

**COURSE DATA****DATA SUBJECT**

Code: 43321
Name: Promoción de la salud y bienestar psicológico y social
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	1	First quarter, Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Psychological promotion of psychological, social and community welfare	COMPULSORY

COORDINATION

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SUMMARY

The course ¿Health Promotion and Psychological and Social Well-being¿ consists of a total of 3 theoretical-practical credits. It is a four-month course taught in the first year during the first semester and is part of the group of courses that make up the module Psychological Promotion of Psychological, Social, and Community Well-being.

This course aims to provide students with a comprehensive and integrated view of the psychosocial factors that can promote and/or jeopardize people's health and well-being, as well as teaching them how to assess health behaviors and define strategies for change to improve health and well-being.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.



COMPETENCES / LEARNING OUTCOMES

2151 - Master's degree in Psychological Intervention in the Social Environment

Ser capaz de trabajar y de reconocer el carácter interdisciplinario que tiene la psicología de la intervención social con otras dimensiones y servicios del sistema social (educativa, sanitaria, política, etc.)

DESCRIPTION OF CONTENTS

1. Well-being, indicators, and motivational determinants

Conceptual definition of well-being

Indicators of well-being

Motivational determinants of well-being

2. Health-related lifestyles: Concept, variables, and dimensions

Conceptual definition of lifestyles

Variables that make up lifestyle

Dimensions of lifestyle

3. Psychosocial correlates of lifestyles related to adolescent health and well-being.

Values. Self-esteem. Motivation. Social influence processes

4. Well-being and health-related lifestyles: Motivational theories

Achievement goal theory

Self-determination theory

5. Instruments for assessing health, well-being, and motivation

Lifestyle assessment tools

Psychological, subjective, and social well-being assessment tools



Motivational variable assessment tools

6. Design and implementation of intervention programs for the promotion of health and well-being

Design and implementation of the TARGET program.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	9,00
Theoretical and practical classes	21,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	45,00

TEACHING METHODOLOGY

The teaching methodology used in the development of this subject will include the following methods:

- Theoretical expositions by the professor: presentation and analysis in the classroom of the key concepts and theories of the Social Psychology of Sport, through expository classes and the development of dynamics in the classroom.
- Practices and activities carried out by the students in the classroom.
- Face-to-face or virtual tutorials.
- Autonomous work of the students outside the classroom, developing individual and group practices.
- Presentation by the students in the classroom of the reports and practical work done.

EVALUATION

The evaluation of the course will be based on two complementary criteria: Evaluation of the learning process (60%) and evaluation of results (40%).

The evaluation of the learning process (continuous evaluation of the knowledge, skills and



competences that are being acquired or consolidated) will be carried out by means of the activities and works programmed in the different subjects. Statistical data sources on the results of programs that promote the healthy practice of physical activity will be consulted. Different projects that base their intervention on the promotion of health through the practice of physical activity will be studied through the project platforms.

2. The evaluation of performance will be done in class with an individual test (with multiple choice questions and short questions). The maximum grade to be obtained will be 4 points.

In the event that a student has not been able to follow the continuous evaluation, at least 80% of all activities and the individual test carried out during class time (therefore, at least 80% attendance), he/she will be obliged to take the official exam of the subject on the day and time set by the master's direction, both in the first and second call.

REFERENCES

Basic References

Álvarez, O., Falcó, C., Estevan, I., Molina-García, J., and Castillo, I. (2013). Intervención psicológica en un equipo de gimnasia rítmica deportiva: Estudio de un caso. *Revista de Psicología del Deporte*, 22(2), 395-401.

García-Merita, M., Balaguer, I., Castillo, I., Álvarez, M. and Mars, L. (2010). Eficacia de un programa de intervención para mejorar la competencia, autonomía y bienestar de educadores de centros de protección de menores. *Educación XX1*, 13(2), 199-215.

Pastor, Y., Balaguer, I. y García-Merita, M. L. (1999). *Estilo de vida y salud*. Albatros.

Complementary References

Balaguer, I. (2010). Clima motivacional y bienestar. Actuación de los entrenadores. En J.M. Buceta and E. Larumbe. *Experiencias en psicología del deporte* (pp. 181-202). Madrid: Dykinson.

Balaguer, I., Castillo, I., González-García, L., and Fabra, P. (2023). Factores motivacionales promotores de los estilos de vida activos en la adolescencia. En R. Mendoza, R. Santos-Rocha, and B. Gil (Eds.). *La promoción de la actividad física en la sociedad contemporánea* (pp. 179-191). Díaz de Santos.

Blanco, A. and Rodríguez, J. (2007). *Intervención psicosocial*. Prentice Hall.

Castillo, I., and Álvarez, O. (2023). *Psicología Social de la actividad física, el deporte y el ejercicio*. McGrawHill.

Castillo, I., Balaguer, I., García-Merita, M. and Valcárcel, P. (2004). El papel de la familia y de los pares en el



estilo de vida de los adolescentes. *Encuentros en Psicología Social*, 2(1), 20-26.