

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	11.09.2018

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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
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PhD student Nanna Lindekilde
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E-mail: nlindekilde@health.sdu.dk

Study administrative coordinator

Charlotte Dickmeiss,
Phone: 6550 3432
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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

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

Barbara van Veen, PhD-student, 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 14th 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

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

Week 45 Theme: Medical psychology: an introduction		
1. lecture Tuesday 6.11.2018 12.15-15.00 U140	Introduction of B06: 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	Lecture
2. lecture Wednesday 7.11.2018 9.15-12.00 U140	Basic biomedical knowledge about the most common chronic disorders: Basic medical knowledge for psychologists – diabetes, cardiovascular diseases, cancer and HIV Teacher: Frans Pouwer. Guest lecturers: Susanne S. Pedersen and Anna T. Johnson	Lecture
3. lecture Thursday 8.11.2018 9.15-12.00 U140	Psychosomatic models: An exposition of selected psychosomatic models which are often used to explain behavior and behavior changes	Lecture

	Teacher: Nanna Lindekilde	
4. lecture Friday 9.11.2018 9.15-12.00 U140	Stress: An introduction to stress and the complex relation to somatic diseases Teacher: Frans Pouwer	Lecture
Week 46 Theme: Philosophy & counselling models		
5. lecture Tuesday 13.11.2018 13.15-16.00 U140	Historical and theoretical context of B06: Placing psychology in evolutionary, historical & theoretical context. Clarification of terminology used. Central human concerns (1): freedom & determinism; mind-body problem; individual & society. Teacher: Colin Feltham	Lecture
6. lecture Wednesday 14.11.2018 12.15-15.00 U140	Clinical practice: Central human concerns (2): happiness & suffering; life & death; meaning & meaninglessness. Relevance to counselling psychology. Teacher: Colin Feltham	Lecture
7. lecture Thursday 15.11.2018 11.15-14.00 U1	Clinical practice: Existential philosophy & psychology/group psychology, Irvin Yalom. Teacher: Colin Feltham	Lecture Experiential exercise
8. lecture Friday 16.11.2018 9.15-12.00 U140	Clinical practice: 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
Week 47 Theme: Medical psychology and counselling: exercises		
9. lecture Tuesday 20.11.2018 14.15-17.00 U140	Clinical practice: 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	Clinical practice: 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	Clinical practice: 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	Science and clinical practice: Critique of therapies: Critique of therapies: comparing & evaluating approaches; examining theoretical splits; CBT and humanistic therapies; similarities & differences; underlying philosophies. Teacher: Colin Feltham	Lecture
Week 48 Theme: Research skills and theory of science		
13. lecture Tuesday 27.11.2018 14.15-17.00 U140	Qualitative research methods 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	Scientific qualitative research: 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	Research skills: 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	Group work – practice hours Teacher A: Frans Pouwer Teacher B: Nanna Lindekilde Teacher C: Nina Rottmann Teacher D: Barbara van Veen	Groupwork

16. lecture Friday 30.11.2018 12.15-13.00 U140	Description of oral presentations and assignments A short presentation of the purpose of the oral presentations that the students will give Friday the 7 th of December. Likewise, a presentation of the assignment the students must hand in in January. Teacher: Frans Pouwer and Nanna Lindekilde	Lecture
Week 49 Theme: Specific health problems and other diseases		
17. lecture Tuesday 4.12.2018 11.15-14.00 U1	Placebo and nocebo effects 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	Obesity 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	Group work (presentations by student-groups, see slides lecture 1 30-NOV-2018): Teacher A: Nanna Eskildsen Teacher B: Barbara van Veen Teacher C: Nanna Lindekilde Teacher D: Frans Pouwer	Groupwork
Week 50 Theme: Behavioral changes & communication		
19. lecture Wednesday 12.12.2018 9.15-12.00 U140	Models for behavior changes Health promotion and increasing adherence Teacher: Frans Pouwer	Lecture
20. lecture Thursday 13.12.2018 9.15-12.00 U140	Motivational Interviewing Introduction the motivational interviewing techniques and the use in the clinical practice	Lecture Group work

