



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name HEALTH PSYCHOLOGY
Teaching staff Luísa Barros
ECTS - 6
Functioning 4 weekly hours TP 2 h TP weekly onlinefor all the group+2hTP each fortnight in person In case of new lock-down all classes will be online.
Learning goals To understand the specific contribution of Psychology to health promotion and to treatment of illness and to the organization of healthcare. 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. To know, apply and compare different health concepts, the main health determinants and the implications of these determinants to interventions in the health field. To analyze different models of intervention for health promotion and disease prevention: individual, group and population based-interventions. To know and apply specific methodologies for promoting changes in health behaviors throughout the life cycle
Skills to be developed - 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 –
- Stress and coping.
- Paradigms of intervention in Health Psychology. The HBM; The Transtherethical Model; the HAPA Model; The Self-Determination Theory; Dual Models of Implicit Processing.
- 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.

Further readings will be recommended during the semester.

Teaching methods

All classes have a theoretical and a practical component. Debates in small groups based on reflexion questions. Written and oral exercises to apply the main concepts discussed. Critical analysis of intervention studies.



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.

Students in a health risk situation may complete all the course online.

Evaluation Elements

1. Individual and group online and in class.
2. Group report about a selected theme
3. Two brief tests systematizing the main concepts

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.

Considering the reduced time of in person classes, students should be present in all classes and for the whole duration of the class (1h45m), except for exceptional justified situations.

Alunos com situações de risco de saúde poderão fazer toda a u.c. online.

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. Students may participate and present their work in English or Spanish.



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

* If applicable