

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY		
LEVEL OF STUDIES	PRE-GRADUATE		
COURSE CODE	Ψ3604	SEMESTER	7th
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 KNOWLEDGE		
PREREQUISITE COURSES:	PSYCHOLOGY AND HEALTH (Ψ3601)		
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>In this course, students will examine the psychosocial effects of chronic illness, as well as the design and implementation of psychosocial interventions aimed at improving adaptation and quality of life in chronic illness. In particular, the course aims to present exemplary interventions that have been developed within the framework of Health Psychology for specific diseases (e.g., cardiovascular disease, diabetes mellitus, neoplasms, chronic pain), as well as how these programs are structured. An additional goal is for students to understand the process of assessing the needs of patients and their families, developing, implementing and evaluating intervention programs. In addition, issues related to the final stages of illness, death, and grief are discussed.</p> <p>During the lectures, students are expected to:</p> <ul style="list-style-type: none"> • understand the consequences of chronic illness at a psychosocial level, • familiarize themselves with the basic and contemporary literature on adaptation to illness and psychological intervention in patients,

- identify the basic components of relevant intervention programs,
- understand the evaluation processes of relevant intervention programs,
- understand specific issues, such as those concerning the relationship between healthcare personnel and patients, and compliance with medical instructions,
- reflect on the ethical implications and practical applications of research in the field of the course,
- assess the role and limits of the psychologist in chronic disease intervention.

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>Production of new research ideas</i>	<i>Others...</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

The course content is linked to the five core areas of the curriculum: (Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career Decisions and Professional Rehabilitation [5])

Week 1: Presentation of course outline. Health service structures [1, 2, 3, 5]

Week 2: Patient reactions and the role of the health psychologist [2, 3, 4, 5]

Week 3: Chronic illness and adaptation [1, 2, 3]

Week 4: Mental disorders in the field of physical health [2, 3, 5]

Week 5: People with cardiovascular diseases (general, psychological variables, intervention) [2, 3]

Week 6: People with neoplasms [2, 3]

Week 7: People with diabetes mellitus [2, 3]

Week 8: People living with HIV/AIDS [2, 3]

Week 9: People with chronic pain and intervention programs [2, 3]

Week 10: The triad: communication between healthcare professionals and patients, patient satisfaction, and adherence to medical guidelines [2, 3, 4]

Week 11: Family, informal caregivers, and illness [2, 3]

Week 12: Death and bereavement [2, 3]

Week 13: Conclusions, feedback [1, 2, 3, 5]

(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.</i> <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> <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>	Teaching methods	Workload	ECTS credits
	Lectures	39 hours (13 lectures x 3 h)	1,56
	Personal assignment	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</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (80%) comprising: - Short answer questions. - Multiple choice questions. II. Submission of a compulsory assignment at the end of the semester on a topic related to the course content, approximately 1500 words in length, excluding the bibliography (20%). Assessment is in Greek. For Erasmus students, assessment is in English.		

(5) Recommended Reading

E.P. Sarafino & T.W. Smith (2021). *Ψυχολογία της Υγείας: Βιοψυχοκοινωνικές αλληλεπιδράσεις*. Καραδήμας, Ε., Μπρουσκέλη, Β., & Σιαφάκα, Β. (Επιστημονική Επιμέλεια Ελληνικής Έκδοσης). Αθήνα: Gutenberg.

Belar, C.D., & Deardorff, W.W. (1999). *Κλινική Ψυχολογία της Υγείας*. Πάτρα: Εκδόσεις Φιλομάθεια.

Friedman, H.F. (Ed.) (2011). *The Oxford handbook of health psychology*. Oxford: Oxford University Press.

Selected articles from the following journals:

- *Health Psychology, Journal of Health Psychology, Psychology and Health, Annals of Behavioral Medicine, Journal of Behavioral Medicine, Psycho-Oncology.*