

Title	Study guide for Bachelor in Psychology B06/SFK06, Medical Psychology, including methods 5
Module administrators	Prof. Frans Pouwer & PhD student Nanna Lindekilde
Study adm. coordinator	Educational secretary Charlotte Dickmeiss
Date	29.10.2018

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## 1. About the study guide

### ***Purpose of this study guide***

The study guide provides you with details of a specific module in your education, e.g. it describes what prerequisites you are expected to fulfil, teaching and assignments and finally what the goal of the module is and what is expected of you in the exam.

The study guide also helps you find the resources required for the module including recommended and optional literature. Finally, it contains all the practical information you will need to complete the course.

### ***Structure of this study guide***

The study guide describes your activities in each week during the course.

#### **For each week the following is stated:**

1. Lectures in the week with a brief description of the content of each lecture, location, time etc.
2. Group teaching and / or group work in the week together with a description of possible extra material on e-learn.
3. Literature for each lecture in the week.
4. Any homework in the separate activities in the week.

## 2. About the module

### ***Module administrators***

Professor Frans Pouwer  
Department of Psychology, SDU  
E-mail: [fpouwer@health.sdu.dk](mailto:fpouwer@health.sdu.dk)

PhD student Nanna Lindekilde  
Department of Psychology, SDU  
E-mail: [nlindekilde@health.sdu.dk](mailto:nlindekilde@health.sdu.dk)

### ***Study administrative coordinator***

Charlotte Dickmeiss,  
Phone: 6550 3432  
E-mail: [cdickmeiss@health.sdu.dk](mailto:cdickmeiss@health.sdu.dk)

### ***Teachers***

In this module you will meet the following teachers:

Professor Frans Pouwer, Department of Psychology, University of Southern Denmark (module administrator)

PhD student Nanna Lindekilde, Department of Psychology, University of Southern Denmark (module administrator)

External Associate professor Colin Feltham, Department of Psychology, University of Southern Denmark, Emeritus Professor

Associate professor Tonny Elmoose Andersen, Department of Psychology, University of Southern Denmark

Assistant professor Nina Rottmann, Department of Psychology, University of Southern Denmark

Associate professor Esben Nedenskov Petersen, Institut for Kulturvidenskaber og Filosofi, Syddansk Universitet

PhD-student, Julie Christiansen, Department of Psychology, University of Southern Denmark

PhD-student, Nanna Bjerg Eskildsen, Department of Psychology, University of Southern Denmark

PhD-student, Sarah Bøgelund Dokkedahl, Department of Psychology, University of Southern Denmark

Guest lecturer: Professor Susanne S. Pedersen, Department of Psychology, University of Southern Denmark

Guest lecturer: Associate professor Anna Thit Johnson, Department of Psychology, University of Southern Denmark

Guest lecturer: Julie Drotner Mouritsen, Medical Psychologist, Endokrinologisk Afdeling M og Reumatologisk Afdeling C, Odense University Hospital

Guest lecturer: Alison Henriksen, Medical Psychologist, H.C. Andersen Hospital for Children, Odense University Hospital

### ***Module duration***

The module starts in week 45 and ends in week 51. The written assignment has to be handed in no later than Monday 14<sup>th</sup> of January 2019 at 12.00. Link for upload will be available at the course module on e-learn.

### ***Prerequisites***

None

### ***Background, aims and content***

Approximately 1.500.000 Danes live with one or more chronic diseases. This is important from several clinical perspectives. In medical care, psychologists can play an important role in the prevention and adequate management of different diseases. They can support patients and their family members in clinical care settings and help them to cope after the diagnosis of a severe disease, they can also treat co-morbid emotional problems and help to adequately manage the disease.

The above is also important from a scientific perspective. Psychological/behavioural factors such as for example “personality”, “stress”, “depression”, “lack of social support”, “resilience”, “coping skills”, “eating behaviours”, “smoking behaviours”, “physical activity”, “sleeping behaviours” can impact the development, progression and management of many diseases such as diabetes, cardiovascular disease, rheumatoid arthritis, lung diseases such as asthma or COPD. These factors are studied by researchers who work in the field of “health psychology” or “medical psychology”, two overlapping fields. In the past decades, successful psychological interventions have also been developed to help people with a (chronic) disease. More and more, medical psychologists are employed in outpatient clinics and in primary care settings, where they closely collaborate with physicians and nurses to optimise treatment outcomes.

This interdisciplinary course will focus on health psychology from different angles: each week there will be a new theme for the module. The themes will cover both health psychology as well as qualitative methodology. For example, the historical and philosophical background for the subject of health psychology will be described and a broad insight into basic theories about the relationship between man and health, especially humanistic and existential psychology, is given. Basic theories about health and illness, as well as the bio-psychosocial framework of understanding, are reviewed. Furthermore, the students will acquire basic knowledge about the pathophysiology and treatment of the most common chronic diseases. In the present module, they will also acquire a basic understanding of how qualitative research methodology can be used by health psychologists or medical psychologist. Students will also learn about the importance of the critical thinking in medical and health psychology, different examples of “bad science” will be discussed. Students will acquire more information about the work of a medical psychologist/health psychologist in a clinical setting.

### **3. Study Programme and aims for the module**

#### ***Descriptions of subject-specific aims and objectives***

See section §4.6 in the “Studieordning for Bacheloruddannelsen i Psykologi”; “Module PSY B06 inkl. M5” OR section §4.2 in the “Studieordning for Kandidat sidefag i Psykologi”; “Module PSY-SF-K06 inkl. M5” for elaboration of the subject-specific aims and objectives for the module.

#### ***Descriptions of general aims and objectives***

See section §1.4 in the “Studieordning for Bacheloruddannelsen i Psykologi”; “Kompetenceprofil” OR section §1.4 in the “Studieordning for Kandidat sidefag i Psykologi”; “Kompetenceprofil” for an elaboration of the general aims and objectives for the Bachelor’s degree / ‘Sidefag’ in Psychology.

### **4. Teaching activities**

Teaching type:	Lessons:
Lecture	73
Other teaching activities (case)	6
Total:	79

Skemalink: <https://mitsdu.sdu.dk/skema/activity/3210801/e18>

Af pædagogiske hensyn til både undervisningens anvendte materialer og form herunder bl.a. aktiviteter, må undervisningen ikke optages på hverken lyd og/eller billede medmindre den pågældende underviser samt alle tilstedeværende studerende giver tilladelse her til. Såfremt den studerende får lov at optage undervisningen, skal det understreges, at dette udelukkende er til eget brug og optagelsen destrueres efter

det pågældende moduls afslutning (medmindre andet er eksplicit aftalt med underviser og tilstedeværende studerende). I særlige tilfælde kan der søges dispensation for dette ved studienævnet, men igen vil der udelukkende være tale om, at optagelsen må anvendes til eget brug og udelukkende i relation til det specifikke modul.

## 5. Teaching plan

<b>Week 45 Theme: Medical psychology: an introduction</b>		
<p>1. lecture Tuesday 6.11.2018 12.15-15.00  U140</p>	<p><b>Introduction of B06:</b> 1) the academic and clinical field of medical and health psychology 2) the value of the scientist-practitioner approach and 3) explanation of the module B06  Teacher: Frans Pouwer</p>	Lecture
<p>2. lecture Wednesday 7.11.2018 9.15-12.00 U140</p>	<p><b>Basic biomedical knowledge about the most common chronic disorders:</b> Basic medical knowledge for psychologists – diabetes, cardiovascular diseases, cancer and HIV  Teacher: Frans Pouwer. Guest lecturers: Susanne S. Pedersen and Anna T. Johnson</p>	Lecture
<p>3. lecture Thursday 8.11.2018 9.15-12.00 U140</p>	<p><b>Psychosomatic models:</b> An exposition of selected psychosomatic models which are often used to explain behavior and behavior changes  Teacher: Nanna Lindekilde</p>	Lecture
<p>4. lecture Friday 9.11.2018 9.15-12.00 U140</p>	<p><b>Stress and loneliness: their role in mental health problems and somatic diseases</b> An introduction to stress, loneliness and the complex relation to somatic diseases  Teacher: Julie Christiansen</p>	Lecture
<b>Week 46 Theme: Philosophy &amp; counselling models</b>		
<p>5. lecture Tuesday 13.11.2018 13.15-16.00 U140</p>	<p><b>Historical and theoretical context of B06:</b> Placing psychology in evolutionary, historical &amp; theoretical context. Clarification of terminology used. Central human concerns (1): freedom &amp; determinism; mind-body problem; individual &amp; society.  Teacher: Colin Feltham</p>	Lecture
<p>6. lecture Wednesday 14.11.2018 12.15-15.00 U140</p>	<p><b>Clinical practice:</b> Central human concerns (2): happiness &amp; suffering; life &amp; death; meaning &amp; meaninglessness. Relevance to counselling psychology.  Teacher: Colin Feltham</p>	Lecture

