

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

<b>Code</b>	44193
<b>Name</b>	Psychological assessment and intervention in specific contexts
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
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

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2191 - M.U. en Psicología General Sanitaria	8 - Psychological assessment and intervention in specific contexts	Optional
2244 - M.U. en Psicología General Sanitaria	8 - Psychological assessment and intervention in specific contexts	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
ATIENZA GONZALEZ, FRANCISCO L.	295 - Personality, Evaluation and Psychological Treatment
MURGUI PEREZ, SERGIO	306 - Social Psychology

**SUMMARY**

The subject studies the main theories and models of health assessment in specific professional contexts, as well as assessment tools and guidelines and main guidelines for intervention in health, in four specific professional contexts. In particular, the course analyzes the assessment and intervention in occupational health, health promotion in educational settings, community health promotion, and evaluation and intervention carried out in the field centers recognition conductors.

the main models and approaches to occupational health and quality of working life, the main risks of psychosocial health of workers, different assessment methodologies psychosocial risks at work and its



consequences for health will be analyzed workers, and the main guidelines that should guide the intervention on health in the workplace and organizational environment.

Also, cognitive and socio-emotional components that characterize healthy behaviors and risk behaviors for health in educational settings, as well as the design of programs and activities aimed at promoting health in educational contexts will be analyzed. Moreover, community health promotion will be defined, paying attention to the main explanatory models emerged from community psychology, and models that guide health prevention and intervention in the community will be developed.

Finally, health and social problems are traffic accidents, and functions of the centers recognition drivers in health are discussed, based on the evaluation of variables related to health that are relevant to is the road safety, especially the human factor. the basis of the intervention on the health of the various actors involved in road safety (drivers, pedestrians, etc.) are set.

## 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 communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- 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.
- Have a good command of effective oral communication skills in multiple formats (e.g., group discussion, debate, conference, etc.) and for multiple purposes (e.g., inform, defend, explain, persuade, argue, teach, etc.).



- Acquire, develop and implement a comprehensive health concept that includes the biopsychosocial components of health, in accordance with the guidelines established by WHO.
- Work from the perspective of quality and continuous improvement, with a self-critical capacity, necessary for a responsible professional performance.
- Learn more about the different models of assessment and intervention in the field of general health psychology, as well as the techniques and procedures deriving from them for addressing behaviour disorders and the psychological factors associated with health problems.
- : 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.
- Use information and communication technology in professional practice.

## LEARNING OUTCOMES

- To Know the main theoretical models of occupational health and the available empirical evidence on them and have the skills to use them and apply them to the analysis, interpretation and intervention in improving occupational health.
- Have knowledge of the relevant scientific knowledge on key health history at work (job, working conditions, social relationships, work system, etc.), and acquire skills in change strategies that background that contribute to improving health of workers.
- To Know the main strategies and models of analysis and intervention strategies for the prevention of psychosocial risks.
- To Know employees (Employee Assistance Programs) and health promotion, able to implement the most basic major assistance programs.
- Establish the basic principles and action strategies that facilitate coordination between psychological evaluation and intervention in educational contexts.
- Identify the psychological variables that explain risk behaviors in the context of traffic and road safety.
- To Know assessment procedures of psychological processes applied to road safety.
- Knowledge related to the application of intervention programs in psychology traffic and road safety.
- Analyze the characteristics and the community approach within the field of health promotion basic models.
- Apply the fundamental principles of Community intervention in the development of strategies aimed at health promotion.

## DESCRIPTION OF CONTENTS



## **1. Occupational Health**

### 1. Occupational health and quality of work life.

- Contextualization and conceptualization.
- Demands-control model
- Demands-resources model
- Emotional health at work

### 2. Antecedents of workers' health (individual, team, job, work environment and organizational context).

- Individual: personal variables and cognitive appraisal
- Job: adjustment person-position, workload, workday, environment, control and autonomy, timing, etc.
- Environment and interpersonal: demands and interpersonal resources
- Organizational: management style, climate and culture, socialization, career development, etc.

### 3. Definition and psychosocial risks assessment at work.

- Risks at work from a psychosocial perspective
- Interaction between individual and environment: worker trajectory and future expectations
- Definition and evaluation of risks, demands, labour resources and personal resources

### 4. Health prevention strategies in the workplace.

- Individual and collective prevention strategies
- Management of demands or workload
- Emotional management

### 5. Strategies of Intervention on worker health.

- Task redesign
- Training
- Intervention based on the strengths of the worker

## **2. Health promotion in educational contexts**

1. Analysis of cognitive and socio-emotional components that characterize healthy behaviors and risk in educational contexts
2. Evaluation of cognitive and socio-emotional components that characterize risk behaviors for health in educational contexts
3. Design prevention programs risk behaviors for health in educational contexts: individual intervention and community
4. Design activities of health promotion and prevention of risk behaviors in educational settings





### **3. Psychological assessment and intervention in Driving-license centers**

1. Traffic accidents as a health and social problem. Epidemiological data traffic accidents. economic cost thereof. Causes of road accidents. The importance of the human subject and psychology in explaining and preventing traffic accidents.
2. Risk factors in traffic: the human factor. Large elements that are involved in traffic accidents, with particular reference to the human factor: speed, alcohol, drugs, disease and drugs, sleep and fatigue, distractions and accidents.
3. The intervention of psychologists in centers recognition of drivers. Specific analysis of professional intervention of psychologists in centers recognition of drivers: history, fields of action, legal regulations, instruments used, etc.
4. Other preventive interventions of psychology in the field of road safety. Description of the broad general professional activity of psychologists traffic and road safety in different areas, such as prevention of road occupational hazards, safety campaigns, ergonomics of vehicles, education and training, rehabilitation and treatment of accident victims, intervention license points, intervention with offenders-offenders drivers, etc.

