## Course/Modul Description Card

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| To be completed by the Program Committee | Module name:  **CORE CURRICULUM COURSES** | | | | | | Module code: C | | |
| Course name: **HEALTH PSYCHOLOGY** | | | | | | Course code: C/22 | | |
| Organizational Unit Responsible for the Module:  **INSTITUTE OF PEDAGOGY AND LANGUAGES** | | | | | | | | |
| Field of study: **PSYCHOLOGY** | | | | | | | | |
| Module: **Educational and Developmental Psychology / Clinical and Health Psychology** | | | | | | | | |
| Mode of study:  **FULL-TIME** | | | Educational profile:  **PRACTICAL** | | | Level of study:  **INTEGRATED MASTER'S DEGREE PROGRAMME** | | |
| Year / semester: **1st Year / 2nd Semester** | | | Course/module status:  **OBLIGATORY** | | | Course/module language  **POLISH/ENGLISH** | | |
| Form of classes | Lecture | Practice  exercise | | Laboratory | Projekt | | Seminar | Others |
| Estimated hours | **30** | **30** | |  |  | |  |  |

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| \* Subject/module coordinator | Prof. dr hab. Mariola Bidzan |
| Lecturer\* | Prof. dr hab. Mariola Bidzan, dr Agata Rudnik |
| Course objectives | The purpose is to ensure participants have a comprehensive understanding of current research, theories, and practices within health psychology. |
| Entry requirements: | none |

*\* A change of course coordinator and course leader is made by the Institute Director upon approval of the Vice-Rector for Education. The new course coordinator and course leader confirm that they have read the content of the course charter.*

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| **LEARNING OUTCOMES** | | | |
| No | | Learning Outcome Description | Code |
| 01 | The student knows and understands issues related to the origins and place of health psychology within the system of sciences, as well as its subject-matter and methodological connections with other scientific disciplines. The student knows and understands topics concerning health psychology as a field of applied psychology (including its research areas and practical applications, such as psychological prevention and health promotion). | | PS\_W01  PS\_W03 |
| 02 | The student knows and understands issues related to the biological, social, and philosophical foundations of human psychological functioning, with a focus on practical applications. The student knows and understands the essence of functionality and dysfunctionality, harmony and disharmony, as well as norms and pathology in the context of clinical health psychology. | | PS\_W07  PS\_W12 |
| 03 | The student is able to apply and integrate theoretical knowledge from psychology and related disciplines to analyse complex psychological, educational, support-related, and therapeutic problems, as well as to diagnose and design practical interventions, including those related to psychological prevention and health promotion. | | PS\_U01  PS\_U04  PS\_U14 |
| 04 | The student is able to develop a plan for diagnostic, preventive, and psychological support interventions tailored to the specific needs and expectations of the individual and their family. The student can generate original solutions to complex psychological problems, forecast the course of problem-solving, and anticipate the outcomes of planned actions in specific practical areas. Based on theoretical knowledge and practical competencies, the student is able to analyse the underlying causes of health-related problems in individuals and families, identify motives or causes of conflicts, and indicate resources and ways to activate them.. | | PS\_U06  PS\_U11  PS\_U12  PS\_U13 |
| 05 | The student has an advanced awareness of their level of knowledge and skills and understands the need for continuous personal and professional development. They appreciate the importance of psychological sciences for individual development and healthy social relationships, maintain a positive attitude toward acquiring knowledge in the studied discipline, and toward building their professional skills as a psychologist. The student exercises caution when expressing opinions about the biopsychosocial determinants of health. | | PS\_K01  PS\_K02 |
| 06 | The student identifies with the values, goals, and tasks carried out in psychological practice. They demonstrate prudence, maturity, and commitment in designing, planning, and implementing psychological activities. The student is ready to face professional and personal challenges, shows initiative, makes efforts, and displays perseverance in undertaking individual and team-based professional activities in the field of psychology. They actively engage in collaboration with other specialists. | | PS\_K03  PS\_K06 |

