



## Teaching Guide

Identifying Data					2021/22
<b>Subject (*)</b>	Psychological well-being	<b>Code</b>	652438015		
<b>Study programme</b>	Mestrado Universitario en Psicoloxía Aplicada				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	2nd four-month period	First	Obligatory	3	
<b>Language</b>	Spanish				
<b>Teaching method</b>	Face-to-face				
<b>Prerequisites</b>					
<b>Department</b>	Psicoloxía				
<b>Coordinador</b>	Freire Rodríguez, Carlos	<b>E-mail</b>	carlos.freire.rodriguez@udc.es		
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<b>Web</b>					
<b>General description</b>	In this subject, it is intended to make a scientific approach to the concept of psychological well-being, analyzing the personal and contextual factors that determine it.				
<b>Contingency plan</b>	<p>1. Modifications to the contents</p> <p>The contents to be treated will not be altered if there is no reduction of the academic calendar. They will be treated by teletraining.</p> <p>2. Methodologies</p> <p>The methodologies can all be maintained, passing, in the case of internships (supervised jobs, reviews ...), to the non-face-to-face modality through virtual attention with Teams and email.</p> <p>In the case of the short answer test methodology, it will be carried out using Moodle, relying on Teams for management.</p> <p>3. Mechanisms for personalized attention to students</p> <p>The personalized attention will be carried out through the UDC's own tools: Moodle and Microsoft 365 (Teams, email, etc.)</p> <p>4. Changes in the evaluation</p> <p>The electronic tools available allow the evaluation proposed in the teaching guide to be maintained. Only, a modification in the calculation of attendance is contemplated, which will only be carried out with respect to the sessions that were developed in person until the moment in which the face-to-face activity was suspended.</p> <p>5. Modifications to the bibliography or webgraphy</p> <p>Without changes</p>				

## Study programme competences

Code	Study programme competences
A12	To acquire a basic theoretical knowledge about the state of the art in the different areas involved in applied psychology.
B1	Capacity for analysis and synthesis.
B2	Capacity for organization and planning.
B3	Teamwork.
B6	Critical thinking.
B8	Autonomous learning.
B12	Decision-making.
C4	To develop for the exercise of an open, educated, critical, committed, democratic and supportive citizenship, capable of analyzing reality, diagnose problems, develop and deploy solutions based on knowledge and oriented to common good.
C6	To critically assess the knowledge, technology and information available to solve the problems they face.
C7	To assume as professionals and citizens the importance of lifelong learning.
C8	Assessing the importance of research, innovation and technology development in the socio-economic and cultural progress of society.



Learning outcomes			
Learning outcomes	Study programme competences		
Adquirir un coñecemento teórico básico sobre o estado da arte nas diferentes áreas implicadas na psicoloxía aplicada.	AR12		
Capacidade de análise e síntese.		BR1	
Capacidade de organización e planificación.		BR2	
Traballo en equipo.		BR3	
Razoamento crítico.		BR6	
Aprendizaxe autónoma.		BR8	
Toma de decisións.		BR12	
Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.			CC4
Valorar críticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.			CC6
Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.			CC7
Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.			CC8

Contents	
Topic	Sub-topic
1. QUALITY OF LIFE	1.1 Concept of quality of life 1.2. Quality of life dimensions 1.3. The measure of quality of life
2. WELL-BEING: SUBJECTIVE WELL-BEING AND PSYCHOLOGICAL WELL-BEING	2.1. SUBJECTIVE WELL-BEING 2.1.1. Concept and components of subjective well-being 2.1.2. The measure of subjective well-being. 2.2. PSYCHOLOGICAL WELL-BEING 2.2.1. Psychological wellbeing concept 2.2.2. Main explanatory models of psychological well-being 2.2.3. The measure of psychological well-being
3. SOCIODEMOGRAPHIC DETERMINANTS OF WELL-BEING	3.1. Genetics and environment 3.2. Personality variables 3.3. Age and well-being: well-being throughout the life cycle 3.4. Gender and well-being 3.5. Education and well-being
4. PERSONAL GROWTH: VIRTUES AND HUMAN STRENGTHS	4.1. Identification of personal strengths 4.2. Flow 4.3. Self determination 4.4. Sense of coherence 4.5. Resilience 4.6. Mindfulness

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Document analysis	B1 B2 B6 B12 C6	3	12	15
Directed discussion	B1 B3 B6 B8 C4	4	0	4
Guest lecture / keynote speech	A12 B2 B6	7	0	7