	Teacher: Frans Pouwer	
21. lecture Friday 14.12.2018 12.15-15.00 U140	Patient-health care provider communication Presentation and discussion of the communication between patient and health care provider Teacher: Frans Pouwer	Lecture Group work Discussion
Week 51 Theme: Experiences as a medical psychology		
22. lecture Tuesday 18.12.2018 10.15-13.00 U140	Clinical practice: 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	Clinical practice: 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	Critical thinking in science: 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	Evaluation and Q&A about the course and the assignment 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:



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* (5th ED.) SAGE (chapter 21 and 22)

Thursday November 8, 9.15-12.00, room U140

Psychosomatic models

Teacher: Nanna Lindekilde

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5th ED.) SAGE (Chapter 8)

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

Teacher: Frans Pouwer

Literature:



<i>Second week of the module (week 46)</i>

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:



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.

<i>Third week of the module (week 47)</i>
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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.

<i>Fourth week of the module (week 48)</i>

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 U1

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: **Barbara van Veen**)

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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<i>Fifth week of the module (week 49)</i>
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Tuesday December 4, 11.15-14.00, room U1

Placebo and nocebo effects

Teacher: Tonny Elmoose Anderson

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

Obesity

Teacher: Frans Pouwer

Literature:

Barbara van Veen

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: **Barbara van Veen**)

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:



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

Motivational interviewing

Teacher: Frans Pouwer

Literature:



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

Patient – Health care providers communication

Teacher: Frans Pouwer

Literature:



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: Nanna Lindekilde (guest lecturer: Julie Drotner Mouritsen, medical psychologist, Department of Endocrinology, OUH)

Literature:

Marks, Murray, & Estacio (2018). *Health Psychology. Theory, Research & Practice* (5th ED.) SAGE (chapter 14 and 19).

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:

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

Critical thinking in science

Teacher: Frans Pouwer.

Literature:

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 1st 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:

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.
The checklist is available from: https://bmjopen.bmj.com/content/suppl/2012/01/12/bmjopen-2011-000138.DC1/BMJ_Open_IMG_Physician_Migration_RATS_Checklist.pdf

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.

Harris, S. (2012) *Free Will*. New York: Free Press

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

Leventhal, H., Philips, L. A., & Burns, E. (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.

Loaring, J. M., Larkin, M., Shaw, R., & Flowers, P. (2015). Renegotiating sexual intimacy in the context of altered embodiment: The experiences of women with breast cancer and their male partners following mastectomy and reconstruction. *Health Psychology*, 34(4), 426-436. doi:10.1037/hea0000195

Malterud, K. (2001). Qualitative research: standards, challenges, and guidelines. *The Lancet*, 358, 483-488.

McClean, M., Cleland, J. A., Worrell, M. & Vögele, C. (2011). "What am I going to say here?" The experiences of doctors and nurses communicating with patients in a cancer unit. *Frontiers in psychology*, 2:339.

Petersen, E. N. & Schaffalitzky de Muckadell, C. (2014). *Videnskabsteori - Lærebog for Sundhedsprofessionelle*, København: Gads forlag, kap. 3- 5 + 7.

Reid, K., Flowers, P., & Larkin, M. (2005). Exploring lived experience. *Psychologist*, 18(1), 20-23. link: <http://thepsychologist.bps.org.uk/volume-18/edition-1/exploring-lived-experience>

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.

Supplemental literature:

Hoffmann, T. (2013). Hvad i alverden kan man bruge kvalitativ forskning til? [Online]. Videnskab.dk. Available: <http://videnskab.dk/kultur-samfund/hvad-i-alverden-kan-man-bruge-kvalitativ-forskning-til-2013>]

Tong, A., Sainsbury, P. & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. International Journal for Quality in Health Care, 19, 349-357.

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:

Studerterboghandelen
Campusvej 55
Gydehutzen
5230 Odense M

Tlf.: 6550 1700
Fax: 6550 1701

E-mail: studerter@boghandel.sdu.dk
Homepage: <http://www.boghandel.sdu.dk>

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