the theory classes (topics 1 to 3) and the first 2 seminars. It will be carried out in the first evaluation period and a brief group return will be offered in the next theory class, in addition to offering a time slot to review the exam in the teacher's office. It will be necessary to obtain at least a 4 out of 10 in this evidence to be able to pass the continuous assessment. Otherwise, this evidence will have to be recovered in the recovery period.
- Evidence 2 (5%): Group presentation in the classroom on environmental determinants, prepared autonomously outside the classroom. The lecturer will give feedback after the presentation and it will be evaluated by rubric on the virtual campus.
- Evidence 3 (5%): Group preparation and presentation of a "role play" in the classroom to practice the motivational interview in relation to adherence to treatments. The lecturer will give feedback after the presentation and it will be evaluated by rubric on the virtual campus.
- Evidence 4 (5%): Group work consisting of the preparation of a video, delivered through Moodle, where the members of the group reflect and synthesize the contents of seminar 3. It will be evaluated by rubric on the virtual campus and the teacher will also give feedback through the virtual campus within 2 weeks of delivery.
- Evidence 5 (10%): It is divided into two (5% each):
 - Group work consisting of the preparation of a podcast, delivered through Moodle, where a health professional is interviewed to talk about the contents of seminar 4. It will be evaluated by rubric on the virtual campus and the teacher will also give feedback through the virtual campus within 2 weeks of delivery.
 - Group preparation and presentation of a "role play" in the classroom to practice protocols for communicating bad news in the health field. The lecturer will give feedback after the presentation and it will be evaluated by rubric on the virtual campus.
- Evidence 6 (5%): Presentation of an individual record/reflection, delivered through Moodle, on the personal practice of one of the techniques worked on during seminar 5. It will be evaluated by rubric on the virtual campus and the teacher will also give feedback through the virtual campus within 2 weeks of delivery.
- Evidence 7 (5%): Participation in brief classroom debates on psychosocial aspects of some chronic diseases. The lecturer will give feedback during the debates and will be evaluated by rubric on the virtual campus.
- Evidence 8 (35%): Partial multiple-choice exam that will include the contents of the theory classes (topics 4 to 6) and seminars 3, 4, 5 and 6. It will be carried out in the second evaluation period and a slot will be offered to review the exam in the teacher's office. It will be necessary to obtain at least a 4 out of 10 in this evidence to be able to pass the continuous assessment. Otherwise, this evidence will have to be recovered in the recovery period.

Summary of the feedback of each evidence:

Evidence	Type of return	Week
Ev1: Midterm exam (Topics 1-3 + Seminars 1 and 2)	Grade via Moodle. Feedback in the classroom (brief group return) and review in tutorials in the teacher's office.	Weeks 8-9
Ev2: Seminar Assignment 1	Feedback in the classroom and grade through Moodle (rubric-based).	Weeks 3-4
Ev3: Seminar Assignment 2	Feedback in the classroom and grade through Moodle (rubric-based).	Weeks 5-6
Ev4: Seminar Assignment 3	Feedback and grade through Moodle (rubric-based).	Weeks 13-14
Ev5a: First assignment of seminar 4	Feedback and grade through Moodle (rubric-based).	Weeks 15-16

Ev5b: Second assignment of seminar 4	Feedback in the classroom and grade through Moodle (rubric-based).	Weeks 13-14
Ev6: Seminar Assignment 5	Feedback and grade through Moodle (rubric-based).	Weeks 16-17
Ev7: Seminar Assignment 6	Feedback in the classroom and grade through Moodle (rubric-based).	Week 17
Ev8: Midterm Exam (Topics 4-6 + Seminars 3, 4, 5 & 6)	Grade via Moodle. Review of tutorials in the teacher's office.	Weeks 19-20

For each seminar evidence, the student will have 2 weeks to request review after receiving the feedback. Except in exceptional situations and previously agreed with a student, one week before the face-to-face exams, and until the end of the ordinary review, "content" questions will not be answered by email or via Moodle. Students must attend the opening hours established by the teaching team. After each exam, students will be informed of the date and manner in which the grades of the course will be published, as well as the procedure, place, date and time of the revision of the grade based on the regulations of the University.

To pass the subject, the sum of the grade obtained in the 8 evidences must be 5 (out of 10) or higher, provided that:

- At least a 4 out of 10 has been obtained in Evidence 1 and in Evidence 8,
- The average of these two pieces of evidence is 5 out of 10 or higher.

If these two requirements are not met, the maximum grade to be recorded in the academic record will be 4.5 points.

To be listed as "not assessable", the following condition must be met: the student delivers less than 40% of the total weight of the evidence.

Recovery of continuous assessment

In the event that the continuous assessment is not passed, either because:

- The sum of the evidence does not reach 5 out of 10;
- The grade of evidence 1 and/or 8 (midterms) is less than 4;
- The mean of the evidence 1 and 8 is less than 5.

