Universitat de Lleida

DEGREE CURRICULUM

RESEARCH IN HEALTH PSYCHOLOGY

Coordination: MARCH LLANES, JAUME

Academic year 2023-24

RESEARCH IN HEALTH PSYCHOLOGY 2023-24

Subject's general information

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<tr><td>Subject name</td><td>RESEARCH IN HEALTH PSYCHOLOGY</td></tr>
<tr><td>Code</td><td>14555</td></tr>
<tr><td>Semester</td><td>2nd Q(SEMESTER) CONTINUED EVALUATION</td></tr>
<tr><td>Typology</td><td>
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<tr><th>Degree</th><th>Course</th><th>Character</th><th>Modality</th></tr>
<tr><td>Double degree: Master in General Health Psychology and Master in Neuropsychology</td><td>1</td><td>COMPULSORY</td><td>Blended learning</td></tr>
<tr><td>Master's Degree in General Health Psychology</td><td>1</td><td>COMPULSORY</td><td>Attendance-based</td></tr>
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<tr><td>Course number of credits (ECTS)</td><td>6</td></tr>
<tr><td>Type of activity, credits, and groups</td><td>
<table>
<tr><th>Activity type</th><th>PRAULA</th><th>TEORIA</th></tr>
<tr><td>Number of credits</td><td>1.8</td><td>4.2</td></tr>
<tr><td>Number of groups</td><td>1</td><td>1</td></tr>
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<tr><td>Coordination</td><td>MARCH LLANES, JAUME</td></tr>
<tr><td>Department</td><td>PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK</td></tr>
<tr><td>Teaching load distribution between lectures and independent student work</td><td>Defined by the Masters Regulations of the UdL.</td></tr>
<tr><td>Important information on data processing</td><td>Consult this link for more information.</td></tr>
<tr><td>Language</td><td>Catalan (lectures), Spanish (material and readings), English (material, readings and software)</td></tr>
<tr><td>Distribution of credits</td><td>Defined by the Masters Regulations of the UdL.</td></tr>
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RESEARCH IN HEALTH PSYCHOLOGY 2023-24

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ARQUE FUSTE, GLORIA	gloria.arque@udl.cat	3	Email professor to schedule a meeting.
MARCH LLANES, JAUME	jaume.march@udl.cat	3	Email professor to schedule a meeting.

Learning objectives

• Know the main lines of active research related to clinical-health psychology.

• Know the main types of research studies in health psychology.

• Know the different research strategies most common in clinical-health psychology research.

• Learn how to develop a research project: study design, definition of variables, construction of the database, and main statistical analyzes to be carried out, as well as the interpretation of the results.

• Know the steps to follow to present a research project to the corresponding ethics and research committee (CEIM) for approval, as well as its adaptation following the guidelines of the main national calls for research grants.

• Assimilate the information from the study design to a research presentation in multiple formats: conference / oral communication, poster, scientific article and systematic review or meta-analysis.

• Learn how to critically analyze studies carried out and published in scientific journals at a methodological level. Assess if the methodology applied in an experimental study is the most correct.

• Construct from the information of a publication a replica of a study and formulate alternative hypotheses to the original ones, after reading it.

Competences

Basic Competences

CB6 Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.

CB7 Knowing how to apply the knowledge acquired and having the ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB9 Knowing how to communicate their conclusions –and the ultimate knowledge and reasons that support them– to specialized and non-specialized audiences in a clear and unambiguous way. CB10 Possess the learning skills that allow them to continue studying in a way that will have to be largely self-directed or autonomous.

General Competences

CG2 Apply the fundamentals of bioethics and the method of deliberation in professional practice, adjusting their practice as a health professional to the provisions of Law 44/2003, of November 21, on the organization of health professions.

CG3 Critically analyze and use clinical information sources.

CG4 Use information and communication technologies in professional performance. CG5 Formulate working hypotheses in research and collect and critically assess information for problem solving, applying the scientific method.

CG6 Develop their work from the perspective of quality and continuous improvement, with the self-critical capacity necessary for responsible professional performance.

CG7 Know how to communicate and communicate with other professionals, and master the necessary skills for teamwork and multidisciplinary groups.

Specific Competences

CE3 Know the framework of action of the general health psychologist and know how to refer the corresponding specialist professional.

CE10 Design, develop and, where appropriate, supervise and evaluate psychological intervention plans and programs, based on the psychological evaluation and the concurrent individual and social variables in each case.

Subject contents

1. Research in general health psychology: lines of research in general health psychology.

2. Experimental procedures in the clinical-health environment:

3. Experimental designs and analyzes in General Health Psychology:

4. Application of health research results: participation of the health psychologist in health research projects, dissemination and transfer of health research results.

