COURSE DATA

DATA SUBJECT

Code: 44188
Name: Intervention in health psychology
Cycle: Master's Degree
ECTS Credits: 12
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	Intervention in health psychology	COMPULSORY
2255 - Master's Degree in General Psychology Health (Ontinyent)	Intervention in health psychology	COMPULSORY

COORDINATION

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CAPAFONS BONET ANTONIO

SUMMARY

This course aims to train students in all aspects that relate to the psychological intervention should know and use the General Health Psychologist. What are the different models of intervention based on evidence in the field of Health General Psychology, as well as the most important techniques and procedures for addressing behavioral disorders in psychosocial and social factors associated with welfare and Health. All this both adults and children. It also aims to train students in the different types of psychological intervention techniques, and contemporary theories of motivation for understanding the processes by which people develop welfare or discomfort in different contexts.

Special emphasis will be placed on the knowledge and application of key evidence-based treatments for different disorders in adjustment reactions to anxiety and depression.

Another aspect that aims to cover this subject is knowledge of the main techniques of psychosocial rehabilitation of severe mental disorders and long lasting.

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

2191 -

: Design, develop and, where appropriate, monitor and evaluate plans and programmes of psychological intervention, according to the psychological assessment and the individual and social variables occurring in each case.

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

Critically analyse and use sources of clinical information.

Formulate working hypotheses in research and collect and critically evaluate information to solve problems applying the scientific method.

Have a concern for achieving quality work.

Have a good command of effective oral communication skills in multiple formats (e.g., group discussion, debate, conference, etc.) and for multiple purposes (e.g., inform, defend, explain, persuade, argue, teach, etc.).

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.

Learn more about the different models of assessment and intervention in the field of general health psychology, as well as the techniques and procedures deriving from them for addressing behaviour disorders and the psychological factors associated with health problems.

Perform activities aimed at the promotion of and education on psychological health of individuals and communities.

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 communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Use information and communication technology in professional practice.

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

2244 - Master's Degree in General Psychology Health

: Design, develop and, where appropriate, monitor and evaluate plans and programmes of psychological intervention, according to the psychological assessment and the individual and social variables occurring in each case.

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

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

Critically analyse and use sources of clinical information.

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Learn more about the different models of assessment and intervention in the field of general health psychology, as well as the techniques and procedures deriving from them for addressing behaviour disorders and the psychological factors associated with health problems.

Perform activities aimed at the promotion of and education on psychological health of individuals and communities.

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.

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Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

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.

Use information and communication technology in professional practice.

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

2255 - Master's Degree in General Psychology Health (Ontinyent)

: Design, develop and, where appropriate, monitor and evaluate plans and programmes of psychological intervention, according to the psychological assessment and the individual and social variables occurring in each case.

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DESCRIPTION OF CONTENTS

1. Cognitive models: restructuring approach and cognitive-behavioral intervention in the field of General Psychology Health

1. Introduction to cognitive-behavioral approaches.
History of scientific discipline and cognitive therapy
Broad lines of cognitive intervention
The prospect of cognitive-behavioral therapy
Cognitive therapy Beck
The rational-emotive behavioral therapy Ellis
The prospect of the third generation of cognitive therapies behavioral

2. Behavioral and cognitive techniques.
The therapeutic process
Cognitive-behavioral therapy
Cognitive therapy Beck
Techniques for the evaluation and treatment of distortions cognitive relevant
The rational-emotive behavioral therapy Ellis
Evaluation and change of irrational ideas
Therapy of the third generation of cognitive therapies behavioral
Based therapies mindfullness:
Therapy Segal and Teasdale
The acceptance and commitment therapy Hayes
Behavioral activation therapy

3. Effective psychological treatments.
The evidence-based psychology
Development of guidelines
Evidence of efficacy for various psychological problems third wave therapies

4. Difussion of cognitive-behavioral treatments in the health field.
Application of knowledge empirically validated applied to the area of the clinical and health psychology
Evidence available to establish the necessary conditions for transportability of interventions to the contexts in which mental health services are provided
Maximization of dissemination through new technologies

2. Cognitive models: constructionist, linguistic and narrative approaches to intervention

1. The evolution of cognitive psychotherapies: step towards constructivism and narrative.
a. Introduction: The transition from classical to current
b. major types of cognitive psychotherapies
c. The transition from classic therapies to new
d. Constructivism in Psychotherapy

2. The language and narrative in cognitive psychotherapy.
a. The narrative approach
b. Core items
c. What is a narrative
d. Psychotherapy and narrative approach

3. The linguistic therapy of evaluation
a. Introduction
b. General Semantics in psychology and psychotherapy
c. The role of language
d. The difference in structure
e. The three non-Aristotelian premises
f. The intentional orientation vs. extensional orientation
g. The clinical attitude extensional
h. The delay in action
i. Main techniques TLE

i. Working with assessments
ii. The general semantic debate
iii. The orders of abstraction
iv. Extensional devices

3. Health Psychology cross Procedures

1.Hypnosis in the field of Health Psychology.
1.1 hypnosis as health provision: legal aspects. 1.2 Empirical support the efficiency and effectiveness of hypnosis in applied fields such as set of procedures and inter interdisciplinary approaches psychological intervention (mainstreaming). Demystifying 1.3 hypnosis: experimental and theoretical bases of hypnosis. 1.4 Definitions of hypnosis. 1.5 Main forms of induction and handling of suggestions, suggestions types applied, and intervention scheme. 1.6 Establishing rapport and therapeutic alliance using hypnosis: Presentation practice of hypnosis, hypnotic suggestibility Assessment, attitudes toward hypnosis and intervention in general. 1.7. Using metaphors in hypnosis, motivational questions. 1.8 Some health applications.

