



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:

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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	3, 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, 4/1
		-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

The final grade (the student has to pass each one of the parts) will be obtained by adding all the qualifications. If the approval is not obtained - in all evaluated parts -, the qualification that will appear in the "record" will be a weighted one less than five.

Criteria for granting the Honors: best results from 9.5 in the final grade, and prove levels of excellence in practical activities, as well as in attendance and active participation in class.

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

Criteria for granting the Honors:

"Prove levels of excellence in all competencies and learning outcomes".

To pass the course the student will have to pass both the final written test (minimum 3.75 points) and the presentation of the different practices (minimum 1 point).

The grade obtained in the approved part (theoretical or practical) will be saved for the second call.



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
ON-CAMPUS CLASS 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
PRACTICAL CLASSES 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
OFFICE ASSISTANCE 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
ASSESSMENT 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
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK 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
INDEPENDENT WORK 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
TOTAL		90,00	3,60



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
TOTAL		60,00	2,40

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
TOTAL		90,00	3,60



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.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: