

Title	Study guide for Bachelor in Psychology B10 eHealth
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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 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 administrator

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Teachers

SDU: Robin Niels Kok (RNK), Kim Mathiasen (KM); Susanne S. Pedersen (SSP); Søren Jensen Skovbakke (SJS); External: To be announced

Module duration

Instruction for the module begins in week 36 and ends in week 49. Du finder din undervisningsplan her i Studieguiden og på [MitSkema](#). Evt. ændringer vil blive meddelt **på e-learn (Blackboard)**.

Prerequisites

None

Purpose

eHealth is about how modern technology may improve physical and mental health for a broad group of people. eHealth is a multidisciplinary field almost by definition, bringing together many different fields of expertise. This class will take the student through all main phases of eHealth from the development of an intervention to the implementation of that intervention and everything in between. As eHealth is a multi-disciplinary class, attention will also be given to interfacing between the (often very different) ways of working between fields of expertise. External lecturers will give first-hand accounts of the possibilities and challenges when working in multidisciplinary environments. People who work with eHealth in practice will introduce us to wide array of tasks where eHealth may be part of the solution and we will explore the role of psychology in eHealth and the role of eHealth in psychology.

3. The module's subject area/content

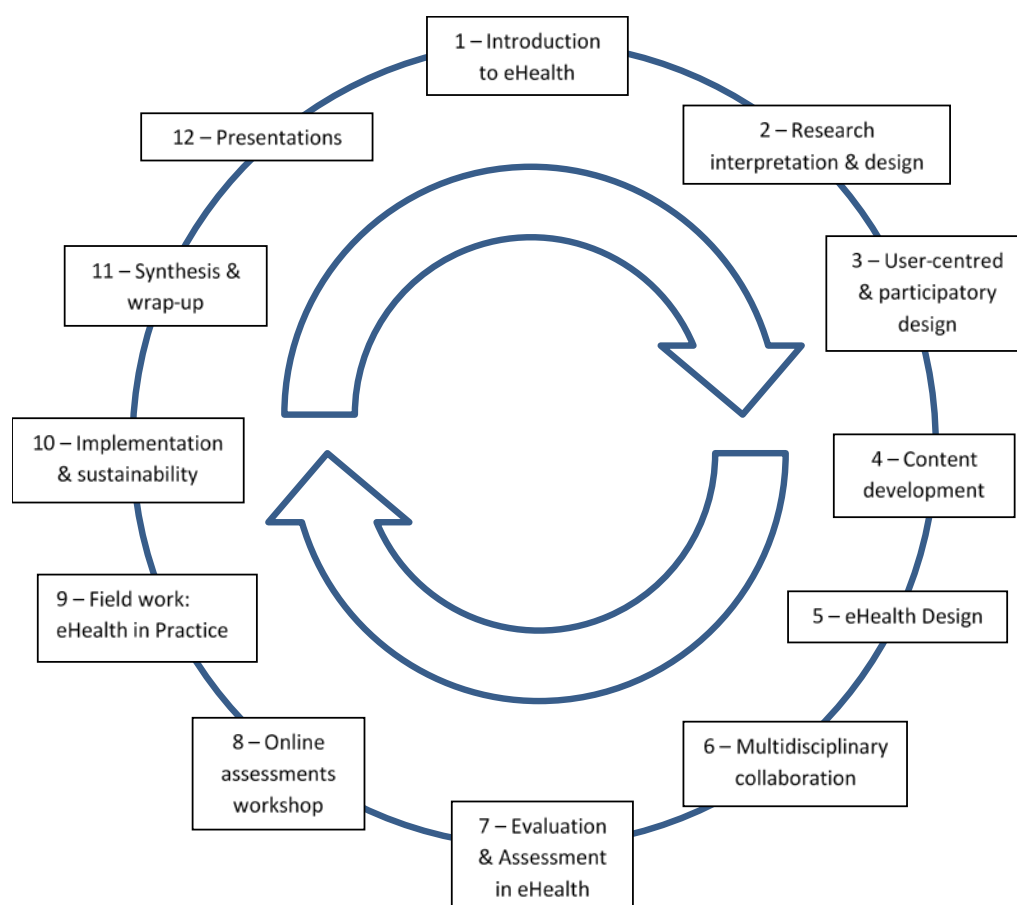
Throughout the elective, we will see how eHealth can and does work in practice – from the treatment of depression via the internet, to large scale eHealth interventions for people chronic somatic diseases. Within the scope of the elective, students will research, design and present short pieces of an eHealth intervention based on their personal interests. Every week, students will read state-of-the-art literature relevant to the lecture of that week, but also a multidisciplinary background research article on a specific field where eHealth is used – e.g., promotion of healthy lifestyles, treatment of depression and anxiety, etc. Ultimately, the student will know the broad current state of play for almost every field where eHealth is used.

