

1.- Asignatura / Course Title

Health Psychology (Español / Inglés)

1.1.- Código / Course code

- 18169

1.2.- Materia / Content area

- Clinical and Health Psychology

1.3.- Tipo / Course type

- Elective

1.4.- Nivel / Course level

- Grado

1.5.- Curso / Year

- 3rd/4th term

1.6.- Semestre / Semester

- 2nd Semester

1.7.- Número de créditos ECTS / ECTS allotment

- 6 ECTS

1.8.- Requisitos previos / Prerequisites

- This course is taught in English

**1.9.- Requisitos mínimos de asistencia a las sesiones presenciales /
Minimun attendance requirement**

- At least 80% of classes

1.10.- Datos del Equipo Docente / Faculty Data

Rocío Fernández-Ballesteros García. Dpto. de Psicología Biológica y de la Salud. (r.ballesteros@uam.es)
Víctor Rubio Franco. Dpto. de Psicología Biológica y de la Salud (victor.rubio@uam.es).

1.11.- Objetivos del curso / Course objectives

Basic Competencies (CB), General Competencies (CG), Specific Competencies (CE) and Module Competencies (CM) in the Bachelor of Psychology Study Plan (for details consult the General Study Plan for the UAM Bachelor Degree in Psychology): CB2 - CB4 - CG2 - CG3 - CG4 - CG5 - CG6.

Specific Objectives of the Course:

1. To understand the general framework of Health Psychology and its particular subjects and methodology and its differences and similarities with other related matters such as Clinical Psychology.
2. To be able to identify health problems from a psychological and behavioral perspective.
3. To be able to identify and calculate epidemiological data.
4. To be able to distinguish between aggregate health/illness and individual/clinical data
5. To distinguish between concepts such as health promotion, primary, secondary and tertiary prevention.
6. To be familiar with the most important measurement and intervention techniques.
7. To distinguish between risk and protective factors and their role in health and illness.
8. To learn the most important principles about how to design, implement, and evaluate a health program.
9. To be able to design a program mainly on the field of health promotion and primary and secondary prevention.

1.12.- Contenidos del programa / Course contents

1st Part: Conceptual issues

Lesson 1. The concept of health

Lesson 2. Health determinants

Lesson 3. Health psychology

Lesson 4. Theoretical frameworks in health psychology

2nd Part: Methodology

Lesson 5. Measurement into Health context

Lesson 6. Intervention into Health psychology

Lesson 7. Design, planning and implementing health programs

Lesson 8. Program evaluation in the field of health

1.13.- Referencias del consulta / Course Bibliography

TEXT BOOKS

- Amigo, I; Fernández Rodríguez, C. y Pérez, M. (2009) (3ª Ed.). *Manual de psicología de la salud*. Madrid: Pirámide.
- Belar, C. et al. (1987). *The practice of clinical health psychology. A guide book*. New York: Pergamon Press.
- BLOOM, M. (1996). *Primary Prevention Practices*. London, Sage
- BRANNON, L. y FEIST, J. (1997). *Health Psychology* (3rd. Ed.). Pacific Grove, CA, Brooks/Cole.
- Feist, J. and Brannon, L. (1988). *Health Psychology. An Introduction to behaviour and health*. Belmont, CA, Wadsworth inc.
- Fernandez-Ballesteros, R. (Dir.) (1994). *Evaluación de programas. Una guía práctica en ámbitos sociales, educativos y de la salud*. Madrid: Síntesis
- Fish, Deborah R (2017). *Health Psychology*. Worth Publishers.

- Frazier, Leslie (2017) *Health Psychology*. Worth Publishers.
- Gil Roales-Nieto, J. (Dir)(2004) *Psicología de la Salud*. Madrid, Pirámide.
- Hunter, G. et al. (2016) *Integrated behavioral care in primary care: Step-by-Step Guidance for Assessment and Intervention*, Second Edition. APA books.
- Matarazzo, J. et al. (1984). *Behavioral health. A Handbook of health enhancement and disease prevention*. New York: Wiley & Son
- Ogden, Jane (2012) *Health Psychology: A Textbook (UK Higher Education OUP Psychology)*.
- Taylor et al. (2014) *Health psychology*. <http://tocs.ulb.tu-darmstadt.de/45795509.pdf>
- WHO-Regional Office for Europe (1987). *Measurement in health promotion and protection*. Copenhagen: WHO Regional Publication.

