



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 292036 **Name:** -Health Psychology

**Credits:** 6,00 **ECTS Year:** 3, 4 **Semester:** 1

**Module:** OPTIONAL ITINERARY 1: CLINICAL AND HEALTH PSYCHOLOGY

**Subject Matter:** CLINICAL AND HEALTH PSYCHOLOGY **Type:** Elective

**Field of knowledge:** Health Sciences

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

OPP10      Adoracion Reyes Moliner Albero (**Responsible Lecturer**)      adoracionreyes.moliner@ucv.es



## Module organization

### OPTIONAL ITINERARY 1: CLINICAL AND HEALTH PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
CLINICAL AND HEALTH PSYCHOLOGY	54,00	-Disorders of Eating Behavior	6,00	4/1
		Family and Aid to Dependency	6,00	2/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	4/1
		Mediation and familiar orientation	6,00	3/1
		-Prevention and Treatment of Addictive Behavior	6,00	3/1
		-Psychology, Grieving and Palliative Care	6,00	4/1
		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1

## Recommended knowledge

No recommended knowledge

## Prerequisites



The student must take 24 credits of itinerary 1 clinical and health psychology and 6 credits of elective common itinerary.

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1      Knowing the concepts, theories and main models of psychology in the area of Clinical Psychology and Health Psychology.
- R2      Being able to design psychological prevention plans that are adequate to the specific demands presented in each area based on the learned theoretical models.
- R3      Being able to design psychological prevention plans in the different contexts of the health field.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE1 Analyzing needs and requests of addressee functions in different contexts.				X
CE2 Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.				X
CE12 Selecting and correctly using tools, products and services and identifying those people and group concerned.				X
CE15 Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).				X
CE17 Mastering strategies and techniques to get addressees involved.				X
CE37 To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.				X

TRANSVERSAL	Weighting			
	1	2	3	4
CT10 Capacity to work in interdisciplinary teams.			X	



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R2, R3	10,00%	Presentation of practical activities.
R2, R3	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R2, R3	10,00%	Oral presentation of assignments.

### Observations

- On the day of the exam there will be a written test with multiple choice and essay questions.
  - In order to pass the course, students must pass the different assessment systems separately (attendance and active participation, practicals and exam).
- Criteria for the awarding of Honours Degrees "Evidence of levels of excellence in all competencies and learning outcomes".

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R2, R3	5,00%	Submitted tasks
R2, R3	20,00%	Attendance and participation in synchronic communication activities.

### Observations

- On the day of the exam there will be a written test with multiple choice and essay questions.
- In order to pass the course, students must pass the different assessment systems separately (attendance and active participation, practicals and exam).
- Criteria for the awarding of Honours Degrees "Evidence of levels of excellence in all competencies and learning outcomes".



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.



- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3	25,00	1,00
<b>PRACTICAL CLASSES</b> Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R2, R3	25,00	1,00
<b>OFFICE ASSISTANCE</b> Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3	7,50	0,30
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R2, R3	50,00	2,00
<b>INDEPENDENT WORK</b> Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3	40,00	1,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3	25,00	1,00
Virtual practical session (distance learning) M12	R2, R3	12,50	0,50
Seminar and virtual videoconference (distance learning) M13	R1, R2, R3	6,00	0,24
In-person or virtual assessment (distance learning) M14	R1, R2, R3	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3	7,50	0,30
Discussion forums (distance learning) M3	R1, R2, R3	1,50	0,06
Continuous assessment activities (distance learning) M7	R1, R2, R3	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3	50,00	2,00
Teamwork (distance learning) M17	R2, R3	40,00	1,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
DIDACTIC UNIT 1. HEALTH PSYCHOLOGY: INTRODUCTION AND CONCEPTS.	1.1. Historical Perspective Health Psychology 1.2. Conceptual definition of Health Psychology 1.3. Concept of health and disease from the biopsychosocial perspective
DIDACTIC UNIT 2. PSYCHOLOGICAL FACTORS INVOLVED IN THE PREVENTION AND RISK BEHAVIOR IN HEALTH PROMOTION	2.1. Healthy behaviors and habits of risk 2.2. Primary, secondary and tertiary prevention Vs Universal, selective, indicate prevention
DIDACTIC UNIT 3. PSYCHOLOGICAL INTERVENTION PREVENTION: HEALTH EDUCATION	3. 1. Designing prevention programs in Health Psychology 3.2. Prevention programs: consumption of snuff, drugs, eating behavior, hypertension, headaches, etc.
DIDACTIC UNIT 4. DESIGN AND PLANNING INTERVENTIONS CHRONIC AND TERMINAL ILLNESSES	4.1 Estrés. Concept of risk and resilience 4.2. Chronic illness: cognitive, behaviors and coping, primary caregiver (chronic pain, cancer, cardiovascular, etc..). 4.3. Terminal illness and palliative care
DIDACTIC UNIT 5. PSYCHOLOGICAL INTERVENTION TO ENHANCE THE QUALITY OF HEALTH CARE	5.1. Adherence to the requirements of health 5.2. Therapeutic efficacy. Improved health-patient relationship



## Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT 1. HEALTH PSYCHOLOGY: INTRODUCTION AND CONCEPTS.	2,00	4,00
DIDACTIC UNIT 2. PSYCHOLOGICAL FACTORS INVOLVED IN THE PREVENTION AND RISK BEHAVIOR IN HEALTH PROMOTION	5,00	10,00
DIDACTIC UNIT 3. PSYCHOLOGICAL INTERVENTION PREVENTION: HEALTH EDUCATION	10,00	20,00
DIDACTIC UNIT 4. DESIGN AND PLANNING INTERVENTIONS CHRONIC AND TERMINAL ILLNESSES	10,00	20,00
DIDACTIC UNIT 5. PSYCHOLOGICAL INTERVENTION TO ENHANCE THE QUALITY OF HEALTH CARE	3,00	6,00



## References

### Basic references:

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (DSM 5) (5th Edition), Washington, DC: Autor

Amigo, I. (2020). Manual de Psicología de la salud (4ª Ed). Madrid. Pirámide.

Gil, J. (2004). Psicología de la Salud. Aproximación histórica, conceptual y aplicaciones. Madrid. Pirámide.

Ortigosa, J.M., Quiles, M.J. y Méndez, F.X. (2003). Manual de Psicología de la Salud con niños, adolescentes y familia. Madrid, Pirámide.

\*Different materials that will be upload on the virtual platform: i.e. scientific articles, links to web pages, videos, etc. related with the contents of the course.

### Supplementary references:

Asociación Americana de Psiquiatría, D.S.M–IV (1995). Manual Diagnóstico y estadístico de los Trastornos Mentales, Barcelona, Masson.

Buceta, J.M. y Bueno, A.M. (1996). Tratamiento psicológico de hábitos y enfermedades. Madrid. Pirámide.

Buela-Casal, G. y Carrasco, T.J. (1997). Psicología preventiva. Avances recientes en técnicas y programas de prevención. Madrid. Pirámide.

León, J.M. (Coord.) (2004). Psicología de la Salud y calidad de vida. Madrid. UOC.

Roa, A. (1995). Evaluación en psicología clínica y de la salud. Madrid. CEPE.