

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

| | |
|----------------------|---|
| Code | 44186 |
| Name | Scientific and professional principles of health psychology |
| Cycle | Master's degree |
| ECTS Credits | 6.0 |
| Academic year | 2020 - 2021 |

Study (s)

| Degree | Center | Acad. year | Period |
|---|--|-------------------|---------------|
| 2191 - M.U. en Psicología General Sanitaria | Faculty of Psychology and Speech Therapy | 1 | First term |
| 2244 - M.U. en Psicología General Sanitaria | Faculty of Psychology and Speech Therapy | 1 | First term |

Subject-matter

| Degree | Subject-matter | Character |
|---|---|------------------|
| 2191 - M.U. en Psicología General Sanitaria | 1 - Scientific and professional principles of health psychology | Obligatory |
| 2244 - M.U. en Psicología General Sanitaria | 1 - Scientific and professional principles of health psychology | Obligatory |

Coordination

| Name | Department |
|--------------------------------|---|
| ATIENZA GONZALEZ, FRANCISCO L. | 295 - Personality, Evaluation and Psychological Treatment |
| BAIXAULI GALLEGU, ELENA | 295 - Personality, Evaluation and Psychological Treatment |

SUMMARY

Emphasis will be placed on this subject in the knowledge and understanding of health from a holistic perspective that includes both the biological, psychological and social, as well as the impact of major life changes in the healthy development of the individual.

A fundamental aspect of this subject is the transmission of knowledge about what the Framework for



Action General Health Psychologist. To this end the rules in the Spanish health field this profession will be presented. Moreover they are formed in basic aspects of the creation and management of sanitary companies, and the processes of authorization and accreditation of them.

Last but not least, you will be instructed on Ethics and professional ethics in health psychology.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No prerequisites

OUTCOMES

2191 - M.U. en Psicología General Sanitaria

- Have a concern for achieving quality work.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Apply the fundamentals of bioethics and the deliberative method to professional practice, and practise as health professionals according to the provisions of Law 44/2003, of 21 November, regulating health professions.
- Acquire, develop and implement a comprehensive health concept that includes the biopsychosocial components of health, in accordance with the guidelines established by WHO.
- Know the policy framework of a general health psychologist and be able to refer patients to the appropriate specialist.
- Work from the perspective of quality and continuous improvement, with a self-critical capacity, necessary for a responsible professional performance.
- Be familiar with current regulations in the Spanish healthcare system.
- Aplicar los fundamentos de la bioética y el método de deliberación en la práctica profesional, ajustándose su ejercicio como profesional sanitario a lo dispuesto en la Ley 44/2003, de 21 de noviembre, de ordenación de las profesiones sanitarias y a la confidencialidad de la información y de la protección de datos personales de los y las pacientes.



- Adquirir, desarrollar y poner en práctica un concepto de salud integral, en donde tengan cabida los componentes biopsicosociales de la misma, conociendo el marco de actuación del psicólogo general sanitario y sabiendo derivar al profesional especialista correspondiente.
- Work from the perspective of quality and continuous improvement, with a self-critical capacity, necessary for a responsible professional performance, which leads to a degree of excellence in knowledge and application of the principle of equality between men and women.

LEARNING OUTCOMES

- Know the ethics regulation applied to the General Health Psychology.
- Be able to understand health from a holistic and integrative perspective comprising the fundamentals biopsychosocial processes involved in health, psychological disorders and disease.
- Describe and explain psychological processes that occur during major life changes (events, transitions and development crisis).
- Determine the basic principles to consider in optimizing intervention experience to promote psychological maturity and healthy development.
- Identify ethical and professional standards in health psychology.
- Know the ethics regulation applied to the General Health Psychology.
- Learn to resolve these ethical conflicts in health practice.
- To acquire the skills necessary for the creation and management of companies.

DESCRIPTION OF CONTENTS

1. Health from a holistic perspective: scientific foundations and psychosocial

1 Introduction to the study of happiness

1.1 Concept of happiness

1.2 Phenomenology of happiness

1.3 Happiness statistics

2 Neuroscientific basis of happiness

2.1 The science of happiness

2.2 Concept of Neurohappiness

2.3 What happens in our brain when we are happy?

2.3.1 Neuroanatomy of happiness

2.3.2 Neurochemistry of happiness

2.4 Brain neuroplasticity and happiness

2.5 How can we be happier?

2.6 ¿We can reprogram our brains to be happier?

