

**COURSE DATA****Data Subject**

Code	33344
Name	Health psychology
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	First term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	43 - Health psychology	Optional

Coordination

Name	Department
AMIGO BORRAS, SALVADOR	295 - Personality, Evaluation and Psychological Treatment

SUMMARY

The subject of Health Psychology is located in the fourth year of the Psychology Degree Plan of Studies. It is an elective (4.5 credits) and is part of one of the four itineraries contemplated in the verification, specifically in the Introduction to Clinical and Health Psychology. As an elective course, the psychological contents selected for the discipline of Health Psychology cover two general objectives. The first of them aims to provide the student with the basic conceptual tools of the discipline of Health Psychology through its history, its definition and specific methodological aspects that seek not to overlap with other subjects of the Undergraduate Curriculum. For this reason, methodological aspects are limited to the acquisition of basic notions of epidemiology. Under the same argument of not overlapping with other subjects, the evaluation is mainly restricted to a core construct in Health Psychology: Health-Related Quality of Life and to the basic principles to be taken into account in the part corresponding to the evaluation of programs. This objective is finally completed with the concepts and models that relate human behavior and the processes of health and disease and with some questions on gender-related differences in health. The second objective includes a more applied dimension, focusing mainly on health-related problems, relatively common in the general population (although others could be selected), and which illustrate the psychologist's contribution to their alleviation/solution. Each of the selected



topics begins with a general introductory framework, but the main interest in each of them is the type of appropriate resources that can be used from psychology for the solution of these problems. Finally, the aspects related to the promotion of health and the prevention of disease appear diluted throughout the different topics, especially, but not only, in those where the social dimension of human behavior in the processes of health and disease is emphasized.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1319 - Degree in Psychology

- Be able to identify differences, problems and needs.
- Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).
- Be able to use strategies and techniques to involve patients in the intervention.
- Be able to plan the assessment of programmes and interventions.
- Be able to measure and obtain relevant data for the assessment of interventions.
- Promote and contribute to the health, quality of life and well-being of individuals, groups, communities and organisations.
- Ability to apply comparative designs and to use scientific terminology in research on Health Psychology.
- Know the different models that relate personality and health.
- Be able to identify health risk behaviours.
- Be able to design an intervention programme in Health Psychology.
- Be able to assess an intervention programme in Health Psychology.
- Be able to identify health problems in the general population that require psychological attention.
- Understand the general health-disease models throughout history in order to understand the interdisciplinarity of Health Psychology.



LEARNING OUTCOMES

- To identify and define the different models and central concepts in Health Psychology.
- To develop methods, designs and strategies of investigation in the link between behaviour, health, illness and personality, health.
- To evaluate and implement programs of intervention in Health Psychology: promotion of the health and prevention of the illness.

DESCRIPTION OF CONTENTS

1. Historical approach to Health Psychology

The mind-body relationship through history: holism and dualism. Historical background of the biopsychosocial perspective. The development of the biopsychosocial model of health and disease: Behavioral Medicine and Health Psychology.

2. Definition of Health Psychology and central concepts

Definition of Health Psychology. Health Psychology and its conceptual delimitation with respect to other disciplines. Concepts of health and disease: the definitions of the World Health Organization (WHO), definitions based on the health/disease continuum, criterial definitions of health and disease.

3. Assessment in Health Psychology

Assessment of the state of health and scales of measures of the Quality of Life Related to Health. (HRQoL). Fundamentals of program evaluation

4. Methodological aspects: Epidemiology

Notion of epidemiology. Health indicators in populations. Frequency measures in epidemiology. Association and impact measures. Types of epidemiological studies.

5. Behavior and health

Approaches to the concept of lifestyle. Behavioral guidelines related to health. Health behavior change models: continuum models and staged models.



6. Behavior and disease

The distinction: illness (disease) and experience of illness (illness). Concepts that relate behavior and disease. Genesis and maintenance of disease behavior. Abnormal behavior as a health risk.

7. Stress and health

Concept and models of stress. Psychophysiological foundations of stress. Stress and health. Stress and disease.

8. Areas of action (I): Physical exercise and the role of diets in health and obesity Physical exercise and adaptation.

Healthy effects of physical exercise. Risks of physical exercise. Weight regulation mechanisms. Is obesity a health risk? Obesity and the consequences of diets. The role of diets in health.

9. Areas of action (II): Intervention in chronic disease

General concepts of intervention in the disease. Cancer. Asthma. Hypertension. Diabetes. irritable colon.

