



COURSE DATA

DATA SUBJECT

Code: 44190
Name: Updates and developments in biopsychosocial approaches to health and disease
Cycle: Master's Degree / Doctorate
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

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

SUBJECT-MATTER

Degree	Subject-matter	Character
2244 - Master's Degree in General Psychology Health	Updates and developments in biopsychosocial approaches to health and disease	ELECTIVES
2255 - Master's Degree in General Psychology Health (Ontinyent)	Updates and developments in biopsychosocial approaches to health and disease	ELECTIVES

COORDINATION

COSTA FERRER RAQUEL

SAN MIGUEL SEGURA NOEMI

ATIENZA GONZALEZ FRANCISCO L

SUMMARY

Emphasis will be placed on this subject in the knowledge and understanding of health from a holistic perspective that includes biological, psychological and social aspects. It deepened in major advances since these fields are being done in the field of health psychology. For example, the factors of vulnerability and resistance to stress, the study of biomarkers that allow us to detect and the main techniques of neuropsychological assessment of stress disorders are studied.

Psychobiological potential impacts of the use of pharmacotherapy and a health psychologist must know are also studied. In addition, it offers the student / a joint and integrated vision of the main things you should know a professional to plan the intervention to be conducted with people with a disorder substance,



as is being able to select and perform the main strategies to increase patient predisposition to change, meet the management and use of the instruments that can be used in the evaluation of a patient with addictive behavior and know the main treatments and psychological intervention strategies that enjoy the highest level of scientific evidence in the treatment of addiction.

A space to study how psychosocial factors are associated with health and disease and mainly the importance that social support has in promoting health and well-being of people is also dedicated.

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 -

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

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.

Obtain an in-depth knowledge of the psychological nature of human behavioural disorders..

Obtain an in-depth knowledge of the psychosocial factors associated with health problems and disease.

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 possess and understand foundational knowledge that enables original thinking and



research in the field.

2244 - Master's Degree in General Psychology Health

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

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

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

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

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.



Obtain an in-depth knowledge of the psychological nature of human behavioural disorders..

Obtain an in-depth knowledge of the psychosocial factors associated with health problems and disease.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

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DESCRIPTION OF CONTENTS

1. Importance of stress and its consequences in health psychology.

1.- Main theories on the relationship between stress and health.

1.1. Stress as psychophysiological response.

1.2- Stress as a stimulus

1.3.- Stress as a transaction.

2. Stress and illness: psychological processes

2.1- Cognitive processes, stress and health

2.2- Emotional processes, stress and health

2.3- Behavioral processes, stress and health

3. Vulnerability factors and protective factors against stress

3.1 Personality: The five "big" personality traits, personality, alphabet (A, B, C, D ...), strength, optimism, locus of control.

3.2 Coping strategies

3.3 Social support

3.4 Stress management techniques

2. Factors of vulnerability and stress resistance, and neuropsychological evaluation biomarkers of stress disorders

2.1 The psychobiological responses of stress: a coordinated response: Neural basis of the stress response. Response of the autonomic nervous system (ANS). Hormonal response. Immunological response.

2.2 The chronification of the stress response and its implications on health.

2.3 Stress and its relation with disorders:

2.3.1 Cardiovascular System: Hypertension and risk factors.

2.3.2 Digestive system: Digestion, hormonal response and SNA. Diabetes. Metabolic syndrome. Functional Gastrointestinal Disorders.

2.3.3 Stress and associated sleep disorders.



3. Approach to the psychological effects of pharmacotherapy

1. Introduction to pharmacotherapy in the treatment of mental disorders.

- Synaptic pathology and mental illness
- Neurogenesis as a target for the treatment of mental illness
- Epigenetics and individual differences
- Biomarkers
- Transcranial magnetic stimulation and deep brain stimulation
- Decreased stigma associated with mental illness

2. New approaches to the treatment of mental disorders with psychotropic drugs and problems associated with side effects

- Depression and antidepressants. Current research in the search for new antidepressants
- Schizophrenia and antipsychotics. Current research in the search for new drugs for schizophrenia

3. Neurobiology of fear and animal models. Pharmacological interventions in the consolidation and extinction of fear memory.