And provided that the following conditions are met:

- The student has obtained at least 3.5 points out of 10 in the continuous assessment (and no more than 5 out of 10);
- And the weight of the evidence to which the student has presented himself throughout the course has been 66.7% or more;

The student may take the retake, which will consist of taking the corresponding assessment tests depending on the case:

1. The student will have to retake Evidence 1 and/or Evidence 8 if they obtained less than a 4 out of 10.
2. If the student obtained at least a 4 out of 10 in Evidence 1 and/or 8 but still fails the continuous assessment, he/she will have to take the partial exam(s) that he/she failed (less than a 5 out of 10).
3. If the student passed both exams (Ev1 and Ev8) but still fails the continuous assessment, he/she may take the retake of the evidence (Ev1 or Ev8) where he/she has a lower grade.

It will not be possible to recover evidence of seminars, even if they are failed. Nor will it be possible to recover evidence that has already been presented and approved in the continuous assessment (except in case 3, where the Ev1 or Ev8 can be retaken despite being passed).

The recovery will be carried out in the planned period, on the day and time determined by the Faculty. The retake grade (provided that it is equal to or greater than 4 out of 10) will replace the grade previously obtained

in the same evidence.

Attendance and punctuality at seminars

Attendance at the session (or sessions, in the case of seminars 1 and 4) of the seminar is mandatory in order to be evaluated from the corresponding evidence. In the event that the student is absent, he/she must communicate it by email to the seminar lecturer either before the session (if he/she can foresee it) or, at most, up to 3 days later, providing adequate proof (medical, work, etc.). In such a case, the student will be offered the possibility to do the session with another group that is available, and only if there are no longer groups available, the student will be offered to do an individual task equivalent to that requested in group format from seminar attendees. In any other case, the absence will imply that the student cannot make up the session or do an individual task and, therefore, will not be evaluated on this evidence.

As for being late for seminar sessions:

- If the student anticipates that he/she may be late for any reason, he/she must notify the professor by email before the session, justifying the possible delay. Then, the teacher will offer a solution depending on the justification provided and the amount of time that is estimated that the student would miss.
- If the delay occurs without prior notice, the teacher may opt for the following measures:
 - If it is a minor delay and does not affect the development of the session or the student's participation in the task, it may be omitted.
 - If it is a significant delay, which partially affects the development of the session and/or the student's participation in the task, the student will be able to stay in the session and participate in the task, but the teacher will take note of the delay. If this occurs in 3 sessions, a penalty of -20% will be applied to the total grade of the seminar evidence, and the penalty will be progressively increased by 20% more for each new episode of significant delay.
 - If it is a major delay, which clearly affects the development of the session and/or makes it impossible for the student to participate in the task, the student will not be able to stay in the session. Only in the event that the student can justify the delay, providing adequate proof within a maximum of 3 days, will they be offered the options of attending another group or, only if there is no other group available, submitting an individual assignment.

Finally, as for exiting before the session ends:

- If the student foresees that he/she may need to leave early, he/she must notify the teacher by email and/or in person before the session starts, and he/she will be offered a solution based on the justification and the amount of class time that is estimated that the student would miss.
- If the student leaves before the end of the session without prior notice, the lecturer will have the option to penalize or cancel the assignment he/she has submitted as he/she deems appropriate, depending on the impact of the early departure on participation in the assignment. However, if the student sends, within a maximum margin of 3 days, adequate proof, the lecturer can decide, depending on the justification provided and the circumstances of the case, whether to validate the delivery or whether to offer an alternative (do the session with another group or, only if none are available, do an individual task).

Single assessment

The single assessment is requested electronically in the specific period (more information on the faculty's website).

Students who take advantage of the single assessment option waive the right to be assessed continuously and will be assessed all the contents of the subject in a single assessment act, which will be carried out on the same day and place as the test of the subject's second assessment period. This evaluation act will consist of 2 multiple-choice exams corresponding to the first and second blocks of the subject (Ev1 and Ev2) that will follow the same format as that of the continuous assessment (corresponding to Ev1 and Ev8 of the continuous assessment, respectively). These exams will be composed mainly of questions on the theory of the subject but

also of questions on the recommended readings. In addition, another test will be carried out (Ev3) where problems and cases derived from the different activities carried out in the context of the seminars throughout the course will be posed (they will correspond to Ev2, Ev3, Ev4, Ev5, Ev6 and Ev7 of the continuous assessment). The total duration of this single face-to-face evaluation event will be approximately 3h30min (see the following table):

Test	Weight in the evaluation
Ev1: Multiple choice written test of the first block of the subject (Topics 1-3)	30%
Ev2: Multiple choice written test of the second block of the subject (Topics 4-6)	35%
Ev3: Test to solve problems/cases derived from the activities carried out in the seminars	35%

The final grade will be the sum of the evidence. The subject will be considered passed if 5 or more points are obtained in the sum of the evidence of the single assessment.