7. lecture Thursday 15.11.2018 11.15-14.00 U1	<b>Clinical practice:</b> Existential philosophy & psychology/group psychology, Irvin Yalom.  Teacher: Colin Feltham	Lecture Experiential exercise
8. lecture Friday 16.11.2018 9.15-12.00 U140	<b>Clinical practice:</b> Therapeutic relationship factors; Clarkson's framework; client views on counselling, including problems. Counselling psychology in practice: human potential; respect for autonomy; egalitarianism and its nuances.  Teacher: Colin Feltham	Lecture
<b>Week 47 Theme: Medical psychology and counselling: excercises</b>		
9. lecture Tuesday 20.11.2018 14.15-17.00 U140	<b>Clinical practice:</b> The humanistic paradigm; origins; assumptions, key principles; nature of distress; practitioner role; counselling attitudes and skills.  Teacher: Colin Feltham	Lecture Demonstration
10. lecture Wednesday 21.11.2018 8.15-11.00 U140	<b>Clinical practice:</b> The psychodynamic paradigm; origins; assumptions, key principles; nature of distress; recent developments.  Teacher: Colin Feltham	Lecture
11. lecture Thursday 22.11.2018 9.15-12.00 U1	<b>Clinical practice:</b> Integration, eclecticism and pluralism; challenges in epistemology and practice.  Teacher: Colin Feltham	Lecture Discussion
12. lecture Friday 23.11.2018 9.15-12.00 U140	<b>Science and clinical practice:</b> Critique of therapies: Critique of therapies: comparing & evaluating approaches; examining theoretical splits; CBT and humanistic therapies; similarities & differences; underlying philosophies.  Teacher: Colin Feltham	Lecture
<b>Week 48 Theme: Research skills and theory of science</b>		
13. lecture Tuesday 27.11.2018 14.15-17.00 U140	<b>Qualitative research methods</b> General introduction to qualitative research methods; interviews as research method  Teacher: Nina Rottmann	Lecture Group work Discussion
14. lecture Wednesday 28.11.2018 9.15-12.00 U140	<b>Scientific qualitative research:</b> a description of scientific norms, ethics and data protection in relation to qualitative research  Teacher: Esben Nedenskov Petersen	Lecture

