



COURSE DATA

DATA SUBJECT

Code: 44186
Name: Scientific and professional principles of health psychology
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2244 - Master's Degree in General Psychology Health	Facultat de Psicologia i Logopèdia	1	First quarter
2255 - Master's Degree in General Psychology Health (Ontinyent)	Facultat de Psicologia i Logopèdia	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2244 - Master's Degree in General Psychology Health	Scientific and professional principles of health psychology	COMPULSORY
2255 - Master's Degree in General Psychology Health (Ontinyent)	Scientific and professional principles of health psychology	COMPULSORY

COORDINATION

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SUMMARY

Emphasis will be placed on this subject in the knowledge and understanding of health from a holistic perspective that includes both the biological, psychological and social, as well as the impact of major life changes in the healthy development of the individual.

A fundamental aspect of this subject is the transmission of knowledge about what the Framework for Action General Health Psychologist. To this end the rules in the Spanish health field this profession will be presented. Moreover they are formed in basic aspects of the creation and management of sanitary companies, and the processes of authorization and accreditation of them.



Last but not least, you will be instructed on Ethics and professional ethics in health psychology.

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 / LEARNING OUTCOMES

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Acquire, develop and implement a comprehensive health concept that includes the biopsychosocial components of health, in accordance with the guidelines established by WHO.

Adquirir, desarrollar y poner en práctica un concepto de salud integral, en donde tengan cabida los componentes biopsicosociales de la misma, conociendo el marco de actuación del psicólogo general sanitario y sabiendo derivar al profesional especialista correspondiente.

Adquirir, desarrollar y poner en práctica un concepto de salud integral, en donde tengan cabida los componentes biopsicosociales de la misma, de acuerdo con las directrices establecidas por la OMS

Aplicar los fundamentos de la bioética y el método de deliberación en la práctica profesional, ajustándose su ejercicio como profesional sanitario a lo dispuesto en la Ley 44/2003, de 21 de noviembre, de ordenación de las profesiones sanitarias y a la confidencialidad de la información y de la protección de datos personales de los y las pacientes.

Apply the fundamentals of bioethics and the deliberative method to professional practice, and practise as health professionals according to the provisions of Law 44/2003, of 21 November, regulating health professions.

Be familiar with current regulations in the Spanish healthcare system.

Be familiar with the actions required for the establishment, implementation and management of a company, its different legal forms and legal, accounting and tax obligations.

Capacidad para describir con claridad los objetivos propuestos y alcanzados en el trabajo como psicólogo general sanitario

Capacidad para regular el propio aprendizaje, resolver problemas, y adaptarse a situaciones nuevas



Desarrollar su trabajo desde la perspectiva de la calidad y la mejora continua, con la capacidad autocrítica necesaria para un desempeño profesional responsable, que conduzca a un grado de excelencia en el conocimiento y aplicación del principio de igualdad entre hombres y mujeres.

Have a concern for achieving quality work.

Know the duties and responsibilities of health professionals as regards confidentiality of information and protection of personal data of patients.

Know the policy framework of a general health psychologist and be able to refer patients to the appropriate specialist.

Saber argumentar con coherencia y de manera crítica

Saber trabajar en equipos interdisciplinares con eficacia y eficiencia

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 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.

Work from the perspective of quality and continuous improvement, with a self-critical capacity, necessary for a responsible professional performance.

DESCRIPTION OF CONTENTS

1. Health from a holistic perspective: scientific foundations and psychosocial

1 Introduction to the scientific study of happiness

1.1 Concept of happiness

1.2 Measurement and statistics of happiness

2 Neuroscientific bases of happiness

2.1 Concept of Neurohappiness. Neuroanatomical, neurochemical and hormonal bases

2.2 Brain, neuroplasticity and happiness. Thought, emotion and behavior

3 Applications of happiness in the field of health

3.1 What is the use of being happy?

3.2 The benefits of being happy in mental health



- 3.3 Mechanisms by which happiness benefits health
- 3.4 Applications in comprehensive health: interventions

4 Emotions and the Immune System: Stress Response and Meditation

- 4.1 Neuroscience and the Buddhist contemplative tradition: Well-being and suffering
- 4.2 Psychobiological response to stress and suffering: Endocrine, nervous and immune systems
- 4.3 Functional and structural modification of the nervous system as a result of meditation practice
- 4.4 Adaptive stress response and meditation

2. The major life changes and their impact on health

1. Events, transitions and crises

- 1.1 Conceptualisation
- 1.2 Phases in the process of coping
- 1.3 Factors that determine the coping

