**GAU, Faculty of Humanities**

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| **Course Unit Title** | | Health Psychology | | |
| **Course Unit Code** | | PSY 338 | | |
| **Type of Course Unit** | | Compulsory for Applied Track in Psychology | | |
| **Level of Course Unit** | | Third year, Bachelor’s Degree | | |
| **National Credits** | | 3 | | |
| **Number of ECTS Credits Allocated** | | 6 ECTS | | |
| **Theoretical (hour/week)** | | 2 | | |
| **Practice (hour/week)** | | 1 | | |
| **Laboratory (hour/week)** | | - | | |
| **Year of Study** | | 3 | | |
| **Semester when the course unit is delivered** | | 6 | | |
| **Mode of Delivery** | | Face to Face, E-Learning activities | | |
| **Language of Instruction** | | English | | |
| **Prerequisites and co-requisites** | | PSY 101,102,204, | | |
| **Recommended Optional Programme Components** | | None | | |
| **Objectives of the Course:** | | | | |
| Health Psychology seeks to advance contributions of psychology to the understanding of health and illness through basic and clinical research, education, and service activities and encourages the integration of biomedical information about health and illness with current psychological knowledge (APA definition / 38).  To fully understand the nature of health psychology, though, one must first understand what is meant by the term ‘health’. The most cited definition of health by WHO as per ‘Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity’. In keeping with this definition, the goal of health psychologists is twofold; they aim to prevent and manage illness and disease but they are also interested in promoting and maintaining overall health and well-being – physical, mental, and social. | | | | |
| **Learning Outcomes** | | |  | |
| When this course has been completed the student should be able to | | | Assessment. | |
| 1 | gain knowledge about the components of the field of Health Psychology | | 1,2,3 | |
| 2 | gain knowledge about the scientific methods employed by health psychologists and acquire some basic conceptual skills for interpreting their research | | 1,2,4 | |
| 3 | gain knowledge about the role of behavior in health risks and outcomes and about prevention and intervention efforts in health behavior | | 1,2 | |
| 4 | gain knowledge about evidence for the roles of central psychosocial constructs, such as stress, coping, personality, and social support, in health risks and outcomes | | 1,2,3 | |
| 5 | gain knowledge about the mechanisms through which psychological and social factors might influence physical health | | 1,3 | |
| 6 | gain knowledge about environmental patterns of health behavior and disease risk and about specific health problems that are common in industrialized nations | | 3 | |
| 7 | gain an appreciation for the importance of cultural context in health and disease | | 1,2 | |
| Assessment Methods: 1. Written Exam, 2. Assignment 3. Project/Report, 4.Presentation, 5 Lab. Work | | | | |
| **Course’s Contribution to Program** | | | | |
|  |  | | | CL |
| 1 | Ability to identify the current and historical core content of and what is known in psychology. | | | 4 |
| 2 | Differentiate the various areas of Psychology and identify what is known in each. | | | 3 |
| 3 | Ability to show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. | | | 5 |
| 4 | Ability to apply psychological content and skills to career goals. | | | 4 |
| 5 | Ability to identify, and evaluate construct and critically analyze complex arguments. | | | 2 |
| 6 | Ability to apply basic research methods in psychology, with sensitivity to ethical principles. | | | 4 |
| 7 | Ability to identify the writing format of the American Psychological Association (APA). | | | 3 |
| 8 | Ability to understand the role of academic, professional, and personal integrity in maintaining a healthy community. | | | 4 |
| 9 | Ability to recognize and describe the ways in which diversity influences psychological processes. | | | 5 |
| 10 | Ability to distinguish important behavioral factors associated with personal and cultural diversity that enable intervention process in therapy. | | | 4 |
| 11 | Ability to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context. | | | 5 |
| CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate 4: High, 5:Very High) | | | | |

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| **Course Contents** | | | | | | | | |
| Week |  |  | | | | | | Exam**s** |
| 1 |  | **Introduction** | | | | | |  |
| 2 |  | **‘Patch Adams’ movie** | | | | | |  |
| 3 |  | **Historical Background**  **Aims of Health Psychology**  **Overview of Working Fields** | | | | | |  |
| 4 |  | **Continuing** | | | | | |  |
| 5 |  | **Health beliefs** | | | | | |  |
| 6 |  | **Continuing** | | | | | |  |
| 7 |  | **Illness Cognitions** | | | | | |  |
| 8 |  |  | | | | | | Mid Term |
| 9 |  | **Illness Cognitions Continuing** | | | | | |  |
| 10 |  | **Health Professional – Patient Communication**  **Assumptions in Health Psychology** | | | | | |  |
| 11 |  | **Stress**  **Burnout Syndrome** | | | | | |  |
| 12 |  | **Pain** | | | | | |  |
| 13 |  | **Smoking and Alcohol use**  **Eating Behavior** | | | | | |  |
| 14 |  | **Exercise** | | | | | | Quiz |
| 15 |  |  | | | | | | Final |
| **Recommended Sources** | | | | | | | | |
| Health Psychology: a textbook  Jane Ogden  Publisher: Open University Press, England – June 2007  ISBN-13: 978 0 335 22263 6  2. Health Psychology – Theory, Research and Practice  DF Marks, M Murray, B Evans and EV Estacio  Publisher: SAGE, London – 2011  ISBN-978 1 84860 621 0  3. An Introduction to Health Psychology  V Morrison and P Bennett  Publisher: Pearson, England – 2006  ISBN-978 0 273 71835 2  4. Additional papers assigned periodically and made available via GAU e-learning system **Supplementary Material (s):** | | | | | | | | |
| **Assessment** | | | | | | | | |
| Attendance | | | 10% |  | | | | |
| Laboratory | | | % |  | | | | |
| Midterm Exam (Written) | | | 30% |  | | | | |
| Quiz (Written) | | | 10% |  | | | | |
| Final Exam (Written) | | | 50% |  | | | | |
| Total | | | 100% |  | | | | |
| **ECTS Allocated Based on the Student Workload** | | | | | | | | |
| Activities | | | | | Number | Duration (hour) | Total Workload(hour) | |
| Course duration in class (including the Exam week) | | | | | 15 | 3 | 45 | |
| Labs and Tutorials | | | | | 10 | 1 | 10 | |
| Assignments | | | | | 7 | 2 | 14 | |
| Project/Presentation/Report Writing | | | | | 10 | 1 | 10 | |
| E-learning Activities | | | | |  |  |  | |
| Quizzes | | | | | 1 | 10 | 10 | |
| Midterm Examination | | | | | 1 | 14 | 14 | |
| Final Examination | | | | | 1 | 28 | 28 | |
| Self Study | | | | | 14 | 3 | 42 | |
| Total Workload | | | | | | | 173 | |
| Total Workload/30 (h) | | | | | | | 5.76 | |
| ECTS Credit of the Course | | | | | | | 6 | |