Supervised projects	B1 B2 B3 B6 B8 C7 C8	4	28	32
Short answer questions	B1 B6 B8	2	0	2
Critical bibliographical	B1 B2 B6 B8	1	9	10
Personalized attention		5	0	5

(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Document analysis	Posing of different questions about the main contents developed in the program. A debate on them will be requested, ending with a synthesis of the main ideas that emerged in it.
Directed discussion	The students, in groups, will freely and assertively discuss a topic coordinated by the teacher
Guest lecture / keynote speech	Synthetic oral presentation of the main contents of the program, supported by the bibliography provided to the students.
Supervised projects	Carrying out work aimed at intervention in psychological well-being
Short answer questions	Students will have to take a short answer exam on the contents covered in the lecture sessions.
Critical bibliographical	An applied deepening work will be done in accordance with the guidelines set by the teacher.

Personalized attention	
Methodologies	Description
Supervised projects	The personalized attention will be carried out both in the classroom, as in the network (email, Moodle, Teams) and in face-to-face tutorials (the latter will only be developed individually).
Critical bibliographical	It will consist of guiding and tutoring the student's learning process in the different theoretical and practical activities.
Document analysis	All this will be done with the aim of facilitating the students to understand the information significantly, integrate it into their knowledge structure and become actively involved.

Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	B1 B2 B3 B6 B8 C7 C8	Students will have to work on the development of activities that, based on the knowledge previously acquired in the development of the subject, have the ultimate goal of measuring, analyzing or improving the psychological well-being of people	25
Critical bibliographical	B1 B2 B6 B8	An applied deepening work will be carried out following the teacher's instructions.	25
Document analysis	B1 B2 B6 B12 C6	The critical and reasoned participation of the students in relation to the analysis of the sources that the teacher offers as basic bibliography will be valued.	10
Directed discussion	B1 B3 B6 B8 C4	The contributions that students make based on the knowledge acquired through reading the bibliography offered will be valued.	10
Short answer questions	B1 B6 B8	Students will have to take a short answer exam on the contents covered in the lecture sessions	30

Assessment comments
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For students attending the subject (> 80% of the sessions), the exam (short answer test) will compute 30% of the total evaluation. The supervised works, reviews, discussions and analysis of documentary sources will constitute the remaining 70% of the final grade.

In the case of students with part-time enrollment recognition, the exam (short answer test) will constitute 100% of the grade. In this compulsory exam, not only the contents covered in the lectures will enter, but also those developed in the supervised works, reviews, discussions and analysis of documentary sources that have been raised throughout the course.

**ADDITIONAL REMARKS:**

1. To pass the subject it is necessary to obtain a score of 50% of the weight of each of the parts being evaluated (practical part and exam).
2. The July call will be subject to the same criteria as the May call.
3. As established in the "Standards for the assessment, review and claim of qualifications for two graduate studies and university studies" (approved on 12/19/2013 and modified on 04/30/2014) in Art. 21.2: It will be considered as ? Not presented ?(NP) to that student who, being enrolled in the subject, does not attend the different evaluation activities established for the academic year.

Thus, it will be classified as "Not presented" when:

- a) Do not complete the continuous evaluation process, under the conditions that appear in the teaching guide, or
- b) Does not appear for the test of the official evaluation period.

4. Regarding the fraudulent performance (plagiarism) of the evaluation tests, the qualification will adjust to the provisions of article 14. 4. Norms for the assessment, review and claim of qualifications for two university graduate and graduate studies: " In the realization of works, plagiarism and the use of non-original material, including that obtained through the internet, without express indication of its origin and, if it is the case, without the permission of its author, may be considered cause of qualification of failure in the activity. All this without prejudice to the disciplinary responsibilities to which there could be place after the corresponding procedure ". In accordance with this rule, the fraudulent performance of any activity subject to evaluation will imply a rating of "0" (Failure) in the current call.