2.6.1 Thought

2.6.2 Emotion

2.6.3 Conduct

3 Neurohappiness applications in the field of health



- 3.1 What is happiness?
- 3.2 Neurohappiness applied
 - 3.2.1 The benefits of being happy in mental health
 - 3.2.2 Applications Neurohappiness in the field of mental health

- 4 Emotions and the immune system: stress response and meditation
 - 4.1 Buddhist contemplative tradition and neuroscience: the welfare and suffering
 - 4.2 Psychobiological stress response and suffering: endocrine, nervous and immune system
 - 4.3 Functional and structural modification nervous system as a result of the practice of meditation
 - 4.4 Adaptive stress response and meditation

2. The major life changes and their impact on health

- 1. Events, transitions and crises
 - 1.1 Conceptualisation
 - 1.2 Phases in the process of coping
 - 1.3 Factors that determine the coping
- 2. Focus on risk and resilience approach in the study of change
 - 2.1 Differentiating features of the approaches
 - 2.2 Characteristics of resilience and positive changes arising face adversity
- 3. Basis for the promotion of healthy coping change
 - 3.1 Intervention from the cognitive-behavioral model
 - 3.2 Intervention to promote resilience in traumatic situations
 - 3.3 Mindfulness-based intervention in major life changes
 - 3.4 ACT based Intervention in major life changes

3. Psychologist framework for action General Health: Basics and conceptual frameworks.

- 1. Legislation in force.
- 2. Empirical Evidence.
 - 2.1 Scientific foundations in Europe
 - 2.2 Scientific bases in Spain
 - 2.3 The Tiered Model in Primary Care
- 3. The role and functions of the General Health Psychologist
 - 3.1 The SEPCyS and the role of General Health Psychologist
 - 3.2 Discussion on papers about the role of General Health Psychologist

**4. Spanish legislation in the health field: Creating and managing companies**

1. The health legislation at the state level and regional Spanish.
2. Marketing of health professional services. Entrepreneurial skills.
3. Management companies and health services.
4. Creation and development of a Health Center: CRC.

5. Ethics and professional ethics in health psychology

1. Professional ethics and professional ethics: Ethics and morality. Making ethical decisions. Concepts and definitions. Differences. History of the development of Ethics. Bioethics and Psychoethics.
2. The codes of conduct: The code of practice psychologist, Meta-code of EFPA, Code of Ethics of the APA. Structure and functions. History. Metacodes, statements and guides foundation. Complaints and procedures. Responsibility clinical Psychologist
3. Rules or ethical and / or ethical rules governing the proper practice of clinical psychology. Analysis of the specific code articles on the subject .Guide APA. BPS codes and APS

WORKLOAD

| ACTIVITY | Hours | % To be attended |
|--|---------------|------------------|
| Theoretical and practical classes | 60,00 | 100 |
| Development of group work | 10,00 | 0 |
| Development of individual work | 10,00 | 0 |
| Study and independent work | 20,00 | 0 |
| Readings supplementary material | 5,00 | 0 |
| Preparation of evaluation activities | 10,00 | 0 |
| Preparing lectures | 10,00 | 0 |
| Preparation of practical classes and problem | 10,00 | 0 |
| Resolution of case studies | 15,00 | 0 |
| TOTAL | 150,00 | |



TEACHING METHODOLOGY

Group learning with the teacher. In class attendance lecture model will be used, since this model offers the ability to provide an overview of the topic and influence those key concepts for understanding. Also, students indicate those most suitable for further preparation of the subject in depth resources.

Teaching is complemented by papers, individual and group, where self-employment is encouraged and group.

Ruled tutoring assistance. In the tutorials teachers guide students in building their knowledge; orient in the elaboration of the work, resolve doubts or difficulties related to the subject. They will be in groups to solve problems, to work, etc.

Virtual Classroom (<http://pizarra.uv.es>). In this virtual space, students can find documents relevant information or news subjects. Teachers deposited all the information they consider appropriate for the development of matter.

Most innovative as the case study teaching, solving exercises and problems, problem-based learning, project-oriented learning and cooperative learning using interdisciplinary groups in the practice sessions and in conducting group work.

EVALUATION

EVALUATION SYSTEM

Assessment of theoretical and practical contents by written test of response alternatives.

Attendance at seminars/conferences. Activities.

