

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PSYCHOLOGY		
<b>LEVEL OF STUDIES</b>	PRE-GRADUATE		
<b>COURSE CODE</b>	<b>Ψ3601</b>	<b>SEMESTER</b>	<b>5<sup>TH</sup></b>
<b>COURSE TITLE</b>	HEALTH PSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES AND VIDEO PRESENTATIONS	3	5	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE (COMPULSORY COURSE)		
<b>PREREQUISITE COURSES:</b>	PHYSIOLOGICAL PSYCHOLOGY I (Ψ2401) <u>OR</u> PHYSIOLOGICAL PSYCHOLOGY II (Ψ2402)		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=110">https://elearn.uoc.gr/course/view.php?id=110</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>This course aims to introduce students in the field of health psychology, which refers to the study of the biopsychosocial mechanisms and processes that determine health, illness and health care. Specifically, the course focuses on important aspects of health and illness, including the definitions of these two concepts, the psychosocial factors and the interactions that determine health and illness, health behaviour prediction and change, the experience of illness and its determinants. The overall aim of this course is to help students achieve a general understanding of the above concepts and of their relation to other fields in psychology as well as to clinical practice.</p> <p>On the successful completion of the course students are expected to have...</p> <ol style="list-style-type: none"> <li>1. understood the interplay between biological, psychological and social determinants of health and illness,</li> <li>2. comprehended the psychological factors involved in the experience of illness,</li> <li>3. seen the importance of multidisciplinary collaboration in health and health care services,</li> <li>4. realized the importance of the link between theory and practice,</li> <li>5. achieved a basic understanding of how programmes for the promotion of health are</li> </ol>

implemented.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology.

Working independently.

Respect for difference and multiculturalism.

Production of free, creative and inductive thinking.

### (3) SYLLABUS

1. Health and Health Psychology – concepts and definitions.
2. Culture and health.
3. Social factors and health.
4. Health-related behaviors.
5. Social cognitive models of health behaviour change (e.g., health belief model; trans-theoretical model; theory of planned behaviour).
6. Biobehavioural factors in health and illness (e.g., emotion, stress and health).
7. Health promotion.
8. The psychological impact of chronic diseases and the illness experience. Illness representations and the Common Sense Model.
9. The role of health psychologists in the National Health System.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face		
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching.</p> <p>Use of e-class for the support of teaching and the achievement of learning outcomes, and for communicating with students.</p>		
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><b>Teaching methods</b></p>	<p><b>Workload</b></p>	<p><b>ECTS credits</b></p>
	Lectures	39 hours (13 lectures x 3 h)	1,56
	Preparation for mid-term exam	30 hours	1,20
	Preparation for final exams	52 hours (13 lectures x 4 h)	2,08
	Final exams	2 hours	0,08
	<b>Total</b>	<b>123 hours</b>	<b>5</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Final exams (70% of the final grade), including:</p> <ul style="list-style-type: none"> <li>• multiple choice questions,</li> <li>• open-ended questions.</li> </ul> <p>Mid-term exam (30% of the final grade), including open-ended questions.</p> <p>Language of evaluation: Greek.</p> <p><u>Erasmus Students</u>: Individualized reading material assessed with two extended written reports (in English).</p>		

#### (5) ATTACHED BIBLIOGRAPHY

- Καραδήμας, Ε. (2005). *Ψυχολογία της Υγείας. Θεωρία και κλινική πράξη*. Αθήνα: Τυπωθήτω. [in greek]
- DiMatteo, M.R., & Martin, L.R. (2006). *Εισαγωγή στην ψυχολογία της υγείας*. Αθήνα: Ελληνικά Γράμματα (επιμέλεια: Αναγνωστόπουλος & Ποταμιάνος).
- Marks, D. *et al.* (2000). *Health Psychology: theory, research and practice*. London: Sage.
- Friedman, H.F. (Ed.) (2011). *The Oxford handbook of health psychology*. Oxford: Oxford University Press.
- Sarafino, E.P. (1999). *Health Psychology*. New York: Wiley.
- Selected articles from Health Psychology, Journal of Health Psychology, Psychology and Health, Annals of Behavioral Medicine, Journal of Behavioral Medicine etc.