**Sources of information**



<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- Argyle, M. (1992). La psicología de la felicidad. Madrid: Alianza</li> <li>- Argyle, M. (1997). Is happiness a cause of health?. <i>Psychological Health</i>, 12, 769-781</li> <li>- Argyle, M. (1999). Causes and correlates of happiness. En D. Kahneman y E. Diener (Eds.) <i>Well-being: the foundations of hedonic psychology</i>. N. York: Russell Sage Foundation</li> <li>- Blanco, A. y Díaz, D. (2005). El bienestar social: su concepto y medición. <i>Psicothema</i>, 17, 4, 582-589</li> <li>- Cabañero, M.J.; Richard, M.; Cabrero, J.; Orts, M.I.; Reig, A., y Tosal, B. (2004). Fiabilidad y validez de una escala de satisfacción con la vida de Diener en una muestra de mujeres embarazadas y puérperas. <i>Psicothema</i>, 16, 448-455</li> <li>- Casas, F. y Aymerich, M. (2005). Calidad de vida en las personas mayores. En S. Pinazo y M. Sánchez (Dir.) <i>Gerontología</i>. Madrid: Pearson</li> <li>- Castellón, A. y Romero, V. (2004). Autopercepción de la calidad de vida. <i>Revista Multidisciplinar de Gerontología</i>, 14 (3), 131-137</li> <li>- Díaz, D.; Rodríguez-Carvajal, R.; Blanco, A., Moreno-Jiménez, B.; Gallardo, I.; Valle, C., y van Die (2006). Adaptación española de las escalas de bienestar psicológico de Ryff. <i>Psicothema</i>, 18, 572-577</li> <li>- Diener, E. (1994). El bienestar subjetivo. <i>Intervención Psicosocial</i>, 3, 67-113</li> <li>- Freire, C., y Ferradás, M. M. (2016). Calidad de vida y bienestar en la vejez. Madrid: Pirámide</li> <li>- García-Campayo, J. y Demarzo, M. (2015). <i>Mindfulness y compasión: la nueva revolución</i>. Madrid: Siglantana</li> <li>- Hernández, P. (2005). <i>Educación del pensamiento y de las emociones</i>. Madrid: Tafor/Narcea</li> <li>- Keyes, C., Shmotkin, D., y Ryff, C. (2002). Optimizing well-being: the empirical encounter of two traditions. <i>Journal of Personality and Social Psychology</i>, 82, 1007-1022</li> <li>- Lawton, M.P. (1991). Multidimensional view of quality of life in frail elders. En J. Birren (Ed.) <i>The concept and measurement of quality of life in the frail elderly</i>. San Diego: Academic Press</li> <li>- Lehr, U. (2004). Calidad de vida, satisfacción con la vida, envejecimiento satisfactorio y bienestar subjetivo. <i>Revista Española de Geriatria y Gerontología</i>, 39, 3, 2-7</li> <li>- López González, L. (Coord.) (2019). <i>Mindfulness en el aula 6-12 años: Programa TREVA</i>. Madrid: San Pablo</li> <li>- López González, L. y Santamaría, T. (Coords.) (2019). <i>Mindfulness en el aula 12-18 años: Programa TREVA</i>. Madrid: San Pablo</li> <li>- Neff, K. (2016). <i>Sé amable contigo mismo. El arte de la compasión hacia uno mismo</i>. Barcelona: Ediciones Paidós</li> <li>- Ryan, R.M. y Deci, E.L. (2001). On happiness and human potentials: a review of research on hedonic and eudaimonic well-being. <i>Annual Review of Psychology</i>, 52, 141-166</li> <li>- Ryff, C. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. <i>Journal of Personality and Social Psychology</i>, 57, 1069-1081</li> <li>- Schallock, R.L. y Verdugo, M.A. (2002). <i>Calidad de vida. Manual para profesionales de la educación, salud y servicios sociales</i>. Madrid: Alianza</li> <li>- Seligman, M. E. P. (2011). <i>La vida que florece</i>. Barcelona: Ediciones B</li> <li>- Tomás, J.M.; Meléndrez, J.C., y Navarro, E. (2008). Modelos factoriales confirmatorios de las escalas de Ryff en una muestra de personas mayores. <i>Psicothema</i>, 20 (2), 304-310</li> <li>- Vázquez, C., y Hervás, G. (2009). <i>La ciencia del bienestar. Fundamentos de una Psicología positiva</i>. Madrid: Alianza Editorial</li> <li>- Vitterso, J. (2016). <i>Handbook of eudaimonic well-being</i>. Tromso: Springer</li> </ul> <p>Apuntes a través da plataforma Moodle</p>
<p><b>Complementary</b></p>	

**Recommendations**

**Subjects that it is recommended to have taken before**

**Subjects that are recommended to be taken simultaneously**

**Subjects that continue the syllabus**



Other comments

This subject will advocate the use of an inclusive language, both in the interventions in the classrooms and in the contents worked on and activities carried out. Consistent with this perspective, the intervention of students in the classrooms will be encouraged.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.