

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

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|----------------------|---|
| Code | 44191 |
| Name | Research methodology in general 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 | 2 | First term |
| 2244 - M.U. en Psicología General Sanitaria | Faculty of Psychology and Speech Therapy | 1 | Second term |
| 3150 - Health Psychology | Doctoral School | 0 | Annual |

Subject-matter

| Degree | Subject-matter | Character |
|---|---|------------------|
| 2191 - M.U. en Psicología General Sanitaria | 6 - Research methodology in general health psychology | Optional |
| 2244 - M.U. en Psicología General Sanitaria | 6 - Research methodology in general health psychology | Optional |
| 3150 - Health Psychology | 1 - Complementos de Formación | Optional |

Coordination

| Name | Department |
|--------------------------------|---|
| ATIENZA GONZALEZ, FRANCISCO L. | 295 - Personality, Evaluation and Psychological Treatment |
| DASI VIVO, CARMEN | 267 - Behavioral Sciences Methodology |
| RUIZ RUIZ, JUAN C. | 267 - Behavioral Sciences Methodology |



SUMMARY

The course aims to present and deepen the knowledge of the main research strategies, tools of statistical analysis, and dissemination procedures of scientific research, which are key in the field of General Psychology Health. Achieving this objective also is intended that students in the Master interested in continuing with postgraduate studies, aimed at achieving the title of doctor, to acquire the skills necessary to raise the hypothesis of the research, develop a work plan based on these objectives and the actual situation in which the work will be done, decide and implement control strategies variables to ensure the validity of the research, take appropriate when decisions to analyze and interpret empirical data and finally to be able to transmit to the scientific community the results. To achieve the objective of the course the exercises and practical cases directly linked to the areas of work of a psychologist General Health will be prioritized.

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

- Know how to use information and communication technology with different objectives for improving professional skills (relationships with other professionals, gathering of information, dissemination of knowledge, etc.)
- Have a concern for achieving quality work.
- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- 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.
- Work from the perspective of quality and continuous improvement, with a self-critical capacity, necessary for a responsible professional performance.
- : Design, develop and, where appropriate, monitor and evaluate plans and programmes of psychological intervention, according to the psychological assessment and the individual and social variables occurring in each case.



- Formulate working hypotheses in research and collect and critically evaluate information to solve problems applying the scientific method.

LEARNING OUTCOMES

- To acquire methodological to access the bibliographic sources to solidly settle an investigation into General Health Psychology competencies.
- Develop skills to plan, design and carry out research in Health Psychology General.
- Having statistical knowledge required for the analysis and interpretation of the results of a scientific work.
- Write according to international standards in Health Sciences the results of a research report or article format.

DESCRIPTION OF CONTENTS

1. Designing a research in Health General Psychology. Qualitative and quantitative approaches.

1. The research process.
 1. The idea of a research project.
2. Problem research.
3. Development of the theoretical framework.
4. Scope of the investigation.
5. Develop and manage the research hypotheses.
2. Methodological bases of research.
 1. Objective: To get valid and accurate answers.
 2. Errors in the research process.
 3. Effects control in the research process.
 4. Internal validity and external validity.

2. Research Designs in Health General Psychology

1. Review of the different types of research
 - Introduction.
 - Classification.
 - Randomized clinical trials.
 - Cohort.
 - Case studies and controls.
 - Quasi-experimental intervention studies.

2. Main epidemiological designs

Introduction. Concept and uses of epidemiology. Basic concepts in epidemiology.
Epidemiological and demographic measures. Frequency measurements. Measures of effect/impact
Cross Descriptive studies. Epidemiological measures in case-control studies



Descriptive longitudinal studies. Epidemiological measures in cohort studies

3. Statistical techniques for analyzing data. Effect size and clinical significance. Multivariate analysis.

1. Statistical Analysis and evaluation of results.

1. Statistical significance and problems arising from its application in health care settings.
2. Additional statistical significance analysis: effect size.
3. Clinical significance: assessment of the effects of the intervention.

2. Most common methods to calculate the effect size.

1. With two independent means or with two dependent means.
2. With more than two dependent or independent means.
3. Categorical variables.

3. Multivariate Analysis

1. Classification of multivariate techniques. Verification of assumptions.
2. Exploratory techniques: Exploratory Factor Analysis and Cluster Analysis.
3. Inferential techniques: Discriminant analysis and Logistic regression.

4. Write to international standards in Health Sciences the results of a research report or article format.

1. Where to start ... Why and how to evaluate the quality of scientific research in the health field?
2. FORMAT IMRYD: Key elements of writing a report: Introduction, methods, measurement, DESIGN AND METHODS, RESULTS, DISCUSSION.
3. BASIC GUIDELINES FOR RESEARCH: WRITING - PUBLISH - SPREAD

**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. We use in class attendance lecture model, especially in the lectures, because 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. The strategy used in practical sessions and seminars is to work in small groups.