15. lecture Thursday 29.11.2018 9.15-12.00 U1	<b>Research skills:</b> Qualitative research skills (with a focus on interviewing techniques)  Teacher: Nina Rottmann	Lecture Group work Discussion
1. Teaching in groups Friday 30.11.2018 9.15-12.00 Team A: U141 Team B: U26 Team C: U44 Team D: U92	<b>Group work – practice hours</b>  Teacher A: Frans Pouwer Teacher B: Nanna Lindekilde Teacher C: Nina Rottmann Teacher D: Sarah Bøgelund Dokkedahl	Groupwork
16. lecture Friday 30.11.2018 12.15-13.00 U140	<b>Description of oral presentations and assignments</b> A short presentation of the purpose of the oral presentations that the students will give Friday the 7 <sup>th</sup> of December. Likewise, a presentation of the assignment the students must hand in in January.  Teacher: Frans Pouwer and Nanna Lindekilde	Lecture
<b>Week 49 Theme: Specific health problems and other diseases</b>		
17. lecture Tuesday 4.12.2018 11.15-14.00 U1	<b>Placebo and nocebo effects</b> A presentation and discussion of the role of placebo and nocebo effects when treating patients.  Teacher: Tonny Elmoose Andersen	Lecture
18. lecture Wednesday 5.12.2018 9.15-12.00 U140	<b>Health psychology: Food, eating and obesity</b> Obesity associated with illnesses and deaths; a discussion of the obesity pandemic  Teacher: Frans Pouwer	Lecture
2. Teaching in groups Friday 7.12.2018 9.15-12.00 Team A: U141 Team B: U26 Team C: U44 Team D: U92	<b>Group work (presentations by student-groups, see slides lecture 1 30-NOV-2018):</b>  Teacher A: Nanna Eskildsen Teacher B: Julie Christiansen Teacher C: Nanna Lindekilde Teacher D: Frans Pouwer	Groupwork
<b>Week 50 Theme: Behavioral changes &amp; communication</b>		
19. lecture Wednesday 12.12.2018 9.15-12.00 U140	<b>Health promotion and increasing adherence</b> An introduction to health promotion and increasing adherence  Teacher: Frans Pouwer	Lecture
20. lecture Thursday 13.12.2018 9.15-12.00 U140	<b>Alcohol abuse and motivational interviewing</b> Introduction to alcohol abuse, consequences and the motivational interviewing techniques and the use in the clinical practice Teacher: Frans Pouwer	Lecture Group work

21. lecture Friday 14.12.2018 12.15-15.00 U140	<b>Information, communication, health literacy and illness representations</b> Presentation and discussion of the communication between patient and health care provider  Teacher: Frans Pouwer	Lecture Group work Discussion
<b>Week 51 Theme: Experiences as a medical psychology</b>		
22. lecture Tuesday 18.12.2018 10.15-13.00 U140	<b>Clinical practice:</b> Working as a medical psychologist in an outpatient clinic (Odense University Hospital)  Teacher: Frans Pouwer (guest lecturer: Julie Drotner Mouritsen, medical psychologist, Dept Endocrinology, OUH)	Lecture
23. lecture Wednesday 19.12.2018 12.15-15.00 U140	<b>Clinical practice:</b> Medical psychology in a pediatric hospital setting (child medical care).  Teacher: Frans Pouwer (guest lecturer Alison Henriksen, Medical Psychologist)	Lecture Discussion of case study (to be sent out earlier)
24. lecture Thursday 20.12.2018 9.15-12.00 U140	<b>Critical thinking in science:</b> A discussion of the important role of critical thinking in science. and presentation of how to stay up to date and critically appraise the literature?  Teacher: Frans Pouwer	Lecture Discussion
25. lecture Friday 21.12.2018 9.15-12.00 U140	<b>Evaluation and Q&amp;A about the course and the assignment</b>  Teacher: Frans Pouwer	Lecture Discussion



## **First week of the module (week 45)**

### **Tuesday November 6 12.15-15.00, room U140**

Introduction of B06

Teacher: Frans Pouwer

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5<sup>th</sup> ED.) SAGE, Chapter 1; Health psychology: an introduction, chapter 2; The nervous, endocrine and immune systems and the principle of homeostasis and chapter 3; Genetics, epigenetics and early life development.

### **Wednesday November 7, 9.15-12.00, room U140**

Basic biomedical knowledge about the most common chronic disorders

Teacher: Frans Pouwer. Guest lecturers: Susanne S. Pedersen and Anna T. Johnson

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5<sup>th</sup> ED.) SAGE, chapter 21; Cancer, chapter 22; Coronary heart disease and chapter 24; Long-term conditions: diabetes and ME/CFS.

### **Thursday November 8, 9.15-12.00, room U140**

Psychosomatic models

Teacher: Nanna Lindekilde

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5<sup>th</sup> ED.) SAGE, Chapter 8; Theories, models and interventions.