10. Areas of action (III): Chronic pain and headaches

Characterization of chronic pain. Explanatory theories of pain. pain behaviour. Psychological assessment of chronic pain. Treatment of chronic pain. Headache: classification. Explanatory mechanisms of headache. Evaluation and treatments of headache.

11. Areas of action (IV): Insomnia

Definition and diagnostic classification of insomnia: primary insomnia. Assessment. Primary insomnia treatments.



WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Development of group work	10,00	0
Study and independent work	23,00	0
Readings supplementary material	4,50	0
Preparation of evaluation activities	15,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	5,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

The teaching-learning methodology is as follows:

The teaching is given fundamentally through a system of face-to-face classes, of theoretical and practical nature. The theoretical class allows the introduction and development of the theoretical content of each subject. The practical classes, through the illustration of the contents, facilitate the students' learning by allowing a more dynamic and closer relationship with them.

However, it is also important to carry out seminars or other complementary tasks proposed by the teachers, such as individual or group work. With this type of tasks, autonomous or group work is encouraged, but also, and in a relevant way, the acquisition of skills regarding the presentation and writing of topics.

Tutorials are the means through which teachers guide and supervise students in the development of complementary activities, in particular, and solve their doubts or difficulties related to the subject, in general. In short, through tutorials, which facilitate a closer and more direct relationship, teachers guide students in the construction of their knowledge.

EVALUATION

ASSESSMENT SYSTEMS

The evaluation of the students will be based on the following sections, both in the first and second call:

SE1.- Objective test for assessment of theory and practical contents.

SE2.- Written and/or oral presentation of reports, individual or group projects.



WEIGHTING

- Assessment of theory and practical contents through written tests (80%).
- Written and/or oral presentation of reports, individual or group projects, in form and date (or dates) indicated by their professor (20%). The activities of continuous evaluation pertaining to this evaluation section involve handle of data elaborated during the classes, correction-discussion in the heart of the group, realisation of work in group and/or his oral exposure, etc. Will value so much the assistance to this type of activities, that will be programmed and announced by the professor, like the quality of the same. This section is of character no recoverable. The note obtained in this section will be maintained at the second call.

MINIMUM REQUIREMENTS

In order to pass the subject, it is compulsory, both in the first and second call, to obtain a minimum score of 4 (scale 0-8 points) in the exam and to get an overall score of 5 out of 10 in the sum of the exams' qualification and the score obtained through continuous assessment (practical activities, reports, group work, oral presentations, etc.). Obviously, the lower the score in the continuous assessment, the higher the minimum score needed in the exam.

ADVANCE OF CALL

In case of availing of the current regulations regarding the advancement of the call, the evaluation will consist of an exam of the theoretical and practical content of the subject (this exam will represent 80% of the final grade) and, if applicable, the performance of a report, whose specific content and way of presentation will be determined by the professors.

WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken.

Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.



GRADING SCHEME

The qualification of the subject will abide to what is stipulated in the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

According to this, it is specified in numerical expression from 0 to 10 with a decimal, using the following scale of qualification:

- From 0 to 4.9: failed
- From 5 to 6.9: pass
- From 7 to 8.9: merit
- From 9 to 10: excellent or excellent with honor

The two sections of the assessment system of the subject (exam and continuous activities) will be added only when the minimum requirement established for the exam and the activities are obtained.

Both in first and second official call, the grade obtained in accordance with the following rules will be included in the expedient of the subject:

- If there is no qualification in the assessment section with greater weighting (the exam), the qualification will be NOT PRESENTED, regardless of the other assessment section (continuous activities)
- If there is a qualification in the assessment section with the highest weighting (the exam) but it does not achieve the minimum requirements, FAILED and the numerical note based on a scale of 0-10 of this section will be recorded.
- If there is a qualification in the assessment section with the highest weighting (the exam), and it gets the minimum requirements established, but the score of 5 is not achieved when the score obtained in the other assessment section (continuous activities) is added, FAILED and a numerical note based on the scale of 0-10 for the assessment section where the subject is not passed, will be recorded.
- If there is a qualification in the assessment section with the highest weighting (the exam), and it gets the minimum requirements established, and the score of 5 is reached or exceeded, adding the score obtained in the rest of assessment activities, the numerical note in base 10 and the corresponding qualification of PASS, MERIT OR EXCELLENT will be computed.

In order to challenge the allotted qualification the provisions of the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf



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Additional

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