Additionally, we will look into the nuts and bolt of research methodology as many aspects of eHealth are still poorly understood and require more research. At any rate, any new eHealth project being started should be based on prior research, and students will learn to do this quickly without compromising on methodological rigour. To make decisions in a complex, multidisciplinary environment, students should be able to seek, find and synthesize relevant information from research resources. Moreover, they should be able to assess this information in terms of methodological quality and interpret its results and shortcomings. This extends from collecting information from primary sources (research), synthesised

information (systematic reviews, meta-analyses) to collecting information themselves. Throughout the elective, group work is encouraged and group/individual presentations are a recurring item.

Thematic cycle

The eHealth elective is based on a thematic cycle, which covers all the main phases of the development of an eHealth: from rough idea to implementation. By framing the elective in this cycle, the students will gain knowledge of the 'broader scope' of eHealth as it is currently used. Each lecture, we will stop at the individual phases and the multidisciplinary interconnections between these phases. The cycle is depicted in the figure below. In the description of lectures, the numbers (e.g., #3) refer to the lecture numbers in this cycle.



Curriculum goals for the module

This study guide describes what we expect the students should be capable of when they have taken the course, i.e. the student's competences.

Subject-specific objectives

Please see the BA study program ("BA-studieordningen") and the BA-SF study program ("Studieordning for sidefagsuddannelsen") for an elaboration of the subject-specific objectives ("fagspecifikke målbeskrivelser") for this module.

General aim

Please further see the BA study program ("BA-studieordningen") and the BA-SF study program ("Studieordning for sidefagsuddannelsen") for an elaboration of the general aims ("generelle målbeskrivelser") of the Bachelor program and the program for the *sidefagsstuderende*.

Elective-specific learning objectives

Specific learning objectives for this elective: after passing this elective, students are at least able to;

- Formulate and perform a quick literature search, and critically appraise eHealth literature in preparation of a project;
- Use theoretical models to maximize the potential efficacy of eHealth interventions;
- Have a working knowledge of the key elements of the different disciplines involved in eHealth;
- Communicate between these different disciplines to maximize cooperation, mutual benefit and efficiency;
- Identify and engage the multidisciplinary stakeholders involved in eHealth projects;
- Critically appraise research literature on psychotherapy and eHealth in particular;
- Recognize the limitations, drawbacks and logistic / legal/ethical issues surrounding eHealth;
- Research, adapt, design and execute a paper-and-pencil assessment instrument for use on the Internet;
- Be aware of the specific skill set needed in eHealth communication.

Relevance to B10 learning objectives

The eHealth elective fulfils the B10 module learning objectives in the following ways:

- Collecting relevant knowledge and information to the solution of limited problems. (covered in #3 explicitly and throughout the elective)
- Analysing and understanding complex societal problems – here under the role of the psychologist in a multidisciplinary collaboration. (covered in #7 explicitly)
- Using psychological knowledge in the analysis and in the solution of complex problems. (covered in #5 explicitly and several other lectures besides)

- Collaborating with fellow students in the solution of smaller problems related to 'real life' problems. (covered in each lecture)
- Presenting psychological knowledge, analysis and results to a multidisciplinary audience. (covered in several different lectures)

Teaching methods and activities

The class will include 48 hours of lectures: 38 by Robin Niels Kok, and approx. 10 by a combination of lecturers. Students will also participate in group presentations, individual presentations, two workshops and extensive use of e-learning modules in BlackBoard (e.g., the Wiki).

Education type:	Number of lessons:
Lectures, including group assignments	48 hours
Group work with supervision	30
Total:	78 hours

4. Week plans for lectures

NOTE THAT SOME OF THE CONTENT AND LECTURERS ARE UNCONFIRMED, AND SOME CHANGES MAY OCCUR.

