Course Specifications
Valid as from the academic year 2018-2019

Health Psychology (D001231)

Course

Valid as from the academic year 2018-2019

Course Specifications

Lecturers in academic year 2018-2019
Vervoort, Tine

PP05 lecturer-in-charge

Course offerings and teaching methods in academic year 2018-2019
A (semester 2) Dutch
PDE tutorial 12.5 h
lecture 12.5 h
microteaching 5.0 h

Offered in the following programmes in 2018-2019

- Linking Course Master of Science in Health Education and Health Promotion
  - crdts 5
  - offering A

- Preparatory Course Master of Science in Health Education and Health Promotion
  - crdts 5
  - offering A

Teaching languages
Dutch

Keywords
Health, health psychology, illness, intervention, determinants

Position of the course
This introductory course aims at giving the students an overview of the most important individual determinants and explanatory models of frequently occurring (un)healthy lifestyles and illness behaviour. In this course, the focus is on recent international and national epidemiological data, and on recent and original specialist literature about the determinants of these behaviours.
This subject contributes to the fields of competences of the preparatory course Master of Health Education and Health Promotion: S1.1, S1.3, S3.1, S3.3, S4.1, S4.2, S4.3, S4.4.

Contents
In this educational module, the following topics are discussed:
• Situating health psychology within the historical and cultural context;
• Situating health psychology within the biopsychosocial perspective upon disease, illness and illness behaviour and upon health;
• Introduction of theoretical models about determinants of healthy and unhealthy behaviour: personality, ‘health belief model’, ‘theory of reasoned action’, ‘theory of planned behaviour’ and ‘ASE-model’;
• Determinants and specific models of some frequently occurring health problems and behaviours are discussed, e.g., physical activity and sedentariness, screening and breast cancer, chronic pain, unhealthy food and obesity, traffic accidents, unsafe sex and AIDS.

Initial competences
The student must meet the admission requirements of the program.

It builds on the competences acquired in the Bachelor’s degree programs admitted to this program

Final competences
1. To be able to define the characteristic properties of health psychology within a biopsychosocial perspective.

(Approved)
2 • To be able to analyse epidemiological data about severity and occurrence of health-related problems and behaviours

3 • Have knowledge of the prevalence and seriousness of frequently occurring health problems

4 • To be able to evaluate and concisely summarize original and recent specialist literature about determinants of health-related behaviour.

5 • Have knowledge of explanatory health psychology models of (un)healthy lifestyles and illness behaviours

6 • To be able to apply explanatory health psychology models to frequently occurring health problems and health-related behaviours

7 • Have insight into the complexity of health problems and health-related behaviour

8 • To be able to express a critical reflection upon the learning results and the learning process of oneself and others

9 • To be able to discuss with and report to fellow students regarding the analysis of a given health problem and health-related behaviours.

10 • To be able to give an oral presentation about the prevalence and seriousness of a given health problem, the contributing health-related behaviours and the determinants of these behaviours

Conditions for credit contract
Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Lecture, microteaching, PDE tutorial

Extra information on the teaching methods
In the first 3 sessions of the course Health Psychology, an introduction is given on health psychology as a discipline and on the Intervention Mapping protocol. Further, various health psychological explanatory models of behaviour are introduced. During the first three lectures, recent research data of the lecturer will be integrated. In a fourth lecture, students work in smaller groups on a case about a particular health-related problem. Specifically, epidemiological information, relevant health-related behaviours, and behavioural determinants are identified, and discussed subsequently in the larger group.

In the second part of the sessions, PDE-tutorials are used. By means of the Intervention Mapping protocol, students formulate in small groups, under supervision of a tutor, a needs assessment for a number of health psychological topics (e.g., screening). Each group has to formulate two needs assessment (related to two different themes/health problems). In the last session, each group of students presents the needs assessment of 1 particular topic to fellow students (=microteaching). Specifically, the assignment for the presentation is formulated as follows: "Convince a policy officer during a presentation of the need for an intervention for a health psychological problem, argue which target group needs an intervention most, and which behaviours and related determinants need to be targeted in the intervention". Presence during the second part of the sessions is mandatory.

In the second last session, a guest lecturer from clinical practice discusses how one can proceed from a needs assessment to the development of an intervention. The aim of this session is to prepare students for the Master year, in which students will be expected to apply the Intervention Mapping protocol in an independent way to develop an intervention.

Learning materials and price

(Approved)
Estimated cost: 30.00 EUR
A reading list with specialist literature is available (contains both Dutch and English texts)
Slides are electronically available through MINERVA
Own notes

References

Course content-related study coaching
Support using Minerva

Evaluation methods
continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Examination methods in case of periodic evaluation during the second examination period
Examination methods in case of permanent evaluation
Participation, assignment, peer assessment, report
Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible

Extra information on the examination methods
The final evaluation is based upon following evaluation methods:
- Evaluation of participation in the PDE-sessions (5x),
- Evaluation of the individual preparation of the PDE-sessions (4x),
- Peer- and self-assessment through the WebPA tool on Minerva is informative for the tutor (3x),
- Evaluation of the roles which the student has taken on during the PDE-sessions (secretary and chairman),
- Evaluation of performance on exercise examining insight in theory (1x)
An integration of above-mentioned evaluation methods counts for 75% of the final score. Each student gets an individual score.
- Evaluation of the presentation about the needs assessment of a specific health problem (1x). The presentation counts for 25% of the final score. As the presentation is a final product of the group, all students of a same group get the same score.
For the non-periodical evaluation there is the possibility for an alternative exam in the second examination period. Description:
Revision of assignment, and individual presentation.
Feedback on the non-periodical evaluation:
Feedback is provided on the progress of the learning process, both on group level (group report that is submitted in each PDE-session) and on individual level (if problems in the individual learning process are detected). frequency feedback: 6x

Calculation of the examination mark
An integration of participation during PDE-sessions, individual preparations, peer- and self-assessment, performance on exercise examining insight in theory, and roles as secretary and chairman counts for 75% of the final score. Each student gets an individual score.
The evaluation of the presentation counts for 25% of the final score. As the presentation is a final product of the group, all students of a same group get the same score.
Special conditions to succeed: the student has to succeed for each part of the non-periodical evaluation to succeed in total for this course

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