2. Focus on risk and resilience approach in the study of change

- 2.1 Differentiating features of the approaches
- 2.2 Characteristics of resilience and positive changes arising face adversity

3. Basis for the promotion of healthy coping change

- 3.1 Intervention from the cognitive-behavioral model
- 3.2 Intervention to promote resilience in traumatic situations
- 3.3 Mindfulness-based intervention in major life changes
- 3.4 ACT based Intervention in major life changes

3. Psychologist framework for action General Health: Basics and conceptual frameworks.

1. Legislation in force.

2. Empirical Evidence.

- 2.1 Scientific foundations in Europe
- 2.2 Scientific bases in Spain
- 2.3 The Tiered Model in Primary Care

3. The role and functions of the General Health Psychologist

- 3.1 The SEPCyS and the role of General Health Psychologist
- 3.2 Discussion on papers about the role of General Health Psychologist

4. Spanish legislation in the health field: Creating and managing companies

4.1. The health legislation at the state level and regional Spanish.

- 4.2. Marketing of health professional services. Entrepreneurial skills.
- 4.3. Management companies and health services.



4.4. Creation and development of a Health Center: CRC.

5. Ethics and professional ethics in health psychology

1. Professional ethics and professional ethics: Ethics and morality. Making ethical decisions. Concepts and definitions. Differences. History of the development of Ethics. Bioethics and Psychoethics.

2. The codes of conduct: The code of practice psychologist, Meta-code of EFPA, Code of Ethics of the APA. Structure and functions. History. Metacodes, statements and guides foundation. Complaints and procedures. Responsibility clinical Psychologist

3. Rules or ethical and / or ethical rules governing the proper practice of clinical psychology. Analysis of the specific code articles on the subject .Guide APA. BPS codes and APS

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	15,00
Independent study and work	30,00
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	15,00
Total hours	90,00

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.

Teaching is complemented by papers, individual and group, where self-employment is encouraged and group.



Ruled tutoring assistance. 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.

Most innovative as the case study teaching, solving exercises and problems, problem-based learning, project-oriented learning and cooperative learning using interdisciplinary groups in the practice sessions and in conducting group work.

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>

The assignments, activities, or exercises submitted by students in this subject must be their own and original work. In case of using artificial intelligence (ChatGPT or others), the student must provide a statement of responsible use.

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REFERENCES

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- Practice in Health Care Delivery Systems. *American Psychologist*, 68 (1), 1-6.
- Reference b2: Cano A. (2011): Bases teóricas y apoyo empírico de la intervención psicológica sobre los desórdenes emocionales en atención primaria. Una actualización. *Ansiedad y Estrés*, 17(2-3), 157-184
 - Reference b3: Pérez-Blasco, J. (2013) Aprender de los grandes cambios vitales. Josefa Pérez Blasco. (2ª ed.) Publicaciones Universidad de Valencia (PUV).t Reference
 - Reference b4: Yew-Kwang NG. (2022). Happiness: Concept, measurement and promotion. Springer. Open Access. <https://doi.org/10.1007/978-981-33-4972-8>
 - Reference b5: Ruiz-Robledillo, N., Moya-Albiol, L. (2012). El cuidado informal: una visión actual. *Revista Electrónica de Motivación y Emoción*, 1, 22-30.
 - Reference b6: Del Río, C. (2005). Guía de ética profesional en psicología clínica. Madrid: Pirámide.
 - Reference b7: Del Río, C. (2007). Dilemas éticos relacionados con la confidencialidad. *Informació psicológica*, 90, 12-27.
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 - Reference c2: Richards, A. & Suckling, R. (2009): Improving access to psychological therapies: Phase IV prospective cohort study. *British Journal of Clinical Psychology*, 48, 377;396.
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 - Reference c5: Dahl C, Wilson-Mendenhall CD and Davidson RJ (2020). The plasticity of well-being: a training-based framework for the cultivation of human flourishing. *PNAS* 117 (51):32197-32206
 - Reference c6: Esch T (2022). The ABC model of happiness-neurobiological aspects of motivation and positive mood, and their dynamic changes through practice, the course of life. *Biology* 11:843
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 - Reference c9: Batres, C. (2001). Deontología profesional: Fin de una etapa. Un momento crucial. *Papeles del Psicólogo*, 78, 29-31.
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 - Referencia c12: Pretty J and Barton J (2020). Nature-based interventions and mind-



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