The following is a short description of the key information for all lectures. As most lectures are 6 hours long, it is impossible to give an exhaustive overview of all topics covered, but the key themes and relevance to the field are noted. Some changes in literature may occur; these will be communicated well in advance. For every lecture, literature is provided that should be read before the next lecture. This literature will then be shortly discussed in the lecture.

The lectures are broadly divided in three sections: 1) theoretical introduction, 2) group work & discussions, 3) information synthesis (wrap-up).

Module week 1 (Week 36)

- o **Lecture #1:** Introduction to eHealth
- o **When:** Wed 06-09-2017
- o **Where:** U44 12:00-18:00
- o **Who:** RK
- o **What:**
 - o *Plenary:* Introduction to the lecturer and the students. Housekeeping & expectations. Scope of the elective. Top-down learning objectives. Scope of the literature. Housekeeping, rules and expectations. Explanation of the Portfolio.

- o *Group activities:* Now that we know what eHealth is – who are the stakeholders? Brainstorming of different areas of eHealth. How could eHealth help in psychology?
- o *Individual activities:* Setting personal learning objectives (PLOs). Setting your own personal interest field. Presentation of personal interest field and bottom-up learning objectives. Group feedback on presentations & objectives.
- o *Plenary:* Wrap-up of #2 and preparation for #3.
- o **Key topics:** Introduction to eHealth? Identification of key topics and areas of interest. What do(n't) we know?
- o **Literature:**
- o (Andersson & Titov, 2014; Eysenbach, 2001)

Module week 2 (Week 37)

- o **Lecture #2: Start at the beginning: do not reinvent the wheel**
- o **When:** Wed 13-09-2017
- o **Where:** U44 12:00-18:00
- o **Who:** RK
- o **What:**
 - o **Remember to bring your laptop!**
 - o *Plenary:* A crash course in academic publishing. Finding the right tools and information. What is science? How does science 'work'? What if it doesn't 'work'? Using bibliographical databases in an efficient manner. Formulating search strings & use of Boolean operators and nesting. How scientific publishing works, and why most published research findings are false. How to spot the most common weaknesses in psychological and biomedical research. The importance of being earnest in research reporting. The importance of sometimes being not so earnest in document retrieval. Bad science and how to spot it.
 - o *Group activities:* Using PLOs and interest area; construct and perform literature search. Retrieve most relevant research paper.
 - o *Individual activity:* Critical appraisal of Blomhoff et al., 2001.
 - o *Group discussion:* Individual findings from Blomhoff et al., 2001.
 - o *Individual activity:* Critical appraisal of paper retrieved earlier. Quick presentation.
 - o *Plenary:* Wrap-up of #3 and preparation for #4.
- o **Key topics:** Research methodology, interpretation and reporting of research results
- o **Literature:**
- o (Civljak, Sheikh, Stead, & Car, 2010; Coyne & Kok, 2014; Cuijpers & Cristea, 2015; Ioannidis, 2005)
- o **Literature using during lecture:**
- o (Blomhoff et al., 2001)

Module week 3 (Week 38)

- o **Lecture #3: Inception – for the people, by the people**
- o **When:** 20-09-2017
- o **Where:** U44 12:00-18:00
- o **Who:** RK
- o **What:**
 - o *Plenary:* Introduction to user-centred and collaborative design. Why involving end-users is vital to the success of any technology. Identifying and collaborating with multidisciplinary stakeholders.
 - o *Plenary:* Wrap-up of #4 and preparation for #5.
- o **Key topics:** Participatory design, stakeholder analysis, the involvement of end-users and patients in designing an intervention
- o **Literature:**
- o (Alvarez-Jimenez et al., 2014; Cobb & Poirier, 2013; Ferwerda et al., 2013; Robinson, Hetrick, Cox, Bendall, Yung, et al., 2014; Van Velsen, Wentzel, & Van Gemert-Pijnen, 2013)

Module week 4 (Week 39)

