

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **PSICOLOGÍA DE LA SALUD**

Code: 100750

Degree/Master: **GRADO DE EDUCACIÓN INFANTIL**

Year: 3

Name of the module to which it belongs: PROCESOS EDUCATIVOS, APRENDIZAJE Y DESARROLLO DE LA PERSONALIDAD (0-6)

Field: PSICOLOGÍA

Character: BASICA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <https://moodle.uco.es>

LECTURER INFORMATION

Name: CASTILLO MAYÉN, MARÍA DEL ROSARIO (Coordinator)

Department: PSICOLOGÍA

Area: PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

None specified

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INTENDED LEARNING OUTCOMES

CE8	To understand the basics of children dietary and hygienic needs. To know the fundamentals of early care, and the foundations and developments which allow us to understand the psychological processes for learning and personality development in early childhood.
CE10	To act as counselor for parents regarding family education in the 0-6 period and to master social skills in interacting with each family and all the families.
CM1.4	Recognition of this phase and its cognitive, psychomotor, communicative, social and emotional characteristics
CM1.5	To know how to promote the acquisition of habits around autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and boundaries and symbolic and heuristic play.
CM2.1	To identify learning difficulties, cognitive disfunctions and attention disorders.
CM2.2	To be able to inform other specialists to address school and teacher collaboration in tackling special educational needs.
CM4.1	To know basic principles of a healthy development and behaviour.
CM4.2	To identify disorders related to sleep, food, psychomotor development, hearing and visual attention and perception.
CM4.3	To collaborate with professionals to solve said disorders.
CM4.4	To detect affective, food and well-being deficits that might affect students normal physical and psychical development.

OBJECTIVES

- Understand the concept of health from a biopsychosocial perspective and its repercussion in the educational context
- Understand the basic keys of the promotional and community interpretation of health raised by the WHO and the primary role of education in the process
- Analyze the main factors that explain health behavior
- Identify the basic needs of child development and the difficulties that may arise in the domains that affect the physical, mental and social well-being of boys and girls
- Employ individual and collective health promotion strategies
- Use available resources aimed at the prevention and educational promotion of health
- Design and adapt a health program for a specific educational context
- Know and apply data collection and evaluation techniques within health programs
- Assess the impact of actions in the field of health in the short and long term, as well as their impact on different areas in which people develop

CONTENT

1. Theory contents

Module 1. Basic concepts in health psychology and health education.

Module 2. Promotional and community concept of health in the school context.

Module 3. Health assessment and intervention methodology in the school environment.

Module 4. Child health and development.

2. Practical contents

Research in the field of Health Psychology.

Prevention and promotion programs from Health Psychology.



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Educational intervention in the field of health in the school context.
Teaching staff's health.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being
Quality education
Gender equality

METHODOLOGY

Methodological adaptations for part-time students and students with disabilities and special educational needs

The teachers will make the necessary adaptations for students with disabilities and / or special educational needs.

Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	2	-	2
Conference	2	-	2
Debates	4	-	4
Excursions	4	-	4
Group presentation	-	3	3
Group work (cooperative)	-	10	10
Lectures	28	-	28
Projects	-	2	2
Text analysis	5	-	5
Total hours:	45	15	60

Off-site activities

Activity	Total
Analysis	15
Group work	20
Information search	10
Reference search	15
Self-study	30
Total hours	90

COURSE DESCRIPTION**WORK MATERIALS FOR STUDENTS**

Dossier
 Oral presentations
 References

EVALUATION

Intended learning	Exams	Oral Presentation	Project
CE10		X	X
CE8	X	X	X
CM1.4	X	X	X
CM1.5	X	X	X
CM2.1	X		X
CM2.2	X	X	X
CM4.1	X		X
CM4.2	X	X	X
CM4.3	X		X
CM4.4	X	X	X
Total (100%)	50%	20%	30%
Minimum grade	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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Method of assessment of attendance:

Attendance with active participation and involvement in the theoretical lessons will be considered. Attendance is compulsory for the practical lessons.