Leventhal, Philips, & Burns (2016). The common-sense model of self-regulation (CSM): a dynamic framework for understanding illness self-management. *Journal of Behavioral Medicine*, 39 (6), 935-946.

### **Friday November 9, 9.15-12.00, room U140**

Stress and loneliness: their role in mental health problems and somatic diseases

Teacher: Julie Christiansen

Literature:

Hawkey, & Cacioppo (2010). Loneliness matters: A theoretical and empirical review of consequences and mechanisms. *ann. behav. med.* 40, 218-227.

Heinrich & Gullone. (2006). The clinical significance of loneliness: A literature review. *Clinical Psychology Review*, 26, 695-718.

## **Second week of the module (week 46)**

### **Tuesday November 13, 13:15-16.00, U140**

Historical and theoretical context of B06

Teacher: Colin Feltham

Literature:

Harris, S. (2012) Free Will. (approx. 70pp)

**Wednesday November 14, 12.15-15.00, room U140**

Central human concerns

Teacher: Colin Feltham

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5<sup>th</sup> ED.) SAGE, chapter 25; End of life Care

**Thursday November 15, 11.15-14.00, room U1**

Existential philosophy and psychology; group psychotherapy, Irwin Yalom.

Teacher: Colin Feltham

Literature:

Feltham, Hanley & Winter (2017), pp 269-273.

**Friday November 16, 9.15-12.00, U140**

Therapeutic relationship factors

Teacher: Colin Feltham

Literature:

Feltham et al. (2017) pp 66-71, and 149-153.

***Third week of the module (week 47)***

**Tuesday November 20 14.15-17.00, room U140**

The humanistic paradigm

Teacher: Colin Feltham

Literature:

Feltham et al. (2017), pp 257-296.

**Wednesday November 21 8.15-11.00, room U140**

The psychodynamic paradigm

Teacher: Colin Feltham

Literature:

Feltham et al. (2017) pp 180-216.

**Thursday November 22, 9:15-12:00 U1**

Integration, eclecticism and pluralism

Teacher: Colin Feltham

Literature:

Feltham et al. (2017) 319-360.

**Friday November 23, 9.15-12.00 U140**

Critique of therapies

Teacher: Colin Feltham

Literature:

Feltham, C. (2017). The past and future of Humanistic Psychology. In R. House, D. Kalisch & J. Maidman (Eds) *Humanistic Psychology: Current Trends and Future Prospects*. London: Routledge.

## **Fourth week of the module (week 48)**

### **Tuesday November 27, 14:15-17:00 Room U140**

Qualitative research methods: General introduction to qualitative research methods; interviews as research method

Teacher: Nina Rottmann

Literature:

Brinkmann, S. & Tanggaard, L. (2015). Introduktion s. 13-24, Kap. 1, s. 29-54. og kap. 6, s. 137-152, kap. 11 s. 217-240 og kap. 27 s. 551-560.

Kvale, S. & Brinkmann, S. (2015). Kap. 1 s. 19-42, Kap. 6-10 s. 149-248.

Materiale som skal være tilgængelig i undervisningen (elektronisk eller print) men ikke nødvendigvis læses inden.

Clark, J. (2003).

McClean, M., Cleland, J. A., Worrell, M. & Vögele, C. (2011)

Loaring, J. M., Larkin, M., Shaw, R., & Flowers, P. (2015).

Supplerende litteratur:

Hoffmann, T. (2013)

Tong, A., Sainsbury, P. & Craig, J. (2007)

### **Wednesday November 28, 9:15-12:00, room U140**

Scientific qualitative research: a description of scientific norms, ethics and data protection in relation to qualitative research

Teacher: Esben Nedenskov Petersen

Literature:

Petersen & Schaffalitzky de Muckadell (2014) Videnskabsteori - Lærebog for sundhedsprofessionelle, København: Gads forlag, kap. 3- 5 + 7.

