

HEALTH PSYCHOLOGY

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	Graduate Program (Level 6)		
COURSE CODE	slt - 34	SEMESTER	3
COURSE TITLE	Health Psychology		
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	2	5	
Applied/Laboratory Practice	1		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized General Knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.teiep.gr/courses/LOGO139/ https://moodle.ioa.teiep.gr/course/view.php?id=138		

(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>The course is a basic introduction to Health Psychology. It aims to introduce the students to the basic aspects of the biopsychosocial model.</p> <p>Psychosocial factors that affect people's behavior in disease prevention, health care seeking, decision-making process and therapeutic compliance are presented.</p> <p>Furthermore, this course makes a reference to the sense of cognitive representations about the illness and introduce the students to the correlation between personality traits and health.</p> <p>Additionally, the course analyses the correlation between stress and health and all the psychological, behavioral, and biological determinants</p>

Also, communication skills in clinical practice (with video presentation) are presented. The course gives emphasis on the description of the experience of chronic illness and disability, as well as the psychological needs of end-stage patients. Moreover, it focuses on the experience of a chronic illness in children and adolescents. At the end of the course, burnout syndrome is described.

Upon successful completion of the course the students will be able to:

- treat the patient through a holistic perspective, in which biological, psychological and social factors are interrelated (Levels 1, 2,3: Knowledge / Understanding & Applying)
- be aware of the mechanisms by which stress affects the health (Levels 1 & 2: Knowledge & Understanding)
- understand the psychological needs of patients with chronic illness or/and disability (Levels 1 & 2: Knowledge & Understanding)
- use basic communication skills in their relationship with the patient and his family (Levels 1, 2,3: Knowledge / Understanding & Applying)
- work / collaborate with professionals of other specialties in an interdisciplinary team. (Levels 3-6: Applying, Analysing, Creating & Evaluating)
- prevent and treat symptoms of burnout syndrome (Levels 1, 2,3: Knowledge / Understanding & Applying)

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>

<ul style="list-style-type: none"> • <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> • <i>Adapting to new situations</i> • <i>Decision-making</i> • <i>Working independently</i> • <i>Team work</i> • <i>Working in an interdisciplinary environment</i> 	<ul style="list-style-type: none"> • <i>Production of new research ideas</i> • <i>Respect for difference and multiculturalism</i> • <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> • <i>Criticism and self-criticism</i> • <i>Production of free, creative and inductive thinking</i>
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(3) SYLLABUS

1. Introduction to the Health Psychology
2. The biopsychosocial health model
3. Psychological factors and health
4. Illness representations and health behaviors
5. Communication skills in clinical practice
6. Stress and health (Psychological, Behavioral, and Biological Determinants)
7. Patients with chronic and / or threatening illness. Disability and psychosocial adaptation

8. End-stage patients and palliative care
9. Coping with grief and loss
10. The child with chronic and / or threatening illness
11. Understanding the grief and loss in children and adolescents
12. The psychological dimensions of pain
13. The Burnout Syndrome

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face: In class														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. PowerPoint presentations) Support the learning process through the e-class platform.														
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>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Applied/Laboratory Practice</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Teamwork Research Project</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Essay Writing</td> <td style="text-align: center;">23</td> </tr> <tr> <td>Personal Study</td> <td style="text-align: center;">43</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	26	Applied/Laboratory Practice	13	Teamwork Research Project	20	Essay Writing	23	Personal Study	43	Course total	125
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Course total	125														
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>	<p>I. Written final exam (60%):</p> <ul style="list-style-type: none"> - Multiple choice test - Short answer questions <p>II. Written Essay-Individual (20%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>III. Mini Clinical Research-Teamwork (20%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>The final exams will be offered in Greek & English</p>														

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Odgen J.: Ψυχολογία της Υγείας (Επιστημονική Επιμέλεια Β. Σιαφάκα), Αθήνα, Εκδ. ΠΑΡΙΣΙΑΝΟΥ, 2017
2. Παπαδάτου Δ. και Αναγνωστόπουλος Φ.: Η ψυχολογία στο χώρο της υγείας. Εκδ. Παπαζήση, 2012.

3. Di Matteo M.R. and Martin L.R: Εισαγωγή στην Ψυχολογία της Υγείας. Επιστημονική Επιμέλεια: Φ. Αναγνωστόπουλος, Γ. Ποταμιάνος. Ελληνικά Γράμματα, Αθήνα 2006.
4. Καραδήμας Ε.: Ψυχολογία της Υγείας. Θεωρία και Κλινική πράξη. Εκδ. Τυπωθήτω, Αθήνα 2005.
5. Καραδήμας Ε. και Αναγνωστόπουλος Φ.: Υγεία και ασθένεια. Ψυχολογικές διεργασίες. Εκδ. Λιβάνη, Αθήνα 2008.
6. Anagnostopoulos F. and Karademas E.: Special Issues in Health Psychology. A Greek Perspective. Livani Publishing, 2007.
7. Stewart K.E., Ross D. and Hartley S.: Patient adaptation to chronic illness. In Boll T., Raczynski J.M., Leviton L.C. (Eds): Handbook of clinical health psychology, Washington, DC: American Psychological Association

- Related academic journals:

1. **Health Psychology**
<https://www.apa.org/pubs/journals/hea/>
2. **British Journal of Health Psychology**
<https://www.wiley.com/en-us/British+Journal+of+Health+Psychology>
3. **Journal of Health Psychology**
<https://journals.sagepub.com/home/hpq>
4. **Psychology and Health**
<https://www.tandfonline.com/loi/gpsh20>