



COURSE DATA

Data Subject

Code	44193
Name	Psychological assessment and intervention in specific contexts
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
2244 - Master's Degree in General Psychology Health	Faculty of Psychology and Speech Therapy	1	Second term
2255 - Master's Degree in General Psychology Health (Ontinyent)	Faculty of Psychology and Speech Therapy	1	Second term

Subject-matter

Degree	Subject-matter	Character
2244 - Master's Degree in General Psychology Health	8 - Psychological assessment and intervention in specific contexts	Optional
2255 - Master's Degree in General Psychology Health (Ontinyent)	8 - Psychological assessment and intervention in specific contexts	Optional

Coordination

Name	Department
ATIENZA GONZALEZ, FRANCISCO L.	295 - Personality, Evaluation and Psychological Treatment
GIL LLARIO, M.DOLORES	305 - Developmental and Educational Psychology
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

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

2191 - Master's Degree in General Psychology Health

- 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

- 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 occupational health psychology.
2. Work stress and psychosocial risks at work.
3. Triggers of work stress and its evaluation: mental workload and violence at work.
4. Consequences of work stress: burnout syndrome.
5. Intervention strategies for the promotion and improvement of occupational health.

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. Introduction to community health promotion. Definitions of community, community promotion, community intervention, and community health promotion.
2. Community health promotion theories. Community and health: social capital and other resources.
3. Community health promotion programs. Tools and participatory methods of community health promotion.

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.

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 (50% of the final score, recoverable). Attendance at seminars/conferences (5% of the final score, not recoverable). Activities (45% of the final score). On second call, the activities that consist of tasks to be carried out outside the classroom will be recoverable. On second call, the activities that consist of tasks to be carried out in the classroom will be recoverable if their characteristics allow it.

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 (50% 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 Fernández, I., Morales, J. F. y Molero, F. (2011). *Psicología de la intervención comunitaria*. Bilbao: Desclée de Brouwer.
- Referència b2 Hernando, M. A. (2009). El desarrollo comunitario, una acción dinamizante de promoción para la salud. En Perea, R., *Promoción y educación para la salud: tendencias innovadoras*, 207-225. Ediciones Díaz de Santos.
- Referència b3 López-Sánchez, M. P., Alberich, T., Aviñó, D., García, F. F., Ruiz-Azarola, A., & Villasante, T. (2018). Herramientas y métodos participativos para la acción comunitaria. Informe SESPAS 2018. *Gaceta Sanitaria*, 32, 32-40. <https://doi.org/10.1016/j.gaceta.2018.06.008>
- Referencia b4 Montoro, L. Alonso, F.; Esteban, C.; Toledo, F. (2000): *Manual de Seguridad Vial: El factor humano*. Ed. Ariel. Barcelona.
- Referencia b5 Evans, L. (2004): *Traffic Safety*. Ed. Science Serving Society. Michigan.
- Referencia b6 Montoro, L. y Toledo, F. (Coords.). (2012): *Programa de Intervención, Sensibilización y Reeducción Vial - Manual del Formador*. Madrid: Dirección General de Tráfico
- Referència b7 Gil-Monte, P. R. (Coord.) (2014). *Manual de Psicología Aplicada al trabajo y a la prevención de los riesgos laborales*. Madrid: Pirámide.

Additional

- Referència c1: Ballester, R.; Gil, M.D. (coord.)(2013) *Psicología Clínica de la salud*. Barcelona: Ed. Pearson. ISBN: 978 78273 543 4.



- Referència c2: 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 c3: 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 c4: 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. (España): 2009. ISSN 1136-5420.
- Referència c5: Solís Rodríguez, F. T., Limas Hernández, M. (2013). Capital social y desarrollo: origen, definiciones y dimensiones de análisis. Nóesis: Revista de Ciencias Sociales y Humanidades, 22, 187-212.
- Referència c6: De Silva, M. J., McKenzie, K., Harpham, T., & Huttly, S. R. (2005). Social capital and mental illness: a systematic review. Journal of epidemiology & community health, 59, 619-627. <https://10.1136/jech.2004.029678>.
- Referència c7: Rivera de los Santos, F., Ramos, P., Moreno, C., Hernán, M. (2011). Análisis del modelo salutogénico en España: aplicación en salud pública e implicaciones para el modelo de activos en salud. Revista Española de Salud Pública, 85 (2) DOI: 129-139.
- Referència c8 Montoro, L. y Honrubia, M.L. (1995): Psicología y Seguridad Vial. Número monográfico de la revista Anuario de Psicología. Editorial Fontalba. Barcelona
- Referencia c9 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/)
- Referencia c10 Barjonet, P. (Ed) (2001): Traffic Psychology Today. Kluwer Academic Publishers. Boston/London
- Referencia c11: Gil-Monte, P. R. (2011). Psicosociología aplicada. En, C. L. Alfonso, C. Salcedo y I. Rosat (Coord.), Prevención de riesgos laborales: instrumentos de aplicación (2ª ed. ampliada, pp. 1175-1270). Valencia: Tirant Lo Blanch.
- Referencia c12: Gil-Monte, P. R. (Coord.) (2019). Prevención y tratamiento del síndrome de quemarse por el trabajo (burnout): programa de intervención. Madrid: Pirámide.
- Referencia c13: Gil-Monte, P. R. (2005). El síndrome de quemarse por el trabajo (burnout). Una enfermedad laboral en la sociedad del bienestar. Madrid: Pirámide.
- Referencia c14: Quick, J. y Tetrick, L. (eds.) (2003). Handbook of Organizational Health Psychology. Washington, D.C.: American Psychological Association.