### **4. Health promotion in community contexts**

1. Concept and definition of community health promotion.  
Concept of community  
Concept of community promotion  
Concept of Community intervention
2. Community Psychology and community health promotion.  
Concept of community psychology  
Programs for community development  
Health education in the community
3. Community Health Psychology.  
Community programs Health Psychology  
Community Participation and Health  
Community Empowerment and Health
4. Prevention and community intervention models.  
Types of prevention and community psychology  
Prevention and community health promotion: Internet Resources  
Evidence-based programs and program evaluation  
New development strategies and health promotion community

**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
<b>TOTAL</b>	<b>150,00</b>	

**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.

Also, teaching is complemented by attending regulated 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 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.

Preparation of cases in group.

most innovative as the case study teaching, solving exercises and problems, problem-based learning, project-oriented and cooperative learning using interdisciplinary learning 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 b4: Gil, M.D. y Ballester, R. (2013). El diseño de programas para la salud sexual en contextos educativos. En R. Ballester y M.D. Gil (coord.) Psicología Clínica de la salud. Cap. 4. Barcelona: Ed. Pearson. ISBN: 978 78273 543 4. PÁG. 47-58.
- Referència b5 Gil, M.D. y Gómez, S. (2013). La educación para la salud: ámbitos y competencias del educador. En R. Ballester y M.D. Gil (coord.) Psicología Clínica de la salud. Cap. 3. Barcelona: Ed. Pearson. ISBN: 978 78273 543 4. PAG. 39-45.
- Referència b6 Fernández, I., Morales, J. F. y Molero, F. (2011). Psicología de la intervención comunitaria. Bilbao: Desclee de Brouwer.
- Referència b7 Hombrados, M. I., García, M. A. y López, T. (2006). Intervención social y Comunitaria. Málaga: Aljibe.
- Referència b8 Musitu, G., Herrero, J., Cantera, L. M. y Montenegro, M. (2004). Introducción a la psicología comunitaria. Barcelona: Editorial UOC.
- Referencia b9 Montoro, L. Alonso, F.; Esteban, C.; Toledo, F. (2000): Manual de Seguridad Vial: El factor humano. Ed. Ariel. Barcelona.
- Referencia b10 Evans, L. (2004): Traffic Safety. Ed. Science Serving Society. Michigan.
- Referencia b11 Montoro, L. y Toledo, F. (Coords.). (2012): Programa de Intervención, Sensibilización y Reeducción Vial - Manual del Formador. Madrid: Dirección General de Tráfico

### Additional

- Referència c1: Peiró, J. M., Tetrick, L. (2011). Occupational Health Psychology. IAAP Handbook of Applied Psychology, pp. 292 -315. Reino Unido: Wiley-Blackwell.
- Referència c2: Peiró, J. M. (2009). Estrés laboral y riesgos psicosociales. Investigaciones recientes para su análisis y prevención. Acto de apertura curso 2009 2010. Valencia: SPUV
- Referència c3: Peiró, J.M. (2008). Stress and coping at work: new research trends and their implications for practice. En Näswall, Hellgren and Sverke (2008), The individual in the changing working life, Cambridge University Press.
- Referència c4: Peiró, J.M. & Rodríguez, I. (2008). Estrés laboral, liderazgo y salud organizacional. Papeles del Psicólogo, 29(1), 68-82.
- Referència c5: Ballester, R.; Gil, M.D. (coord.)(2013) Psicología Clínica de la salud. Barcelona: Ed. Pearson. ISBN: 978 78273 543 4.
- Referència c6: Gil, M.D.; Ballester; R.; Giménez, C. (2009). Cómo, qué, cuándo y para qué: la importancia de la discriminación de las habilidades adecuadas a cada situación. pp. 62 67 (España): EdikaMed, 2009.ISBN 978-84-7877-588-0 Dipòsit legal: B-30734-2009.





- Referència c7: Gil Llario, M.D.; Ballester Arnal, R.; Gómez Martínez, S. (2009) Habilidades básicas de comunicación: componentes verbales, no verbales, paralingüísticos y cognitivos. pp. 41 - 49. (España): EdikaMed, 2009. ISBN 978-84-7877-588-0 Dipòsit legal: B-30734-2009.
- Referència c8: Ballester, R. y Gil, M.D. (2009) ¿Por qué los jóvenes se dan atracones de alcohol los fines de semana? Estudio sobre creencias y actitudes relacionadas con este patrón de consumo y diferencias de género. Revista de Psicopatología y Psicología Clínica. 14 - 1, pp. 25 - 35. (Espanya): 2009. ISSN 1136-5420.
- Referència c9: Blanco, A. y Rodríguez, J. (Coords) (2007). Intervención psicosocial. Madrid: Pearson/Prentice Hall.
- Referència c9: Sánchez, A. (2007). Manual de psicología comunitaria: Un enfoque integrado. Madrid: Pirámide.
- Referència c9: Montero, M. (2004). Introducción a la psicología comunitaria. Barcelona: Paidós.
- C10 Montoro, L. y Honrubia, M.L. (1995): Psicología y Seguridad Vial. Número monográfico de la revista Anuario de Psicología. Editorial Fontalba. Barcelona
- Referencia c11 Organización Mundial de la Salud (2013): Global status report on road safety 2013: supporting a decade of action.  
([http://www.who.int/violence\\_injury\\_prevention/road\\_safety\\_status/2013/report/en/](http://www.who.int/violence_injury_prevention/road_safety_status/2013/report/en/))
- Referencia c12 Barjonet, P. (Ed) (2001): Traffic Psychology Today. Kluwer Academic Publishers. Boston/London

## **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. 44% of the teaching will be done with presentality and 56% 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. 42% of the teaching will be face-to-face and 68% 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.