### **Thursday November 29, 9:15-12:00 room U1**

Research skills: Qualitative research skills (with a focus on interviewing techniques)

Teacher: Nina Rottmann

Literature:

Brinkmann, S. & Tanggaard, L. (2015). Kap. 25, s. 521-532 og kap. 28 s. 561-574.

Kvale, S. & Brinkmann, S. (2015). Kap. 11-12 s. 249-284 og kap 15 s. 313-338

Malterud, K. (2001)

Reid, K., Flowers, P., & Larkin, M. (2005).

Braun, V. & Clarke, V. (2006)

Materiale som skal være tilgængelig i undervisningen (elektronisk eller print) men ikke nødvendigvis læses inden:

Clark, J. (2003).

McClean, M., Cleland, J. A., Worrell, M. & Vögele, C. (2011)

Loaring, J. M., Larkin, M., Shaw, R., & Flowers, P. (2015).

**Friday November 30, 9.15-12.00, (see room below)**

Working groups on interviewing/practical application

Team A: room U141 (Teacher: Frans Pouwer)

Team B: room U26 (Teacher: Nanna Lindekilde)

Team C: room U44 (Teacher: Nina Rottmann)

Team D: room U92 (Teacher: Sarah Bøgelund Dokkedahl)

Literature:

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**Friday November 30, 12:15-13:00, room U140**

Description of oral presentations and assignments

Teacher: Frans Pouwer and Nanna Lindekilde

Literature:

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**Fifth week of the module (week 49)**

**Tuesday December 4, 11.15-14.00, room U1**

Placebo and nocebo effects

Teacher: Tonny Elmo Andersen

Literature:

Rossettini, G., Carlino, E., & Testa, M. (2018). Clinical relevance of contextual factors as triggers of placebo and nocebo effects in musculoskeletal pain. *BMC. Musculoskeletal Disorders*, 19:27.

Vase, L. (2009). Placebo – hvad er det, og hvordan virker det? *Fysioterapeuten*, 16, s 8- 14.

**Wednesday December 5, 9:15-12:00 room U140**

Health psychology: Food, eating and obesity

Teacher: Frans Pouwer

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5<sup>th</sup> ED.) SAGE, chapter 10; Food, diet and obesity

**Friday December 7, 9:15-12:00, (see room below)**

Group presentations by students

Team A: room U141 (Teacher Nanna Eskildsen)

Team B: room U26 (Teacher: Julie Christiansen)

Team C: room U44 (Teacher: Nanna Lindekilde)

Team D: room U92 (Teacher: Frans Pouwer)

Literature:

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## **Sixth week of the module (week 50)**

### **Wednesday December 12, 9:15-12:00 room U140**

Health promotion and increasing adherence

Teacher: Frans Pouwer

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5<sup>th</sup> ED.) SAGE, chapter 8; Theories, models and interventions and chapter 19; Medicine taking: adherence and resistance.

### **Thursday December 13, 9:15-12:00, room U140**

Alcohol abuse and motivational interviewing

Teacher: Frans Pouwer

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5<sup>th</sup> ED.) SAGE, chapter 11; Alcohol and drinking.

Latchford, G. (2010). *A brief guide to motivational interviewing*. Year 3 motivational interviewing workshop; Leeds. available here:

[file:///M:/Diabetes/Teaching/B06\\_2018/Latchford,%20G.%202010%20Motivational\\_Interviewing\\_brief\\_guide.pdf](file:///M:/Diabetes/Teaching/B06_2018/Latchford,%20G.%202010%20Motivational_Interviewing_brief_guide.pdf)

### **Friday December 14, 12:15-15:00, room U140**

Information, communication, health literacy and illness representations

Teacher: Frans Pouwer

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5<sup>th</sup> ED.) SAGE, chapter 14; Information, communication and health literacy and 15; Lay representation of health and illness.

## **Module-week number 7 (week 51)**

### **Tuesday December 18, 9:15-12:00, room U140**

Working as a medical psychologist in an outpatient clinic (Odense University Hospital)

Teacher: Frans Pouwer (guest lecturer: Julie Drotner Mouritsen, medical psychologist, Department of Endocrinology, OUH)

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5<sup>th</sup> ED.) SAGE, chapter 14; Information, communication and health literacy and 19; Medicine taking: adherence and resistance.