- o **Lecture #4: Get it out of your head**
- o **When:** 27-09-2017
- o **Where:** U44 12:00-18:00
- o **Who:** RK; Susanne S. Pedersen (SDU), Søren Jensen Skovbakke (SDU)
- o **What:**
 - o *Plenary:* Presentation on the development trajectory of the ACQUIRE-HF project. Discussion and elaboration of the literature. Formation of work groups based on PLOs and shared interests.
 - o *Group activity:* Groups (approx. 4-5 students per group) use the intervention mapping approach to develop and present a novel eHealth intervention.
 - o *Group presentations:* Groups present their projects (10 minutes per group including questions and feedback).
 - o *Plenary:* Wrap-up of #5 and preparation for #6.
- o **Key topics:** Development process of the ACQUIRE-HF trial. Going from idea to intervention. Using a theoretical approach to go from idea to concise intervention. Intervention mapping. Behaviour change models.
- o **Literature:**
- o (Brendryen, Johansen, Nesvåg, Kok, & Duckert, 2013; Kok, 2014; Peters, 2014; Riper & Tait, 2013)

Module week 5 (Week 40)

- o **Lecture #5: eHealth Design**
- o **When:** 04-10-2017
- o **Where:** U44 12:00-18:00
- o **Who:** RK

- o **What:**
 - o To be confirmed
 - o *Plenary:* Wrap-up of #6 and preparation for #7.
- o **Key topics:** Hands-on experience with content development and implementation. Form vs. Function, Technology as a filter vs. a catalyst, persuasive design and law and ethics issues surrounding eHealth
- o **Literature:**
- o (Kelders, Kok, Ossebaard, & Van Gemert-Pijnen, 2012; Morrison, Yardley, Powell, & Michie, 2012; Robinson, Hetrick, Cox, Bendall, Yuen, et al., 2014; Robinson, Hetrick, Cox, Bendall, Yung, et al., 2014; Rozental et al., 2014)

Module week 6 (Week 41)

- o **Lecture #6: “The Other People”**
- o **When:** 11-10-2017
- o **Where:** U44 12:00-18:00
- o **Who:** RK + Susanne S. Pedersen + Kim Mathiasen
- o **What:**
 - o *Plenary:* Presentations by Susanne Pedersen, Kim Mathiasen and Robin Kok about their experiences in implementing and evaluating eHealth in complex healthcare systems.
 - o *Group activity:* Using the experiences and information provided in the lectures and literature, the groups identify strengths, weaknesses, opportunities and threats (SWOT-analysis) for the multidisciplinary dissemination of the group intervention. If possible, they brainstorm possible solutions to the challenges.
 - o *Group presentations:* Groups present the challenges and possible solutions.
 - o *Plenary:* Wrap-up of #7 and preparation for #8.
- o **Key topics:** the ACQUIRE-HF trial again, multidisciplinary work and the ways in which it can go wrong; real-life experiences of trying to do multidisciplinary eHealth work. Behind the scenes of large real-life eHealth projects.
- o **Literature:**
- o (Kohl, Crutzen, & de Vries, 2013; Meguid et al., 2015; Wade, Taylor, Kidd, & Carati, 2016; Woodford, Farrand, Bessant, & Williams, 2011)

NO LECTURES IN WEEK 42!

Module Week 7 (Week 43(!))

- o **Lecture #7: Assessment and evaluation in eHealth**
- o **When:** 25-10-2017
- o **Where:** U46 12:00-18:00
- o **Who:** RK
- o **What:**
 - o *Plenary:* The role of questionnaires in eHealth

- o *Group activity*: Literature search for suitable questionnaires to be used and adapted to Internet use.
- o *Group presentations*: presentation of selected questionnaires
- o *Plenary*: Wrap-up of #8 and preparation for #9; half-way assessment of the elective and PLOs
- o **Key topics**: (1) Psychometrics 101, online assessments, EMA/EMI, preparation for online questionnaire workshop; (2) half-way assessment of PLOs; half-way assessment of the course and student feedback on the course
- o **Literature**:
- o (Ebner-Priemer & Trull, 2009; Kidholm et al., 2012; Moore, Depp, Wetherell, & Lenze, 2016; van Beugen et al., 2014)

Module Week 8 (Week 44)