General clarifications on instruments for evaluation:

An attitude of respect and equality towards women and men will be essential, both in written texts as in classroom behavior and with the rest of the university community.

On the date of the final exam, students will be able to retake those continuous assessment assignments that have not been passed, as long as they have worked in them during the school period.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Students enrolled part-time must communicate this situation to the responsible teacher at the beginning of the course, in order to establish the follow-up mechanisms that are considered timely.

For students with an educational need, appropriate adaptations will be agreed and established to ensure the follow-up of the subject. If such a situation exists, students are advised to inform the teachers at the beginning of the course.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

The evaluations of these calls will require the passing of all the evaluation instruments. The grades obtained in the instruments Oral presentation and Project may be saved if they have been passed during the 2022/2023 or 2023/2024 academic year.

Qualifying criteria for obtaining honors:

Grade above 9.5

BIBLIOGRAPHY

1. Basic Bibliography

- Amigo, V. I. (2015). *Manual de psicología de la salud*. Pirámide.
- Costa, M. & López, E. (2019). *Educación para la salud: Guía práctica para promover estilos de vida saludables*. Pirámide.
- Garvis, S., & Pendergast, D. (2017). *Health and wellbeing in childhood*. Cambridge Press.
- Glanz, K., Rimer, B.K., & Viswanath, K. (Eds.). (2015). *Health behavior and health education: theory, research, and practice* (5th Ed.). Jossey-Bass.
- Huppert, F. A., & Cooper, C.L. (Eds.). (2014). *Wellbeing: a complete reference guide, interventions and policies to enhance wellbeing*. Wiley.
- Musgrave, J. (2017). *Supporting children's health and wellbeing*. SAGE.
- Sanjuán, P. & Rueda, B. (2014). *Promoción y prevención de la salud desde la Psicología*. Síntesis.
- Taylor, S. (2021). *Health Psychology* (11th Ed.). McGraw Hill.
- Taylor, S. E., Singer, J. E., & Baum, A. (2020). *Handbook of Psychology and Health*. Routledge. DOI: 10.4324/9781003044307
- Turner-Cobb, J. (2014). *Child health psychology: a biopsychosocial perspective*. SAGE.

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2. Further reading

- García-Ruiz, M. (2017). Guía Didáctica para la Educación Sexual en Centros de Menores. Oviedo: Gobierno del Principado de Asturias. Consejería de Servicios y Derechos Sociales. Disponible en https://www.bienestaryproteccioninfantil.es/imagenes/tablaContenidos03SubSec/Asturias_Educ_sexual.pdf
- Gutiérrez, C. y Mena, J.M. (2018). Hudeterapia. Arranca, camina y corre. Mora-Mora.
- Korin, M. R. (Ed.). (2016). Health promotion for children and adolescents. Springer.
- Perea Quesada, R. (Dir.) (2009). Promoción y educación para la salud. Tendencias innovadoras. Díaz de Santos.

COORDINATION CRITERIA

Joint activities: lectures, seminars, visits ...

SCHEDULE

Period	Assessment activities	Conference	Debates	Excursions	Group presentation	Group work (cooperative)	Lectures	Projects	Text analysis
1# Fortnight	0,0	0,0	0,0	0,0	0,0	2,0	6,0	0,0	0,0
2# Fortnight	0,0	0,0	1,0	0,0	0,0	2,0	4,0	0,0	1,0
3# Fortnight	0,0	0,0	1,0	0,0	0,0	2,0	4,0	0,0	1,0
4# Fortnight	0,0	0,0	1,0	0,0	0,0	2,0	3,0	1,0	1,0
5# Fortnight	0,0	2,0	0,0	0,0	0,0	1,0	5,0	0,0	1,0
6# Fortnight	0,0	0,0	1,0	4,0	0,0	0,0	3,0	0,0	1,0
7# Fortnight	0,0	0,0	0,0	0,0	3,0	1,0	3,0	1,0	0,0
8# Fortnight	2,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0	0,0
Total hours:	2,0	2,0	4,0	4,0	3,0	10,0	28,0	2,0	5,0

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.