

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	PRE-GRADUATE		
COURSE CODE	Ψ3604	SEMESTER	6th
COURSE TITLE	HEALTH PSYCHOLOGY: CLINICAL APPLICATIONS		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND VIDEO PRESENTATIONS	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE (ELECTIVE COURSE)		
PREREQUISITE COURSES:	∅		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=112		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>This (optional) course follows the compulsory one in Health Psychology and completes the aim to present the full scope of Health Psychology in terms of theory and practice. This course emphasizes the psychological consequences of chronic illness, and the development of psychological interventions to facilitate adaptation to illness. The course focuses on specific diseases, including cardiovascular diseases, STDs, neoplasms, and chronic pain. Additionally, the course aims to present the ways of assessing patients' and their families' needs, and the effectiveness and efficiency of psychological interventions for patients and their families. Also, the topics of death and grief are discussed.</p> <p>On the successful completion of the course students are expected to have...</p> <ol style="list-style-type: none"> 1. understood the psychological and social consequences of living with a chronic illness, 2. acquired basic knowledge regarding psychological interventions for chronic illness (e.g., goals, structure, effectiveness), 3. understood the principal components and structure of self-management programs, 4. recognized the importance of the relationships between patients and health care professionals, adherence to medical advice, and patients' satisfaction with health care, 5. realized the role of health psychology and health psychologists in adaptation to chronic illness
--

as well as within the health care system.

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.

Production of free, creative and inductive thinking.

(3) SYLLABUS

1. The hospital and the inpatients.
2. Adaptation to chronic disease.
3. Cardiovascular diseases (definition, psychological factors involved in the disease, psychological interventions).
4. Neoplasms (definition, psychological factors involved in the disease, psychological interventions).
5. Diabetes mellitus (definition, psychological factors involved in the disease, psychological interventions).
6. HIV/AIDS, STDs (definition, psychological factors involved in the disease, psychological interventions).
7. Chronic pain (definition, psychological factors involved in the disease, psychological interventions).
8. Patient – doctor communication; patient satisfaction; adherence to medical treatment.
9. Caregiving and caregivers.
10. Death and grief.
11. Psychological disorders and physical health.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. Use of e-class for the support of teaching and the achievement of learning outcomes, and for communicating with students.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. 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. 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>	Teaching methods	Workload	ECTS Credits
	Lectures	39 hours (13 lectures x 3 h)	1,56
	Individual written essay	16 hours	0,65
	Preparation for final exams	34 hours	1,36
	Final exams	2 hours	0,08
	Total	75 hours	4
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Final exams (80% of the final grade), including:</p> <ul style="list-style-type: none"> • multiple choice questions, • open-ended questions. <p>Individual written essay (a basic case study of a chronic patient; 20% of the final grade).</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

<ul style="list-style-type: none"> • Καραδήμας, Ε. (2005). <i>Ψυχολογία της Υγείας. Θεωρία και κλινική πράξη</i>. Αθήνα: Τυπωθήτω. [in Greek] • Belar, C.D., & Deardorff, W.W. (1999). <i>Κλινική Ψυχολογία της Υγείας</i>. Πάτρα: Εκδόσεις Φιλομάθεια. • Camic, P., & Knight, S. (2004). <i>Clinical handbook of health psychology</i>. Göttingen: Hogrefe & Huber. • Friedman, H.F. (Ed.) (2011). <i>The Oxford handbook of health psychology</i>. Oxford: Oxford University Press. • Shumaker, S.A., Schron, E.B., Ockene, J.K., & McBee, W.L. (Eds.) (1998). <i>The handbook of health behavior change</i>. New York: Springer. • Selected articles from Health Psychology, Journal of Health Psychology, Psychology and Health, Annals of Behavioral Medicine, Journal of Behavioral Medicine etc.