- Neurobiology of fear and animal models
- Pharmacological interventions: Effects of propranolol on memory consolidation of fear
- Evidence in animal models
- Clinical studies
- Limitations
- Pharmacological interventions: Effects of D-cycloserine in facilitating extinction of fear
- Evidence in animal models
- Clinical studies
- Limitations

4. Study of the psychological nature of human behavior and its disorders: addictive behaviors.

1. Healthcare network in addictive behaviors. Where you work and what I require?

2. The willingness to change: Stages, processes and levels of change.

3. Interview motivational therapy and addiction.

4. Protocols evaluation and diagnosis of disorders substance use disorder, gambling and technological addictions.

5. Treatment protocols based on evidence in addictive behaviors (substance use disorders together, gambling disorder and technological addictions).

5. Psychosocial factors associated with health and disease: the importance of social support

1. Background and definition of social support

Precedents in the study of social support: Epidemiological studies, studies on stress and movement of community mental health

The definition of social support

2. Stress, health and welfare; the effect of social support

Protective effects model (buffer)

Model main effects



- 3. Evaluation of social support
 - Structural and functional perspective
 - Assessment instruments of social support
- 4. Social support and intervention tool; support groups and mutual aid
 - Interventions based on social support
 - Dyadic Interventions
 - Support groups
 - Self-help groups

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, indicating those students most suitable for further preparation of the subject in depth resources will be used.
- . Ruled 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, information or relevant news of the subjects that teachers deposited.
- . Preparation of cases and assumptions group.
- . Case studies, exercises and problems, to stimulate problem-based learning, project-oriented and cooperative using interdisciplinary groups, practice sessions, and conducting group work.
- . Development of individual and 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.

REFERENCES

- Reference b1: Becoña Iglesias, E. & Cortés Tomás, M.T. (coords.) (2008). Guía clínica de intervención psicológica en adicciones. Barcelona: Socidrogalcohol-Plan Nacional sobre Drogas. ¿Cap. 1 (Págs. 13 a 21) y Cap. 3 (Págs.41 a 69).
- Reference b2: Bobes J., Bascaran, M.T., Bobes-Bascarán, M.T., Carballo, J.L., Díaz, E.M., Flórez, G., García-Portilla, M.P. & Sáiz, P.A. (2007). Valoración de la gravedad de la adicción: aplicación a la gestión clínica y monitorización de los tratamientos. Madrid: Plan Nacional sobre Drogas. ¿Cap. 1 (págs. 11 a 15) y Cap. 3 (págs. 77 a 104).
- Reference b3: Becoña Iglesias, E. & Cortés Tomás, M.T (coord.). (2011). Manual de adicciones para psicólogos especialistas en psicología clínica en formación. Valencia: Socidrogalcohol. Cap. 4 (Págs. 65 a 80); Cap. 5 (Págs.81 a 95) y Cap. 7 (Págs.113 a 141).
- Reference b4: Sandi, C., Venero, C. & Cordero, M.I. (2001). Estrés, memoria y trastornos asociados. Ariel Neurociencia.
- Reference b5: Lila, M. y Gracia, E. (1996). La integración de los sistemas formales e informales de apoyo social. *Informació Psicológica*, 58, 28-34.
- Reference b6: Lila, M., Gracia, E. & Murgui, S. (2013). Psychological adjustment and victim-blaming among intimate partner violenceoffenders: The role of social support and



stressful life events. *The European Journal of Psychology Applied to Legal Context* 5, 147-153.

- Reference b7: Stahl S.M. (2019). Casos clínicos. Psicofarmacología esencial de Stahl. Ed. Aula Medica.
- Reference b8: Stahl, S. M. (2014). Guía del prescriptor. Ed. Aula Médica
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- Reference c1: Simpkins A, Simpkins AM. (2013) *Neuroscience for clinicians*. Ed. Springer
- Muse M., Moore BA. (2012) *Handbook of clinical psychopharmacology for psychologists*. John Wiley & Sons.
- Stolerman IP (2010) *Encyclopedia of Psychopharmacology*. Ed. Springer.
- Reference c2: Hofmann SG, Otto MW, PollackMH, Smits JA. (2015) D-cycloserine augmentation of cognitive behavioral therapy for anxiety disorders: an update. *Curr Psychiatry Rep.* 17(1): 532. doi: 10.1007/s11920-014-0532-2. Review.
- Reference c3: Purves, D., Augustine, G.J., Fitzpatrick, D., Hall, W.C., Lamantia, A. S., Mooney, R.D., Platt, M.L. & White, L.E. (2018). Emotion (cap. 31). En: *Neurosciences*, 6^a ed. Sunderland, MA: Sinauer Associates.