5. Data analysis in research in Health Psychology.
5.1 Descriptive, correlational and inferential statistics with Jamovi open software.

5.2 Advanced statistics for complex experimental designs.

Methodology

The course methodology is aimed at achieving learning objectives through lectures and practical sessions, the combination of theoretical sessions with practical activities favors the promotion of comprehensive learning. The theoretical and practical content will be presented by the teachers and questions, discussions, debates and the public expression of opinions will be generated to finally reach individual and group conclusions. Wherever possible, active and cooperative and problem-based learning (PBL) methodologies will be used. The connection between health psychology research and professional practice will be promoted through the discussion of real cases and the application of research findings in clinical situations.

An individual work is proposed, which consists of preparing a research project proposal (justification of the proposal, definition of the hypothesis and objectives, description of the proposed methodology, description of the results and expected impact, preparation of a plan of data management, develop a project dissemination plan) for which a model will be provided to the students. Finally, students will be offered attendance at conferences and presentations related to the contents of the subject (if they are given during the teaching period); professionals linked to groups related to the content of the subject could also occasionally be invited to hold a seminar in the classroom.

The training activities will consist of face-to-face and non-face-to-face activities:
<u>In-class activities</u>
• Lectures, in which the teaching staff will explain part of the theoretical content of the subject. In these classes, students are expected to be attentive and actively participate by asking questions and answering the questions, paradoxes and problems raised.
• Practical classes that allow students to apply the theoretical knowledge acquired.
• Seminars held by specialist professionals.
• Elaboration of a research project proposal: pose research questions, select appropriate methods and develop a research plan.
• Activity PiLab (Psychology ideas lab), laboratory of ideas in psychology. Where the different parts of the research project proposal will be worked on with practical activities aimed at each of the sections.
• Oral presentations by the students of the research project proposal.

• Data analysis using statistical software (Jamovi), interpretation and presentation of results obtained.

Non-class activities
• Virtual forums / Online seminars.
• Search for bibliographic information.

Individual and group tutoring will be offered to provide additional support to students in the development of their research projects.

Development plan

In-classes will be on Mondays (3-5:30 p.m.) and Thursdays (6-8:30 p.m.), follow the MU in General Health Psychology schedule-timetable:

https://masterpsicologiasanitaria.udl.cat/export/sites/PsicologiaSanitaria/ca/.galleries/2324/horaris_mpgs_2q_2324_v1.pdf

Evaluation

The skills of this subject will be assessed through: knowledge and skills tests, practical activities and student participation. Continuous assessment consists of the following assessment evidence:

• Assessment evidence 1: five practical activities with the jamovi statistical program (25%).
• Evaluation evidence 2: practical activity with the jamovi statistical program (25%) done during the evaluation period.
• Evaluation evidence 3: preparation of a research project proposal (20%).
• Evaluation evidence 4: oral presentation of the research project proposal for evaluation evidence 3 (10%).
• Evaluation evidence 5: knowledge test of the theoretical and practical part of the subject (20%).

To pass the subject you must obtain a grade equal to or higher than 5 (as long as a grade equal to or higher than 4 has been obtained in each of the evidences separately).

Students who, due to justifiable circumstances, cannot follow the continuous assessment can request the alternative assessment from the centre's Secretary. Students who take the alternative assessment will have to do two practical activities (a practical activity with the jamovi program and a critical comment on a scientific article; 30%) and take a final knowledge test during the period of 'exams where all the contents of the subject will be evaluated (theoretical, practical and activities carried out in class) (70%).

To pass the subject it is necessary to obtain a grade equal to or higher than 5 (as long as a grade equal to or higher than 4 has been obtained in each of the evidences separately) and attendance at a minimum of 80% of face-to-face sessions. The grading system will be expressed using the following numerical grading: 0-4.9 = Pass; 5-6.9 = Passed; 7-8.9 = Remarkable; 9-10 = Excellent; 9-10 = Honor Roll. The subject is considered approved when the final grade is higher than 5 out of 10 points. The mention of Honor Roll can be awarded to students who have obtained a grade equal to or higher than 9.0.

Bibliography

Navarro DJ and Foxcroft DR (2019). Learning statistics with jamovi: a tutorial for psychology students and other beginners. (Version 0.70). DOI: 10.24384/hgc3-7p152020-21

Miguel Ángel Martínez González (dir.), Almudena Sánchez Villegas (dir.), Estefanía Toledo Atucha (dir.), Francisco Javier Faulín Fajardo (dir.) Bioestadística amigable. Elsevier España. 2014 ISBN: 978-84-9022-500-4.

Passer M (2021) Research Methods, Concepts and Connections. Third Edition. Macmillan learning. ISBN:9781319184513