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| **PROGRAM** |
| **Lecture** |
| 1. Origins of Health Psychology. 2. Health Psychology as a Field of Applied Psychology – Research Areas and Practical Applications. 3. Concepts and Definitions of Health in Psychology and Related Sciences. 4. Models and Approaches Used in Health Psychology. 5. The Salutogenic Approach and Its Significance for Psychology. 6. Behavioural and Cognitive Determinants of Health and Illness. 7. Health and Illness Issues within the Paradigm of Psychological Stress. 8. Shaping Health Habits (What is a Habit? Theories of Habit Formation, Changing Habits – Tools and Interventions). 9. Health-Related Quality of Life. 10. Psychological Diagnostics of Health and Illness in the Context of Health. 11. Psychological prevention and Health Promotion. 12. Psychological Interventions and Types of Assistance in Health Psychology, including Applications of Health Psychology in Selected Fields of Medicine (e.g., Cardiology, Gynaecology and Obstetrics, Dermatology, Urology, Gastroenterology, Rheumatology, Surgery, Oncology). 13. New Trends in Health Psychology (including: The Impact of Climate Change on Well-being; Body Positivity/Body Neutrality; How Does the Sense of Loneliness Affect Our Health? Which Countries Have the Happiest Citizens and Why?). 14. Coping with Chronic Pain and Stress. Less Waste/Zero Waste – Are We Really What We Eat? |
| **Practical Classes** |
| 1. Practical Implications Resulting from Advances in Health Psychology (with a focus on psychological diagnostics of health and illness, psychological prevention and health promotion, psychological interventions, and types of assistance in health psychology). 2. Habit Change – Tools and Interventions. 3. Motivational Interventions to Enhance Patients' Adherence to Medical Recommendations. 4. Motivational Interviewing as a Method for Habit Change. 5. Application of Health Psychology in Selected Fields of Medicine, including Cardiology, Gynaecology and Obstetrics, Dermatology, Urology, Gastroenterology, Rheumatology, Surgery, and Oncology. 6. Using Knowledge from Health Psychology to Design and Implement Health Campaigns. |
| Laboratory |
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| Project |
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| **Seminar** |
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| **Others** |
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| Basic literature\* | Heszen - Celińska I., Sęk H. (2020), *Psychologia zdrowia.* Warszawa: Wyd. PWN. |
| Supplementary literature\* | Bidzan M. (2008), *Jakość życia pacjentek z różnym stopniem nasilenia wysiłkowego nietrzymania moczu*, Kraków: Oficyna Wyd. Impuls.  Bielawska-Batorowicz E. (2006), *Psychologiczne aspekty prokreacji*, Katowice: Wyd. Naukowe Śląsk.  Devlin, A.S. (2018). *Environmental Psychology and Human Well-Being. Effects of Built and Natural Settings.* Elsevier.  Jaśkiewicz M. (2021). *Przyroda a zwiększenie odporności psychofizycznej mieszkańców miast*. W: L Lorenc-Barańska (red.) Miasto wobec wyzwań. Urban lab.  Montgomery, C. (2015). *Miasto szczęśliwe. Jak zmienić nasze życie, zmieniając nasze miasta*. Wysoki zamek.  Northrup Ch. (2011), *Ciało kobiety, mądrość kobiety*, Warszawa:L Zacharek Dom Wydawniczy Ogden J. (2007). *Health Psychology*, New York: Open University Press.  Pilecka W. [red.] (2011). *Psychologia zdrowia dzieci i młodzieży*. Perspektywa kliniczna, Kraków: Wyd. UJ.  Potemkowski A. [red.](2010), *Psychologiczne aspekty stwardnienia rozsianego*, Poznań: Wyd. Medyczne Terme-dia.  Sheridan C.L., Radmacher S.A. (1998), *Psychologia zdrowia*, Warszawa: Instytut Psychologii Zdrowia. |
| Teaching methods | Lecture with a multimedia presentation. Practical Classes using discussion, analysis of specific issues based on literature, case study analysis, role-playing, use of films, and project-based method. |
| Distance learning methods | Project-based method using remote audio-visual techniques, work on educational platforms such as MS Teams, Moodle. |

\* *The literature may be changed after approval of the Director of the Institute*

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| Verification method | | Related learning outcomes |
| Active participation, contributions during classes; individual and group work. | | 01-04 |
| Problem situation analysis, case study analysis. | | 03-06 |
| Preparation of a presentation/campaign/project on an assigned topic/ | | 01-06 |
| Assesment methods and condition | Written Test Exam  Practical classes – Pass/Fail Assessment –  Preparation and Implementation of a Health Campaign | |

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| **STUDENT WORKLOAD** | | | |
| Type of activity | Estimated hours | | |
| Total | Including activities related to practical professional training | Including participation in classes conducted using distance learning methods and techniques |
| Participation in lectures | 30 | - | 10 |
| Independent study | 25 | - |  |
| Participation  in practical classes/workshops/seminars | 30 | 20 |  |
| Preparation for classes | 25 | 15 |  |
| Project/essay preaparation | 35 | 30 |  |
| Exam or assessment preparation | 27 | 10 |  |
| Consultations | 3 |  | 3 |
| Other |  |  |  |
| **Total student workload** | 175 | 75 | 13 |
| Number of ECTS credits for the course | **7** | | |
| ECTS credits for practical activities | **3** | | |
| ECTS credits for distance learning activities | **0,5** | | |
| ECTS credits for direct academic contact hours | **3,7** | | |