To pass, it will be necessary to obtain at least a 4 out of 10 in each of the evidences (Ev1, Ev2 and Ev3) and that the average between evidence 1 and 2 is 5 or more out of 10. If these requirements are not met, the maximum grade to be recorded in the academic record will be 4.5 points.

There will be no test to improve the grade of this evidence. Students who have submitted evidence of learning with a weight equal to or greater than 40% may not be listed as "not assessable".

Recovery of the single assessment

The following criteria must be met in order to go to recovery:

- To have obtained between 3.5 and less than 5 points in the single assessment;
- To have obtained at least a 4 in the Ev3 (the only non-recoverable evidence);
- The weight of the evidence to which the person has presented himself must be 66.7% or more.

The recovery test will consist of retaking evidence 1 and/or 2, depending on the case:

- If less than a 4 has been obtained in Ev1 and/or Ev2, the student must regain it.
- If the student has obtained more than a 4 in Ev1 and Ev2 but fails the single assessment, they will have to retake the test(s) they have failed (less than 5 out of 10) or, in the event that they have passed both, they will be able to retake the one where they have obtained a lower grade.

The grade of the evaluation of the evidence that does not have to be recovered, which cannot be redone, will be kept. Ev3 will not be able to be recovered under any circumstances.

It is not foreseen that students in the 2nd or subsequent enrolment will be evaluated by means of a single non-recoverable synthesis test.

Language of the tests

The language used for the written tests will be Catalan. The translation of the face-to-face written tests will be delivered if the requirements established in article 263 are met and the application is made in week 4 electronically (via academic management; more information on the faculty website).

Use of AI

In this subject, the use of AI technologies is allowed as an integral part of the development of some assignments and activities, provided that the final result reflects a significant contribution of the student in analysis, reflection and personal elaboration. The student will have to clearly identify which parts of the work have been generated with the support of AI tools, specify which tools have been used and include a critical

reflection on how they have influenced the process and the final result of the activity. This use must be explicitly stated in the bibliographic references section. For evidence of learning that requires bibliographic research, the use of AI in this process is not allowed. The research must be carried out autonomously by the student, following rigorous academic criteria. Under no circumstances can AI be used to replace the direct consultation of scientific databases such as PubMed, PsycINFO, or other similar ones. The lack of transparency in the use of AI will be considered a lack of academic honesty, and may lead to penalties in the grading of the activity or, in the most serious cases, other disciplinary measures in accordance with current regulations.

Plagiarism regulations

According to Art 266, point 10 UAB Regulations, in the event that the student makes any irregularity (copying, plagiarism,...) that may lead to a significant variation in the grade of an assessment act, this assessment act will be graded 0. All submitted papers will be reviewed through the Urkund anti-plagiarism program. If a percentage of plagiarism greater than 30% is detected, it could be a reason to fail that specific evidence. In the event that there are several irregularities in the learning evidence, the final grade of the subject will be 0. The unreferenced use of artificial intelligence tools will also be considered plagiarism. In order to avoid plagiarism, you can consult the following guide: <https://cv.uab.cat/ajuda/ca/2018/03/16/alumnat-citar-per-a-evitar-el-plagi/>

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. (Available at Moodle)

Sánchez-Carracedo, David (2022). El estigma de la obesidad y su impacto en la salud: una revisión narrativa. *Endocrinología, Diabetes y Nutrición*, 69(10), 868-877. (Available at Moodle)

Taylor, Shelley E. and Stanton, Annette L. (2021). *Health Psychology (11th edition)*. Madrid: McGraw-Hill (available at the library, both as eBook and paper). (Reference manual)

Nota: At the end of every theory topic, the mandatory readings linked to the topic will be communicated to the students.

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/hpq>

<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
- Free audio and video editing software

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	second semester	morning-mixed
(TE) Theory	2	Spanish	second semester	morning-mixed
(TE) Theory	3	Catalan	second semester	morning-mixed
(TE) Theory	4	Spanish	second semester	morning-mixed
(SEM) Seminars	111	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	112	Catalan/Spanish	second semester	morning-mixed

(SEM) Seminars	113	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	114	Catalan	second semester	morning-mixed
(SEM) Seminars	211	Catalan	second semester	morning-mixed
(SEM) Seminars	212	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	213	Catalan	second semester	morning-mixed
(SEM) Seminars	214	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	313	Catalan	second semester	morning-mixed
(SEM) Seminars	314	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	411	Spanish	second semester	morning-mixed
(SEM) Seminars	412	Catalan/Spanish	second semester	morning-mixed
(SEM) Seminars	413	Catalan/Spanish	second semester	morning-mixed