- o **Lecture #8: Would you mind filling in this questionnaire?**
- o **When**: 01-11-2017
- o **Where**: U44 12:00-18:00
- o **Who**: RK
- o **What**: Using SurveyXact, students will adapt and test a pen-and-paper psychological test for use on the Internet.
 - o *Plenary*: Presentation on 'best practices' in the design and dissemination of internet-based questionnaires.
 - o *Individual activity*: Programming questionnaire into SurveyXact.
 - o *Pairs activity*: students evaluate each other's questionnaires and give each other feedback based on the ITC guidelines
 - o *Group activity*: feedback synthesis and presentation.
 - o *Plenary*: Wrap-up of #9 and preparation for #10.
- o **Key topics**: Developing, programming and presenting an online questionnaire. Working individually, students will convert an existing questionnaire in an online version, present the results and have the others give feedback.
- o **Literature**:
- o (Bartram, 2009 + actual guidelines; Kongsved, Basnov, Holm-Christensen, & Hjollund, 2007; ter Huurne, Postel, de Haan, Drossaert, & de Jong, 2013; van Ballegooijen, Riper, Cuijpers, van Oppen, & Smit, 2016)

Module Week 9 (Week 45)

- o **Lecture #9: eHealth in real life**
- o **When**: 8-11-2017
- o **Where**: (to be confirmed: Telepsychiatric centre, Odense), U44 12:00-18:00
- o **Who**: Kim Mathiasen / RK
- o **What**: Students will visit the Telepsychiatric centre and the Centre for Innovative Medical Technology to see eHealth technologies in real life, in their implemented surroundings.
 - o *Plenary*: Visit to T.C. and CIMT. Details to be announced.
- o **Key topics**: Seeing eHealth in practice

- o **Literature:**
- o (Andersson, Cuijpers, Carlbring, Riper, & Hedman, 2014; Mathiasen, Riper, Ehlers, Valentin, & Rosenberg, 2016; van Ballegooijen et al., 2014)

Module Week 10 (Week 46)

- o **Lecture #10: Now that we found eHealth what are we gonna do with it?**
- o **When:** 15-11-2017
- o **Where:** U44 12:00-18:00
- o **Who:** RK / Kristian Kidholm
- o **What:** Creating an eHealth intervention is one thing, but actually getting it out to users is another thing. Then there is the issue of sustainability: to be successful, an eHealth technology should be just as good as existing solution, and preferably be more cost-effective, too.
 - o *Plenary:* Introduction to implementation research and cost-effectiveness research, other topics TBA
- o **Key topics:** Implementation of eHealth interventions, cost-effectiveness research
- o **Literature:**
- o (Donker et al., 2015; Luyten, Naci, & Knapp, 2016; Muessig, Pike, Legrand, & Hightow-Weidman, 2013)

Module Week 11 (Week 47)

- o **Lecture #11: Loose ends**
- o **When:** 22-11-2017
- o **Where:** U44 12:00-18:00
- o **Who:** RK
- o **What:** Plenary group wrap-up of the course. Group synthesis of the knowledge and skills acquired throughout the course.
 - o *Plenary:* Wrap-up.
 - o *Group activity:* Group discussions about learning goals; identifying gaps in the knowledge and attempting to close these gaps together. All knowledge is actively applied in a short single case.
- o **Key topics:** Knowledge synthesis
- o **To be prepared:**
 - o Update the course wiki, individually wrap-up all information gathered in the past weeks. Identify gaps in knowledge and devise a strategy for filling these gaps in the next week for the presentations.
- o **Literature:**
- o (Kelders, Van Gemert-Pijnen, Werkman, Nijland, & Seydel, 2011; Merry et al., 2012; Turner & Casey, 2014)

Module Week 12 (Week 48)

- o **Lecture #12: All this and something to show for it**
- o **When:** 29-11-2017

- o **Where:** U44 12:00-18:00
- o **Who:** RK
- o **What:** Final group presentations from all students. In addition, within the groups, students have a small, individual section for presenting PLOs. The non-presenting students serve as an audience and feedback board.
 - o *Plenary:* Group presentations.
- o **Key topics:** Presentations

5. Exam

Rating

The course is scored on a pass/no pass level. To pass the course, students should attend at least 80% of all lectures, actively participate in the group work, and present during the group presentation.

The re-exam is a 48-hour case study.

