VNIVERSITAT DE VALÈNCIA

Course Guide
44191 Research methodology in general health psychology

COURSE DATA

DATA SUBJECT

Code: 44191
Name: Research methodology in general health psychology
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	Research methodology in general health psychology	ELECTIVES
2255 - Master's Degree in General Psychology Health (Ontinyent)	Research methodology in general health psychology	ELECTIVES

COORDINATION

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RUIZ RUIZ JUAN C

SUMMARY

The course aims to present and deepen the knowledge of the main research strategies, tools of statistical analysis, and dissemination procedures of scientific research, which are key in the field of GHP. Achieving this objective also is intended that students in the Master interested in continuing with postgraduate studies, aimed at achieving the title of doctor, to acquire the skills necessary to raise the hypothesis of the research, develop a work plan based on these objectives and the actual situation in which the work will be done, decide and implement control strategies variables to ensure the validity of the research, take appropriate when decisions to analyze and interpret empirical data and finally to be able to transmit to the scientific community the results. To achieve the objective of the course the exercises and practical cases directly linked to the areas of work of a General Health Psychologist will be prioritized.

This subject takes into account the Sustainable Development Goals, especially number 3: "*H*ealth and well-being", number 4: "*Q*uality education", number 5: "*G*ender equality", and number 10: "*Reduced inequalities"*.

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.

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.

Know how to use information and communication technology with different objectives for improving professional skills (relationships with other professionals, gathering of information, dissemination of knowledge, etc.)

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.

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

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DESCRIPTION OF CONTENTS

1. Designing a research in General Health Psychology. Qualitative and quantitative approaches.

1. The research process.
The idea of a research project.
Problem research.
Development of the theoretical framework.
Scope of the investigation.
Develop and manage the research hypotheses.
2. Methodological bases of research.
Objective: To get valid and accurate answers.
Errors in the research process.
Effects control in the research process.
Internal validity and external validity.

2. Research Designs in General Health Psychology

1. Review of the different types of research.
   Introduction.
   Classification.
   Randomized clinical trials.
   Cohort studies.
   Case and controls studies.
   Quasi-experimental intervention studies.
2. Main epidemiological designs.
   Introduction. Concept and uses of epidemiology. Basic concepts in epidemiology.
   Epidemiological and demographic measures. Frequency measurements. Measures of effect/impact
   Cross descriptive studies. Epidemiological measures in case-control studies.
   Descriptive longitudinal studies. Epidemiological measures in cohort studies.

3. Statistical techniques for analyzing data. Effect size and clinical significance. Multivariate analysis.

1. Statistical analysis and evaluation of results.
   Statistical significance and problems arising from its application in health care settings.
   Additional statistical significance analysis: effect size.
   Clinical significance: assessment of the effects of the intervention.
2. Most common methods to calculate the effect size.
   With two independent means or with two dependent means.
   With more than two dependent or independent means.
   Categorical variables.
3. Multivariate Analysis
   Classification of multivariate techniques. Verification of assumptions.

Exploratory techniques: Exploratory Factor Analysis and Cluster Analysis.
Inferential techniques: Discriminant analysis and Logistic regression.

4. Basic guidelines for the preparation of research reports and scientific articles in Health Sciences.

1. WHERE TO START: Why and how to evaluate the quality of scientific research in the health field?
2. IMRYD FORMAT: Key elements of writing a report: INTRODUCTION, METHOD, MEASUREMENT, DESIGN AND PROCEDURES, RESULTS, DISCUSSION.
3. BASIC RESEARCH GUIDELINES: WRITE-PUBLISH-DISSEMBLY.

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. We use in class attendance lecture model, especially in the lectures, because 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. The strategy used in practical sessions and seminars is to work in small groups.

This strategy is more useful than other methods to achieve three objectives: the development of communication skills, the development of intellectual and professional skills and personal growth.

Individual study. It is directed to / the student in learning-oriented activities. The activity will focus on search, location, analysis, preparation and presentation of the information worked.

Teaching is delivered through a system of classroom theoretical classes and practical seminars, and other

complementary activities and tasks proposed by teachers. Also, teaching is complemented by the performance of work, individual and group, where self-employment is encouraged and group.

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.

Finally, the most innovative educational activities carried out are the case studies, solving exercises and problems, problem-based learning, project-oriented learning and cooperative learning through the use of interdisciplinary groups in the practice sessions and in conducting group work.

Attendance to tutorials. 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 are individually and in small groups will to solve problems, to work, etc. If possible, the forum of the Virtual Classroom will be used to facilitate consultations and clarifications that may be of interest to the working groups.

Completion of assignments. Students must complete both individual and group assignments.

EVALUATION

EVALUATION SYSTEM

Theoretical-practical tests: written exam. Assessment of theoretical and practical contents by written test of response alternatives.

Continuous evaluation through: 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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- Reference b2: Botella, J. Y Caperos, J.M. (2019). Metodología de investigación en Psicología General Sanitaria. Madrid: Síntesis.
- Reference b3: Cohen, C. (2013). Guía de redacción científica. Montpellier (FRA): CIRAD.
- Reference b4: Galindo-Domínguez, H. (2020). Estadística para no estadísticos: una guía básica sobre la metodología cuantitativa de trabajos académicos. Editorial Área de Innovación y Desarrollo.
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- Reference b6: Ramos, M. M., Catena, A. & Trujillo H. M. (2004). Manual de métodos y técnicas de investigación en ciencias del comportamiento. Biblioteca Nueva. Madrid.
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- Reference c2: Espejo, B.; Checa, I.; Francés, J. (2020). Guía accesible de recursos útiles para realizar el Trabajo de Fin de Grado y el Trabajo de Fin de Máster. Versión Humanidades, Ciencias Sociales y Ciencias de la Salud.
- Reference c3: Fletcher, R.H. y Fletcher, S.W. (2008). Epidemiología clínica. Barcelona: Wolters Kluver.
- Reference c4: Hernández-Aguado, I. et al. (2011). Manual de epidemiología y salud pública: para grados en ciencias de la salud. Madrid: Médica Panamericana.
- Reference c5: Lakens, D. (2013). Calculating and reporting effect sizes to facilitate cumulative science: a practical primer for t-tests and ANOVAs. Frontiers in Psychology, 4, 963.
- Reference c6: Pérez López, C. (2013). Análisis multivariante de datos: Aplicaciones con IBM SPSS, SAS y STATGRAPHICS. Garceta
- Reference c7: Vandenbroucke et al., (2009). Mejorar la comunicación de estudios observacionales (STROBE): explicación y elaboración. Gaceta Sanitaria, 23(2): 158.61-158.e28
- Reference c8: Yepes-Nuñez, J. J., Urrutia, G., Romero-Garcia, M., & Alonso-Fernandez, S. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews Declaración PRISMA 2020: una guía actualizada para la publicación de revisiones sistemáticas. Revista española de cardiologia, 74(9), 790-799.