

## Health Psychology I (H000113)

Course size (nominal values; actual values may depend on programme)  
 Credits 5.0 Study time 150 h Contact hrs 30.0 h

### Course offerings and teaching methods in academic year 2018-2019

Offering	Language	Teaching Method	Hours
A (semester 1)	Dutch	lecture	10.0 h
		self-reliant study activities	8.75 h
		lecture: response	10.0 h
		lecture on-line discussion	1.25 h
		group	

### Lecturers in academic year 2018-2019

Crombez, Geert	PP05	lecturer-in-charge
Goubert, Liesbet	PP05	co-lecturer

### Offered in the following programmes in 2018-2019

Programme	crdts	offering
<a href="#">Master of Science in Psychology (main subject Clinical Psychology)</a>	5	A
<a href="#">Master of Science in Psychology (main subject Teacher Education and Training)</a>	5	A

### Teaching languages

Dutch

### Keywords

Health, health promotion, behavioural change techniques, self-regulation, selfmanagement, disease, illness behavior, clinical health problems

### Position of the course

This course contributes to the following competence areas:

- Know and use key concepts, theories, theoretical frames of reference, explanatory models, methods and techniques of psychological science.
- Have insight into psychological science, its related and supporting disciplines and explain their added value (interdisciplinary).
- Have insight into the specific nature of psychological science (theorizing, modelling, information gathering, analyzing and concluding) and insight into scientific practice.
- Appreciate uncertainty, ambiguity and limits to knowledge of psychological science.
- Creatively discover relationships between psychological concepts and discover novel points of view.
- Come to conclusions on the basis of scholarly knowledge for abstract and concrete psychological questions.
- Adopt a point of view on an abstract or concrete psychological question.
- Analyze ethical and normative aspects of the consequences and assumptions of scientific thinking and psychological practice.
- Have insight in sustainable development of psychological knowledge and interventions.
- Knowledge of common psychological diagnostic and intervention methods.

### Contents

This course covers the following topics:

- Defining health psychology within a historical and cultural context
- Defining health psychology within a biopsychosocial perspective upon disease, illness, sick-role and health
- Discussion of strengths and weaknesses of the biomedical model, and the diverse reactions to the biomedical model, including web of causation, sufficient component

- cause model, and the biopsychosocial model.
- Elaboration of a contemporary biopsychosocial model for health and illness, introducing explanatory pluralism
- Differentiating health psychology from medical sociology, medical anthropology, liaison psychiatry and behavioral medicine
- A further explication of health psychology in terms of several key questions. As answer to these questions the following propositions are developed and illustrated
  - View of humanity: a human being is a self-regulatory organism
  - Role of context: A person is a person-in-context and behavior is action-in-context
  - (ab)normality: the person is addressed from a person centered perspective, and as a normal individual or a normal individual in an abnormal context
  - Helping and hindering factors: Health psychology is change-oriented. Etiology and resilience, helping and hindering factors act on par.
  - Processes of change: Besides non-specific factors, change is accomplished by specific motivational and self-regulatory processes. The person is addressed as expert, resulting in a participatory approach and shared decision making.
  - Fundamental position: pragmatism and contextual functionalism
- The various domains of health psychology are defined and illustrated, using current challenges in health promotion, screening and secondary prevention, revalidation and tertiary prevention.
- A discussion of and critical reflection on key concepts and models in health psychology, starting with social-cognitive models (health-belief model, theory of reasoned action/planned behavior) until motivational and self-regulatory models (Health Action Process Approach, Stages of change, motivation and self-regulation models)
- Elaboration of and application on various health-related phenomena.
- The elaboration of a planning model as a heuristic method for the systematic development of interventions for health problems, starting from an analysis of the health problem, the health-related behaviours, the analysis of behavioural determinants, setting up the intervention, implementation of the intervention, and ending up with the evaluation of the intervention.

#### Initial competences

Basic Knowledge and skills of research methods and statistics in psychology  
 Basic knowledge of psychological processes in cognition, emotion and behaviour

#### Final competences

- 1 To formulate the specificity of health psychology in comparison with other disciplines using the biopsychosocial model, and to indicate its limitations.
- 2 To master original and advanced knowledge of health psychology.
- 3 To creatively apply this knowledge to problems in health psychology.
- 4 To integrate ethical, societal and cultural (superdiversity) aspects in the analysis of health-related problems.
- 5 To systematically and critically reflect upon constructs and theories in the domain of health psychology.
- 6 The autonomously apply a problem solving strategy (planning model) on health-related problems

#### Conditions for credit contract

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

#### Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

#### Teaching methods

Lecture, on-line discussion group, self-reliant study activities, lecture: response lecture

#### Extra information on the teaching methods

Lectures are alternated with guided self-education. There are assignments in which students acquire insight in concepts, or learn to apply concepts (amongst which content analysis of questionnaire, identification of behavioural change techniques, changing their own behaviour, interview with person with health problem). Feedback on assignments is provided online as well as via response lectures. For particular assignments students reflect upon their performance (self-reflection) or provide feedback on the performance of other students (peer-feedback)

#### Learning materials and price

A list of publications.  
 Slides. Cost: 30 EUR

#### References

- Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., West,

R. (2007). Cambridge Handbook of Psychology, Health and Medicine. Cambridge: Cambridge University Press

- Codell Carter, K. (2003). The rise of causal concepts of disease: case histories. Hants: Ashgate Publishing Limited. 237p.
- Carver, C.S., & Scheier, M.F. (2001). On the self-regulation of behavior. New York; Cambridge University Press,
- Crombez, G., Eccleston, C., Van Damme, S., Vlaeyen, J.W.S., & Karoly, P. (2012). Fear-avoidance model of chronic pain: the next generation. Clinical journal of Pain, 28, 475-483.
- Ghaemi, S.N. (2010). The rise and fall of the biopsychosocial model: Reconciling Art & Science in Psychiatry. Baltimore: The John Hopkins University Press. 253p.
- Rothman, K.J. (1976). Causes. American Journal of Epidemiology, 104, 587-592.
- de Ridder, D. & de Wit, J. (2006) Self-regulation in health behaviour. Chichester: John Wiley & Sons.

#### Course content-related study coaching

Interactive support using MINERVA.  
By appointment.

#### Evaluation methods

end-of-term evaluation and continuous assessment

#### Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions, written examination with multiple choice questions

#### Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions, written examination with multiple choice questions

#### Examination methods in case of permanent evaluation

Participation, report

#### Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

#### Extra information on the examination methods

Periodic evaluation (15/20) consists of a written exam with 30 multiple choice questions (10 points) and 1 open question (5 points). Permanent evaluation (5/20) consists of participation (a quality level performance of the assignments), report of the assignments about behaviour change and interview with person with health problem, and self-reflection on behavioural change and interview with person with health problem.

#### Calculation of the examination mark

A combination of periodic evaluation (75 %) and permanent evaluation (25 %).  
Participation in all parts of the evaluation is compulsory.

In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20).

Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).