READING

- Murray, C. et al. (2012) Disability-adjusted life years (DALYs) for 291 diseases and injuries in 21 regions, 1990–2010: a systematic analysis for the Global Burden of Disease Study 2010. *The Lancet*. Volume 380, No. 9859, p2197-2223, 15 December 2012. [http://thelancet.com/pdfs/journals/lancet/PIIS0140-6736\(12\)61689-4.pdf](http://thelancet.com/pdfs/journals/lancet/PIIS0140-6736(12)61689-4.pdf).
- Cheryl Merzel, DrPH, and Joanna D’Afflitti, MPH Reconsidering Community-Based Health Promotion: Promise, Performance, and Potential <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447790/pdf/0930557.pdf>
- Housman, J. & Dorman, S (2005) The Alameda County Study: A Systematic, Chronological Review, *American Journal of Health Education*, 36:5, 302-308,
• <http://dx.doi.org/10.1080/19325037.2005.10608200>
- Suls, Jerry; Rothman, Alex (2004) Evolution of the Biopsychosocial Model: Prospects and Challenges for Health Psychology. *Health*

Psychology, Vol 23(2), Mar 2004, 119-125. Special Section: The Future of Health Psychology. <http://dx.doi.org/10.1037/0278-6133.23.2.119>

- VIGNOLO, J. et al. (2011). Niveles de atención, de prevención y atención primaria de salud *Arch Med Interna XXXIII (1)*:11-14 (archivo en Moodle).
- WHO (2016) *International Classification Diseases ICD-10/11* <http://www.who.int/classifications/icd/en/>

BOOKLETS

American Psychological Association (2012). *Report of the Primary Care Training Task Force*. <http://www.apa.org/ed/graduate/task-force-report.pdf>

The British Psychological Society: *Health psychology in applied settings. A guide for the public*. https://www.bps.org.uk/system/files/user-files/Division%20of%20Health%20Psychology/public/2013_health_guide_public.pdf.

The British Psychological Society: *A Career in Health Psychology. A guide for students*. https://www.bps.org.uk/system/files/user-files/Division%20of%20Health%20Psychology/public/New%202015%20Health_Students.pdf

The British Psychological Society: *Health psychology in primary care and community settings A guide for GPs and Public Health Practitioners*. https://www.bps.org.uk/system/files/user-files/Division%20of%20Health%20Psychology/public/2013_health_guide_gp_practitioners.pdf

The British Psychological Society: *Why Directors of Public Health need to know a Health Psychologist*. https://www.bps.org.uk/system/files/user-files/Division%20of%20Health%20Psychology/public/2015_directors.pdf

The British Psychological Society: *Health psychology in applied settings: A guide for employers*. <https://www.bps.org.uk/system/files/user->

files/Division%20of%20Health%20Psychology/public/2013_health_guide_employers.pdf

JOURNALS

- *Health Psychology (American Psychological Association)*
- *British J. of Health Psychology (British Psychology Society)*
- *European J. Health Psychology (European Society of Health Psychology)*

2.- Métodos Docentes / Teaching methodology

1. *Regular lectures about the most important theoretical issues.* They are taught with the whole group in a regular classroom. In these sessions, faculties explains the theory for each topic and, following the explanation, understanding of theoretical concepts. During regular lectures *Video-lessons* will be used for teaching theoretical and applied issues.
2. *Practical lessons. Case analysis and problem solving* regarding methodological and applied aspects (assessment methods, program designs, epidemiological calculations, etc.).
3. *Group discussion and debates.* Discussions and debates about theories and current issues on health and health psychology.
4. *Taken tests and exercises.* All lesson will require answering questions related with the particular topics previously taught (those test will be in Moodle plataform) or solving practical aspects (e.g.: epidemiological calculations).
5. *Individual and Group tutorials.* They are directed towards giving students feedback about their performance and solving any doubts.
6. *Final Report.* In order to fulfil objective 9, student must present a report with de design, planning, implementing and evaluating a health program or intervention

3.- Tiempo de trabajo del Estudiante / Student workload

Student work by teaching methods	In-class-room hours	Student work	TOTAL HOURS
1,2	30	30	60
3,4	5	20	25
5	10	10	20
6	15	30	45
TOTAL	60	90	150

4.- Métodos de evaluación y porcentaje en la calificación final / Evaluation procedures and weight of components in the final grade

This course will follow a Continuous assessment which means that the quality of the students' work will be evaluated across his/her performance during the Course. The components on the final Grade will correspond to: a) Lessons participation, tests and exercises, and practical sessions (30%) and Tutoring and Final report (70%).

5.- Cronograma / Course calendar

Week	Contents	In-class-room	Student work
1	Lesson 1 The concept of health	3	6
2	Lesson 2. Health determinants	3	6
3	Lesson 3. Health psychology	3	6
4	Lesson 4. Theoretical frameworks in health psychology	3	6

5	Lesson 5. Measurement into Health context	3	6
6	Lesson 5. Measurement into Health context	3	6
7, 8	Lesson 6. Intervention into Health psychology	6	12
9, 10	Lesson 7. Design, planning and implementing health programs	6	12
11, 12	Lesson 8. Program evaluation in the field of health	6	12
13, 14, 15	Final report presentations	9	18