6. Literature

OBS: Be aware of the copyright rules. You will find them on Blackboard under General Info, Psykologi SDU → Information til alle: https://e-learn.sdu.dk/bbcswebdav/pid-4317726-dt-content-rid-6104988_3/orgs/faglig_vejleder_Psykologi/Ophavsret-A4-DANSK_002.pdf

Literature: eHealth is a young and quickly evolving field. We have therefore decided not to use a textbook for the eHealth part of the elective, as there are few textbooks available and much of it is out of date as soon as the book is published. All relevant literature is mentioned below and accessible through the SDU library. Some literature might be added later if it is relevant.

Book:

Just, E., & Nordentoft, H. M. (2012). *Tværfaglig praksis*. Copenhagen: Hans Reitzel Forlag.

Journal articles (**PRELIMINARY LIST**)

- Alvarez-Jimenez, M., Alcazar-Corcoles, M. a, Gonzalez-Blanch, C. G., Bendall, S., McGorry, P. D., & Gleeson, J. F. (2014). Online, social media and mobile technologies for psychosis treatment: A systematic review on novel user-led interventions. *Schizophrenia Research*, 401772668. <http://doi.org/10.1016/j.schres.2014.03.021>
- Andersson, G., Cuijpers, P., Carlbring, P., Riper, H., & Hedman, E. (2014). Guided Internet-based vs. face-to-face cognitive behavior therapy for psychiatric and somatic disorders: a systematic review and meta-analysis. *World Psychiatry : Official Journal of the World Psychiatric Association (WPA)*, 13(3), 288–95. <http://doi.org/10.1002/wps.20151>
- Andersson, G., & Titov, N. (2014). Advantages and limitations of Internet-based

- interventions for common mental disorders. *World Psychiatry : Official Journal of the World Psychiatric Association (WPA)*, 13(1), 4–11. <http://doi.org/10.1002/wps.20083>
- Bartram, D. (2009). The International Test Commission Guidelines on Computer-Based and Internet-Delivered Testing. *Industrial and Organizational Psychology*, 2(1), 11–13. <http://doi.org/10.1111/j.1754-9434.2008.01098.x>
- Blomhoff, S., Haug, T. T., Hellström, K., Holme, I., Humble, M., Madsbu, H. P., ... Hellstrom, K. (2001). Randomised controlled general practice trial of sertraline, exposure therapy and combined treatment in generalised social phobia. *The British Journal of Psychiatry*, 179(1), 23–30. <http://doi.org/10.1192/bjp.179.1.23>
- Brendryen, H., Johansen, A., Nesvåg, S., Kok, G., & Duckert, F. (2013). Constructing a Theory- and Evidence-Based Treatment Rationale for Complex eHealth Interventions: Development of an Online Alcohol Intervention Using an Intervention Mapping Approach. *JMIR Research Protocols*, 2(1), e6. <http://doi.org/10.2196/resprot.2371>
- Civiljak, M., Sheikh, A., Stead, L. F., & Car, J. (2010). Internet-based interventions for smoking cessation. In J. Car (Ed.), *Cochrane Database of Systematic Reviews*. Chichester, UK: John Wiley & Sons, Ltd. <http://doi.org/10.1002/14651858.CD007078.pub3>
- Cobb, N. K., & Poirier, J. (2013). Implementation of an online pragmatic randomized controlled trial: a methodological case study. *Translational Behavioral Medicine*, 1–9. <http://doi.org/10.1007/s13142-013-0223-2>
- Coyne, J. C., & Kok, R. N. (2014). Salvaging psychotherapy research: a manifesto. *Journal of Evidence-Based Psychotherapies*, 14(2), 105–124. Retrieved from <http://jebp.psychotherapy.ro/about/salvaging-psychotherapy-research-manifesto/>
- Cuijpers, P., & Cristea, I. A. (2015). How to prove that your therapy is effective, even when it is not: a guideline. *Epidemiology and Psychiatric Sciences*, (September 2015), 1–8. <http://doi.org/10.1017/S2045796015000864>
- Donker, T., Blankers, M., Hedman, E., Ljótsson, B., Petrie, K., & Christensen, H. (2015). Economic evaluations of Internet interventions for mental health: a systematic review. *Psychological Medicine*, 45(16), 3357–3376. <http://doi.org/10.1017/S0033291715001427>
- Ebner-Priemer, U. W., & Trull, T. J. (2009). Ecological momentary assessment of mood disorders and mood dysregulation. *Psychological Assessment*, 21(4), 463–75. <http://doi.org/10.1037/a0017075>
- Eysenbach, G. (2001). What is e-health? *Journal of Medical Internet Research*, 3(2), e20. <http://doi.org/10.2196/jmir.3.2.e20>
- Ferwerda, M., van Beugen, S., van Burik, A., van Middendorp, H., de Jong, E. M. G. J., van de Kerkhof, P. C. M., ... Evers, A. W. M. (2013). What patients think about E-health: patients' perspective on internet-based cognitive behavioral treatment for patients with rheumatoid arthritis and psoriasis. *Clinical Rheumatology*, 32(6), 869–73. <http://doi.org/10.1007/s10067-013-2175-9>
- Ioannidis, J. P. (2005). Why most published research findings are false. *PLoS Medicine*, 2(8), e124. <http://doi.org/10.1371/journal.pmed.0020124>
- Kelders, S. M., Kok, R. N., Ossebaard, H. C., & Van Gemert-Pijnen, J. E. W. C. (2012). Persuasive system design does matter: a systematic review of adherence to web-based interventions. *Journal of Medical Internet Research*, 14(6), e152. <http://doi.org/10.2196/jmir.2104>
- Kelders, S. M., Van Gemert-Pijnen, J. E. W. C., Werkman, A., Nijland, N., & Seydel, E. R. (2011). Effectiveness of a Web-based intervention aimed at healthy dietary and