Hunter, C. M. (2016). Understanding diabetes and the role of psychology in its prevention and treatment. *American Psychologist*, 71 (7), 515-525.

### **Wednesday December 19, 12.15-15.00, room U140**

Medical psychology in a pediatric outpatient setting (child medical care)

Teacher: Frans Pouwer (guest lecturer: Alison Henriksen, Medical Psychologist)

Literature:

Delamater, A. M., de Wit, M., McDarby, V., Malik J., & Acerini, C. L. (2014). Psychological care of children and adolescents with type 1 diabetes. *Pediatric Diabetes*, 15; 232-244.

**Thursday December 20, 9:15-12:00, room U140**

Critical thinking in science

Teacher: Frans Pouwer.

Literature:

Ben Goldacre (2008). *Bad Science*, Harpercollins Publishers, ISBN13: 9780007283194

**Friday December 21, 9.15-12.00, room U140**

Evaluation and Q&A

Teacher: Frans Pouwer

Literature:

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## **6. Exam**

**Form:**

Written assignment (15 ECTS).

The assignment must be handed in no later than Monday 14th January 2019 at 12.00.

The assignment must be written in English.

Evaluation: Internal, Danish 7-step grading scale.

**Marking:**

From September 1<sup>st</sup> 2007 marking is done in agreement with the Danish 7-step scale.

Excerpt from the mark declaration can be found here (in Danish):

<https://www.retsinformation.dk/Forms/R0710.aspx?id=29307>

## **7. Reexam**

Reexam will be conducted in June and will be coordinated with other exams.

The form of the reexam will be the same as the ordinary exam.

## **8. Literature**

**Students are recommended to buy four books:**

Marks, D. F., Murray, M., & Estacio, E. V. (2018). *Health Psychology: Theory, Research & Practice*. (5ed) SAGE. ISBN: 9781526408242

Feltham, C., Hanley, T. & Winter, L. (Eds) (2017). *The Sage Handbook of Counselling and Psychotherapy*, 4th edn. London: Sage. ISBN 978-1-4739-5331-4

Brinkmann, S. & Tanggaard, L. (2015). *Kvalitative metoder: En grundbog*, (2. udgave) Hans Reitzels Forlag. ISBN: 9788741259048

Kvale, S. & Brinkmann, S. (2015). *Interview. Det kvalitative forskningsinterview som håndværk*, (3. udgave) Hans Reitzels Forlag. ISBN: 9788741263779

### **Additional recommended reading:**

Goldacre, B. (2008) *Bad Science.*, [Harpercollins Publishers](#), ISBN13: 9780007283194

Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3:2, 77-101. link: <https://doi.org/10.1191/1478088706qp063oa>

Clark, J. (2003). Qualitative research review guidelines - RATS modified from How to peer review a qualitative manuscript. Peer Review in Health Sciences. (Second ed.) London: BMJ Books.  
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### **Supplemental literature:**

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## **9. Module evaluation**

All modules on the bachelor in psychology get continuously evaluated. The evaluation is anonymous and not mandatory but we strongly recommend all students to take part in this work. The purpose of the evaluation is to improve the education quality and the education will among other things be adjusted according to these evaluations.

## **Appendiks 1 Specific information regarding purchasing of books**

**NB: Please be aware of copyright rules. You can find them here: <http://libguides.sdu.dk/copyright>**

The purchase of books and supplemental academic literature can take place in:

Studenterboghandelen  
Campusvej 55  
Gydehutzen  
5230 Odense M

Tlf.: 6550 1700  
Fax: 6550 1701

E-mail: [studenter@boghandel.sdu.dk](mailto:studenter@boghandel.sdu.dk)  
Homepage: <http://www.boghandel.sdu.dk>

**Opening hours:** Monday - Thursday 9.30 - 17.15  
Friday 9.30 - 15.00