

Models in Health Psychology (H002099)

Course size (nominal values; actual values may depend on programme)
Credits 4.0 Study time 120 h Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2018-2019

Offering	Language	Teaching Method	Hours
A (semester 1)	Dutch	self-reliant study activities	13.75 h
		lecture	13.75 h
		lecture: response	12.5 h
		lecture on-line discussion group	5.0 h

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
Bachelor of Science in Psychology (main subject Clinical Psychology)	4	A
Preparatory Course Master of Science in Psychology (main subject Clinical Psychology)	4	A
Preparatory Course Master of Science in Psychology (main subject Teacher Education and Training)	4	A

Teaching languages

Dutch

Keywords

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

Position of the course

The course 'Models in health psychology' is situated in 3rd bachelor, and is part of block 2 'Models in psychology'. In block 2 several models within a biopsychosocial perspective are presented and address how we explain, understand and predict THE person.

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

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.

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 a person with a 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 a health problem, and self-reflection on behavioural change and interview with person with a 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).