WEIGHING

Assessment of theoretical and practical content through written test of response alternatives (30% of the final score, recoverable). Attendance at seminars/conferences (10% of the final score, not recoverable). Activities (60% of the final score, recoverable). In the second call, the activities will be recoverable by taking a written test that assesses the acquisition of learning results.

MINIMUM REQUIREMENTS

To pass the subject in 1st or 2nd call, it will be necessary to achieve a minimum mastery of 50% in the valuation of theoretical and practical contents by means of written test of response alternatives (30% of the final score, recoverable).

RATING SYSTEM

The qualification of the subject will be subject to the provisions of the Evaluation and Qualification Regulations of the Universitat de València for degrees and master degrees (ACGUV 108/2017).

Only the different sections included in the evaluation will be added when the minimum requirements established.

The granting of an Honor Qualification will be based on the regulations regarding the University of Valencia, which takes into account the number of Honor Qualification per group. The evaluation of theoretical and practical contents by means of a written test of response alternatives will also include a development question that can be considered for the Honors Qualification (QH) award. In this regard, we will start with the number of MH that can be granted in each of the groups. Based on this, the possibility of granting the MH to the students will be assessed based on the total score obtained by the student on 10 points, and only in those cases in which the grade is 9 points or higher. In order to qualify for Honor Qualification, students must have completed the development question whose assessment will serve to



determine the Honor Qualification assignment in those cases in which the students that can accede to it are superior to the ones of qualifications of honor that can be awarded and / or in case of a tie in the grade obtained by the student about 10 points.

The grade of the subject will incorporate the grade obtained in first call according to the following rules:

- If there is no qualification in the assessment section of theoretical and practical contents, by means of a written test of response alternatives, the grade will be **NOT PRESENTED**, regardless of attendance at seminars/conferences and of activities carried out.
- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this does not meet the minimum requirements, a **SUSPENSIVE** and numerical note will be recorded on base 10 of the qualification of this section.

In the second call, proceed according to the following rules:

- If there is no qualification in the assessment section of theoretical and practical contents, by means of a written test of response alternatives, the grade will be **NOT PRESENTED**, regardless of attendance at seminars/conferences and of activities carried out.
- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this does not meet the minimum requirements, a **SUSPENSIVE** and numerical note will be recorded on base 10 of the qualification of this section.
- If there is a qualification in the assessment section of theoretical and practical contents by means of a written test of response alternatives, and this meets the minimum requirements, the assessment for attendance at seminars/conferences and/or assessment of activities.

The consultation and challenge of the qualification obtained in evaluation tasks, will be subject to the provisions of the Rules of Challenging Qualifications (ACGUV of april 29, 2008).

<http://www.uv.es/=sgeneral/Reglamentacio/Doc/Estudis/C9.pdf>

REFERENCES

Basic

- Referència b1: American Psychological Association. (2012). Guidelines for Psychological Practice in Health Care Delivery Systems. *American Psychologist*, 68 (1), 1-6.
- Referència b2: Cano A. (2011): Bases teóricas y apoyo empírico de la intervención psicológica sobre los desórdenes emocionales en atención primaria. Una actualización. *Ansiedad y Estrés*, 17(2-3), 157-184
- Referència b3: Pérez-Blasco, J. (2013) Aprender de los grandes cambios vitales. Josefa Pérez Blasco. (2ª ed.) Publicaciones Universidad de Valencia (PUV).t referència
- Referència b:4 Moya-Albiol, L. (2011). La violencia: la otra cara de la empatía. *Mente y cerebro*, marzo-abril, 14-21.



- Referència b:5 Ruiz-Robledillo, N., Moya-Albiol, L. (2012). El cuidado informal: una visión actual. Revista Electrónica de Motivación y Emoción, 1, 22-30.
- Referència b:6 Manuela Martínez Ortiz, Segunda Sánchez Lorente y Concepción Blasco Ros. Violencia de pareja y salud integral de las mujeres: deterioro y recuperación. En: Violencia contra las mujeres: descripción e intervención biopsicosocial. Editado por Esther López Zafra. Servicio de publicaciones, Universidad de Jaén, 2010
- Referència b:7 Del Río, C. (2005). Guía de ética profesional en psicología clínica. Madrid: Pirámide.
- Referència b:8 Del Río, C. (2007). Dilemas éticos relacionados con la confidencialidad. Informació psicològica, 90, 12-27.
- Referència b:9 American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. Recuperado de <http://www.apa.org/-ethics/code 2002.html>
- Referència b:10 Klein S. (2004). La fórmula de la felicidad. Ediciones Urano.
- Referència b:11 Lyubomirsk S. (2008). La ciencia de la felicidad: un método probado para conseguir el bienestar, Barcelona, Ediciones Urano