- physical activity behavior: a randomized controlled trial about users and usage. *Journal of Medical Internet Research*, 13(2), e32. <http://doi.org/10.2196/jmir.1624>
- Kidholm, K., Ekeland, A. G., Jensen, L. K., Rasmussen, J., Pedersen, C. D., Bowes, A., ... Bech, M. (2012). A model for assessment of telemedicine applications: MAST. *International Journal of Technology Assessment in Health Care*, 28(1), 44–51. <http://doi.org/10.1017/S0266462311000638>
- Kohl, L. F. M., Crutzen, R., & de Vries, N. K. (2013). Online prevention aimed at lifestyle behaviors: a systematic review of reviews. *Journal of Medical Internet Research*, 15(7), e146. <http://doi.org/10.2196/jmir.2665>
- Kok, G. (2014). A practical guide to effective behavior change How to apply theory- and evidence-based behavior change methods in an intervention. *The European Health Psychologist*, 16(5), 156–170.
- Kongsved, S. M., Basnov, M., Holm-Christensen, K., & Hjollund, N. H. (2007). Response rate and completeness of questionnaires: a randomized study of Internet versus paper-and-pencil versions. *Journal of Medical Internet Research*, 9(3), e25. <http://doi.org/10.2196/jmir.9.3.e25>
- Luyten, J., Naci, H., & Knapp, M. (2016). Economic evaluation of mental health interventions: an introduction to cost-utility analysis. *Evidence Based Mental Health*, 19(2), 49–53. <http://doi.org/10.1136/eb-2016-102354>
- Mathiasen, K., Riper, H., Ehlers, L., Valentin, J. B., & Rosenberg, N. K. (2016). Internet-based CBT for social phobia and panic disorder in a specialised anxiety clinic in routine care: Results of a pilot randomised controlled trial. *Internet Interventions*. <http://doi.org/10.1016/j.invent.2016.03.001>
- Meguid, C., Ryan, C., Edil, B., Schulick, R., Gajdos, C., Boniface, M., ... McCarter, M. (2015). Establishing a framework for building multidisciplinary programs. *Journal of Multidisciplinary Healthcare*, 519. <http://doi.org/10.2147/JMDH.S96415>
- Merry, S. N., Stasiak, K., Shepherd, M., Frampton, C., Fleming, T., Mathijs, F., & Lucassen, M. F. G. (2012). The effectiveness of SPARX, a computerised self help intervention for adolescents seeking help for depression: randomised controlled non-inferiority trial. *BMJ (Clinical Research Ed.)*, 344(apr18 3), e2598. <http://doi.org/10.1136/bmj.e2598>
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7. 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.