

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2019/2020

<p>Name</p> <p>HEALTH PSYCHOLOGY</p>
<p>Teaching staff</p> <p>Luísa Barros</p>
<p>ECTS 6</p>
<p>Functioning</p> <p>4 weekly hours</p>
<p>Learning goals</p> <p>To understand the specific contribution of Psychology to health promotion and to treatment of illness and to the organization of healthcare.</p> <p>To be acquainted with the functions of psychologists in different health contexts and institutions, and to be able to articulate these functions with other professions and domains of specialization.</p> <p>To know, apply and compare different health concepts, the main health determinants and the implications of these determinants to interventions in the health field.</p> <p>To analyze different models of intervention for health promotion and disease prevention: individual, group and population based-interventions.</p> <p>To know and apply specific methodologies for promoting changes in health behaviors throughout the life cycle</p>
<p>Skills to be developed</p> <ul style="list-style-type: none"> - To know the main concepts and models, to be able to relate these concepts among them and to be able to analyze the scientific literature in this domain - To be able to apply the acquired knowledge to the construction of an health promotion/illness prevention, with a sound scientific basis - To be able to select, plan and evaluate interventions in the domain of health psychology across the life cycle. - To be able to compare different methodologies, considering their level of theoretical and empirical evidence.

Prerequisites (precedences) *

No precedences

Contents

- Introduction to health psychology. Contribution of health psychology for different contexts and health institutions. Areas of intervention and roles of the psychologist.
- Concepts and models of health. Quality of life and its relation to the intervention of the psychologist.
- Psychological determinants of health: Health-promoting behaviors and risk behaviors
- Paradigms of intervention In Health Psychology. The HAPA Model.
- Stress and coping.
- Intervention methodologies for health behavior change programs targeted at different age groups and applied in different contexts

Bibliography

- Brannon, L. & Feist, J. (2000). *Health Psychology: An Introduction to Behavior and Health*. N.Y.: Wadsworth.
- Ogden, J. (1999) *Psicologia da Saúde*. Lisboa: Climepsi.
- Sarafino, E. (2008). *Health Psychology: biopsychosocial interactions* (6th edition) N.Y.: Wiley.
- Tones, K. (2005) *Health Promotion: planning and strategies*. London: Sage.
- Prestwich, A, Kenworthy, J & Conner, M (2018). *Health Behavior Change: Theories, Methods and Interventions*. London, Routledge

Other readings will be recommended during the semester

Teaching methods

All classes have a theoretical and a practical component.

In class, the proportion of expository and practical components is variable, depending on the issues addressed. The practical component is composed by both individual and group exercises, supported by case studies carried out and discussed during the class period, and by discussion of individual work performed at home.

Assessment includes a brief written frequency done in midterm, during class, and a group work paper presented in class and, after feedback, completed and delivered at the end of the semester.

Evaluation Regimes (General and/or Alternative)

Course with continuous evaluation. No alternative regimen. Active participation in the classes is a fundamental component of the learning process.

Evaluation Elements

(Dates due, weights, minimum required grades)

1. Individual and group exercises in the class
2. Group work about a specific selected thematic.
3. 2. Written test

Rules for grade improvement

Only in special health or legal cases, a written final evaluation can be offered.

Rules for students having previously failed the course unit *

Non applicable

Requirements on attendance and punctuality

Attendance and punctuality are required as a fundamental rule of the learning process. Students must be present during the class, not arrive after 15 minutes and not leaving before the end of the class, in at least 11 classes.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

It is not possible to complete this class without attending to classes

Language of instruction

Portuguese. English is required for reading the main texts

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;

f) To interfere, change or attempt to change grades;

g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;

h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;

i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable