



UNIVERSIDAD DE CORDOBA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN Y
PSICOLOGÍA
GRADO DE EDUCACIÓN INFANTIL
2024/25 YEAR
PSICOLOGÍA DE LA SALUD



Course details

Course name: PSICOLOGÍA DE LA SALUD**Code:** 100750**Degree/Master:** GRADO DE EDUCACIÓN INFANTIL**Year:** 3**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/>

Coordinating teacher

Name: CASTILLO MAYÉN, MARÍA DEL ROSARIO**Department:** PSICOLOGÍA**Office location:** Alta-B**E-Mail:** rcmayen@uco.es**Phone:** 957218923

Brief description of the contents

This subject focuses on analysing and understanding the psychosocial factors that influence the well-being and health of children from 0 to 6 years of age from a global health concept and from a biopsychosocial approach. It addresses the acquisition of healthy lifestyle habits, health behaviours, health promotion and disease prevention. It highlights the essential role of schools in addressing these issues, as well as in the development, implementation and evaluation of child health promotion programmes in the school context.

The objectives of the subject are as follows:

- 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.
- Analyse the main factors that explain health behaviour.
- 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.

Prerequisites

Prerequisites established in the study plan

None.

Recommendations

Active participation during class attendance and in the processing of information, with the aim of facilitating the understanding of the subject matter.

Study programme

1. Theory contents

Module 1. Promotional and community concept of health in the school context.

Module 2. Methodology of health assessment and intervention in the school setting.

Module 3. Child health and development.

Module 4. Community cooperation in the promotion of children's health.

2. Practical contents

Practical application of the theoretical contents through the design and development of child health promotion programmes in the school context.

Bibliography

Bibliografía básica

- 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
- Turner-Cobb, J. (2014). *Child health psychology: a biopsychosocial perspective*. SAGE.

Bibliografía complementaria

- 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.

Methodology

General clarifications on the methodology (optional)

The development of the subject will be theoretical-practical and based on an active and participatory methodology such as project-based learning and cooperative learning, in order to promote the involvement of students in their learning process.

Thus, the master class will be combined with activities in which the active participation of the students will be encouraged through interventions and practical activities, including cooperative group work, case studies, projects and seminars aimed at the prevention and intervention from the psycho-educational point of view of the different child health disorders.

For students of second or successive enrolments, the achievement of the competences of the subject will be facilitated by means of a personalised work plan based on an active and participative methodology.

Method of assessing attendance:

Attendance with active participation and involvement in theory classes will be assessed. Attendance at practical classes is compulsory.

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

For students with educational needs, the appropriate adaptations will be agreed and established in order to guarantee that they can follow the subject. If this situation exists, it is recommended that the teaching staff be informed at the beginning of the course in order to plan a personalised and flexible work plan that allows the development of the subject's competences through active and participative methodologies.

Students enrolled part-time must inform the lecturers responsible for the subject at the beginning of the course, so that the appropriate monitoring mechanisms can be established.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	-	2
<i>Field trips</i>	4	-	4
<i>Information processing activities</i>	6	3	9
<i>Oral communication activities</i>	6	-	6
<i>Projects based on the course contents</i>	23	-	23
<i>Written expression activities</i>	4	12	16
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	20
<i>Information processing activities</i>	50
<i>Information search activities</i>	20
Total hours	90

Results of the training and learning process**Knowledge, competencies and skills**

- 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.

Assessment methods and instruments

Intended learning outcomes	Examination	Group or individual globalizing projects	Oral means
<i>CE10</i>		X	X
<i>CE8</i>	X	X	X
<i>CM1.4</i>	X	X	X

Intended learning outcomes	Examination	Group or individual globalizing projects	Oral means
CM1.5	X	X	X
CM2.1	X	X	
CM2.2	X	X	
CM4.1	X	X	X
CM4.2	X	X	X
CM4.3	X	X	
CM4.4	X	X	X
Total (100%)	50%	40%	10%
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.

General clarifications on instruments for evaluation:

A continuous assessment procedure will be followed in the subject. The evaluation of the theoretical contents will be carried out by means of a multiple-choice exam that will account for 50% of the total grade of the course. The remaining 50% will be obtained through the weighting of a project and an oral presentation. On the date of the final exam, students will be able to retake those continuous assessment methods not passed, provided that they have worked on them during the teaching period. Second or subsequent enrolment students will be governed by the same assessment methods as those used in this course description. The marks obtained in the different assessment methods that have been passed will be valid during the different examinations of the same academic year. These grades may be kept for one academic year.

The grade of "Not presented" will correspond to those students who have not taken part in a number of evaluable activities whose weightings on the final grade add up to more than 50%. (Art. 80.4 of the Academic Regulations for Official Studies).

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

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

Part-time students will be assessed using the same methods as in this course description.

As for students with special educational needs, the same assessment methods will be used, but the necessary adaptations will be made to the assessment methods according to the particular cases and needs of each student in order to guarantee the follow-up of the course. In the event of such a situation, students are advised to inform the teaching staff at the beginning of the course.

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

The same assessment tools are used for the assessment of the extraordinary call and for the extraordinary end-of-studies call, requiring the passing of all the assessment instruments indicated in this guide. The marks obtained in the instruments "Oral means" and "Projects" may be kept if they have been passed during the academic year 2023/2024 or 2024/2025.

Qualifying criteria for obtaining honors:

The mention of honours may be awarded to students who have obtained a grade of 9 or higher.

Sustainable development goals

Good health and well-being
Quality education
Gender equality
Reduced inequalities

The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