This strategy is more useful than other methods to achieve three objectives: the development of communication skills, the development of intellectual and professional skills and personal growth.

Individual study. It is directed to / the student in learning-oriented activities. The activity will focus on search, location, analysis, preparation and presentation of the information worked.

Teaching is delivered through a system of classroom theoretical classes and practical seminars, and other complementary activities and tasks proposed by teachers. Also, teaching is complemented by the performance of work, individual and group, where self-employment is encouraged and group.

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.

Finally, the most innovative educational activities carried out are the case studies, solving exercises and problems, problem-based learning, project-oriented learning and cooperative learning through the use of interdisciplinary groups in the practice sessions and in conducting group work.

Attendance to tutorials. 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 are individually and in small groups will to solve problems, to work, etc. If possible, the forum of the Virtual Classroom will be used to facilitate consultations and clarifications that may be of interest to the working groups.

Development of work. The student must work both individually and in groups.



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: Argimón, J.M. y Jiménez, J. (2013). Métodos de investigación clínica y epidemiológica. Madrid: Elsevier.
- Referència b2: Christensen, L.B., Burke, R. y Turner, L.A. (2011). Research Methods, Design, and Analysis (11 ed.). Pearson.
- Referència b3: Leary, M.R. (2012). Introduction to Behavioral Research Methods (6ed.). Pearson.
- Referència b4: Morales, P. (2011). El tamaño del efecto: análisis complementarios al contraste de medias. Universidad Pontificia Comillas.
- Referència b5: Pardo, A. y Ruiz, M.A. (2005). SPSS 13. Guía para el análisis de datos. McGraw-Hill. México.
- Referència b6: Tabachnick, B.G. & Fidell, L.S. (2013). Using multivariate statistics. Pearson.
- Referència b7: Blaxter, L; Hughes, C & Tight, M. (2008). Cómo se investiga. Ed. Graó Barcelona.
- Referència b8: Ferriols, R. y Ferriols, F. (2005). Escribir y publicar un artículo científico original (<http://www.combinopharm.es/rcs/publicaciones/escribir.pdf>).
- Referència b9: Pantoja Vallejo, A (2009). Manual básico para la realización de tesinas, tesis y trabajos de investigación. Madrid: EOS, Gabinete de Orientación Psicológica.

Additional

- Referència c1: Álvarez, F. y Álvarez, A. (2009). Epidemiología general y clínica: métodos de estudio. Bogotá: Ecoe Ediciones. (Recurso electrónico)



- Referència c2: Fletcher, R.H. y Fletcher, S.W. (2008). Epidemiología clínica. Barcelona: Wolters Kluwer.
- Referència c3: Hernández-Aguado, I. et al. (2011). Manual de epidemiología y salud pública: para grados en ciencias de la salud. Madrid: Médica Panamericana.
- Referència c4: Álvarez, R. (1995) Estadística multivariante y no paramétrica con SPSS: aplicación a las ciencias de la salud. Ediciones Díaz de Santos (accesible online).
- Referència c5: Hernández, R., Fernández, C. y Baptista, P. (2010). Fundamentos de metodología de la investigación. Editorial: Mc Graw Hill, España.
- Referència c6: Kazdin, A.E. (2001). Métodos de investigación en psicología clínica (3ª ed.). Prentice Hall. México.
- Referència c7: Vandenbroucke et al., (2009). Mejorar la comunicación de estudios observacionales (STROBE): explicación y elaboración. Gaceta Sanitaria, 23(2): 158.61-158.e28
- Referència c8: Walker, M. (2005). Cómo escribir trabajos de investigación. Barcelona: Gedisa.

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-matter is taught in the first semester in title 2191 and in the second semester title 2244.

In the subject taught in the first semester (title 2191), teaching is adapted based on the ACGUV of July 1, 2020 for teaching official degrees from the University of Valencia 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. 50% of the teaching will be done with presentiality and 50% of the teaching will be non presential.

In the subject taught in the second semester (title 2244), the teaching is adapted based on the Instruction of adaptation for the teaching of official degrees of the University of Valencia in the second semester of the academic year 2020-21, which extends the hybrid teaching model approved for the first semester. Teaching is also adapted based on the ACGUV of February 2, 2021, authorizing adjustments in the



adaptation of the teaching of official degrees for the start of teaching in the second semester of the 2020-21 academic year. Based on the aforementioned Instruction and ACGUV, a hybrid teaching model is planned, although it could be different in accordance with the evolution of the pandemic and the indications of the competent educational administration and health authorities. A hybrid teaching model is planned with restricted attendance during the second semester period, combining attendance and non-attendance, synchronous or asynchronous. Fifty percent of the teaching will be face-to-face and 50% of the teaching will be non-face-to-face.

3. Teaching methodology

In the subject taught in the first semester (title 2191), 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 held in accordance with the regime determined by the ACGUV in force at the time.

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.