2. The use of metaphors in the field of health psychology and therapeutic process. 2.1 Mainstreaming of metaphors and other related concepts (similes, allegories, parables, comparisons, tropes, etc.) within the framework of psychotherapies, clinical psychology, and psychological intervention in general. 2.2 theoretical and empirical basis of the functioning of metaphors. 2.3 Main functions of metaphors, norms that must be considered, possible unwanted effects, and applications of metaphors. 2.4. Some healthcare applications.

4. Psychosocial rehabilitation and recovery of people with gray mental disorders

1.Introduction to Psychosocial Rehabilitation/Recovery.
  1.1. Psychiatric reform
  1.2. Foundations of Psychosocial Rehabilitation/Recovery
  1.3. Resources in the care of people with severe mental disorders.
2.Elaboration of the Individual Rehabilitation/Recovery Plan.
  2.1. The diathesis-stress model
  2.2. Objectives and areas of assessment
  2.3. Techniques and instruments
  2.4. Treatments
  2.5. Other frameworks or approaches
3. Intervention programmes
  3.1. Integrated Psychological Therapy for schizophrenia.
  3.2. Neurocognitive enhancement programmes.
  3.3. Programmes to improve social cognition.
  3.4. Psychoeducational programmes
  3.5. Intervention in first episodes
4. Stigma associated with people with mental health problems and self-stigma
5. Other interventions

5. General Health Psychologist intervention in adjustment reactions with anxiety

component type

1. Introduction to the treatment of adjustment reaction with anxiety component type. Forms of manifestation and anxiety focus of clinical attention.
2. Information and communication recommendations to the patient. Main recommendations to the patient, family, couple and order of application of treatments. Criteria for referral to mental health consultations.
3. Treatment and prevention based on evidence and international guidelines. Evidence-based treatments according to each disorder.

6. General Health Psychologist intervention in adjustment reactions with depressive component

1. Introduction to the treatment of depressive adjustment reactions.
- Treatments based on evidence and international guidelines (model steps from the NICE guide).

2. Analysis of intervention programs for depressive spectrum disorders.

- Cognitive therapy for depression.
- Mindfulness-based cognitive therapy for relapse prevention of depression.
- Based on positive psychology interventions: optimism, compassion etc
- Other programs and interventions.

7. General Health Psychologist intervention in child and adolescent field

1. Introduction: Characteristics of child and adolescent therapy
Essential characteristics of the therapist
Standard Intervention Guidelines

2. Basic techniques in child and adolescent intervention
Behavior modification techniques
Muscle relaxation techniques
Imaginative relaxation techniques
Social Skills and Communication: family relationships
Techniques to enhance self-esteem
Brief Strategic Therapy in Children and Adolescents

3. Case Study.

8. Intervention in social contexts for promoting wellness and healthy lifestyles

1. Psychosocial factors influencing the welfare and health-related behaviors. 1.1. Introduction. 1.2. Importance of psychosocial factors in promoting the welfare and health-related behaviors. 1.3. Importance of significant others in promoting the welfare and health-related behaviors.
2. Main contemporary theories of motivation that help us interpret the development of well-being /

discomfort. 2.1. Theory of Achievement Goal. 2.1.1. Basic components of the theory of achievement goals. 2.1.2. dispositional goal orientations and motivational climate: main dimensions. 2.1.3. Evaluation of the main components of the Theory of Achievement Goal. 2.2. Self-Determination Theory. 2.2.1. basic components of the Self-Determination Theory. 2.2.2. Basic Psychological needs, self-determined motivation and interpersonal styles of authority figures Main Dimensions. 2.3. Research within the framework of the theories of Achievement Goals and Self-Determination Theory related to welfare.
3. Design and implementation of intervention programs to promote health and well-being in different social contexts. 3.1. Interventions within the framework of the Theory of Achievement Goal and Self-Determination Theory in achievement contexts. 3.2. Proposal of a teacher training program to promote the psychological well-being of young people. 3.2.1. Phases of the intervention program. to. Familiarizing educators with the group. b. Evaluation study of reality. c. Analysis of motivational climate created in the group under basic motivational theories. d. Report of the evaluation, design and implementation of the intervention program. 3.2.2. Intervention strategies and techniques. to. Teacher training. 3.3. Evaluation of the intervention program. 4. Examples of interventions and their impact on public health

9. Specific guidelines for action General Health Psychologist

1. The performance of General Health Psychologist.
2. The intervention process General Health Psychologist.
3. Differences in the psychological intervention between the public and private health system.
4. Guides, protocols, classifications and therapeutic process.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	120,00
Total hours	**120,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	30,00
Independent study and work	60,00
Preparation of lessons	35,00
Preparation for assessment activities	20,00
Resolution of case studies	30,00
Total hours	**180,00**

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.

Also, teaching is complemented by the performance of work, 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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