Additional

- Referència c1: Latorre, J.M.; Navarro B.; Parra, M.; Salguero, J.M.; Mae, C. y Cano A. (2012): Evaluación e intervención de los problemas de Ansiedad y Depresión en Atención Primaria: Un problema sin resolver. REV CLÍN MED FAM; 5 (1),37-45.
- Referència c2: Richards, A.y Suckling, R. (2009): Improving access to psychological therapies: Phase IV prospective cohort study. British Journal of Clinical Psychology, 48, 377396.
- Referència c3: Pérez-Sales, P. (2006) Trauma, culpa y duelo. Bilbao: Desclee de Brouwer
- Referència c4: Moya-Albiol, L. (2010). Psicobiología de la violencia. Madrid: Pirámide.
- Referència c5: Moya-Albiol, L. (2014). La empatía. Entenderla para entender a los demás. Barcelona: Plataforma Actual.
- Referència c6: Organización Mundial de la Salud (OMS). Informe mundial sobre la violencia en el mundo (2002)
http://www1.paho.org/Spanish/AM/PUB/Violencia_2003.htm
- Referència c7: European Federation of Psychologists Associations. (1995). Metha Code of Ethics. Recuperado de <http://www.efpa.eu/ethics/ethical-codes>.
- Referència c8: Cayuela, R., Jarné, A. y Molina, A. (2005). Estudio descriptivo de las denuncias atendidas por la Comisión Deontológica del COPC en relación con las intervenciones periciales. En R. Arce, F. Fariña, y M. Novo. Psicología jurídica. (pp. 247- 255). Colección Psicología y Ley, 1. Santiago de Compostela: Xunta de Galicia.
- Referència c9: Batres, C. (2001). Deontología profesional: Fin de una etapa. Un momento crucial. Papeles del Psicólogo, 78, 29-31.



- Referència c10: Hanson R y Mendius R. (2012). El cerebro de Buda. La neurociencia de la felicidad, el amor y la sabiduría. Editorial milrazones

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. Contents

The contents of the teaching guide are maintained.

2. Volume of work and temporary planning of teaching

The subject is taught in the first semester for degree 2191 and for degree 2244.

Teaching adapted based on the ACGUV of July 1, 2020 for the official degrees of the Universitat de València in the first semester of the 2020-21 academic year.

Hybrid teaching model with restricted attendance during the first semester, combining attendance and non-attendance, synchronous or asynchronous. 42% of the teaching will be done with presentiality and 58% of the teaching will be non presential.

3. Teaching methodology

The presential teaching will be mainly aimed at solving doubts and carrying out activities and will have a model of attendance for days. In non presential teaching, synchronous modalities that favor direct interaction with students will be prioritized.

Active and participatory methodology carried out face-to-face and non-face-to-face, through the resources available in the Virtual Classroom, integrating different instructional methodologies in order to enhance the significant learning of the knowledge involved and the development of the subject's own competences. Continuous evaluation activities will be promoted.

Deposit of material in the Virtual Classroom for the development of presential and non presential teaching.

Proposal of activities to be carried out in presential and non presential forms.

Videoconference via Blackboard Collaborate (preferably synchronous).

Presentations recorded and with annotations.

Discussions forum in Virtual Classroom.

Solutions to the proposed activities and comments on tasks carried out.

Tutoring by videoconference with Blackboard Collaborate.



Forum in Virtual Classroom to monitor sessions and tutorials.

Email @alumni for tutorials and monitoring of how teaching takes place.

4. Evaluation

WEIGHTING: The weight in the final grade of the continuous evaluation is increased: Assessment of theoretical and practical contents by means of written test of response alternatives (30% of the final grade, recoverable). Attendance at seminars/conferences (10% of the final grade, not recoverable). Activities (60% of the final grade, recoverable).

RATING SYSTEM:

The final test will be done in person. When the sanitary circumstances did not allow its realization in person, its realization would be articulated through the virtual Classroom.

The aspects of the Evaluation included in the Teaching Guide and which are not mentioned in this Addendum, remain as they are included in the Guide.

5. Bibliography

Bibliography is maintained. The materials necessary for completing the tasks and the proper development of learning will be incorporated and/or linked by the teachers in the virtual classroom.