

Title	Study guide for Bachelor in Psychology B06/SFK06, Health Psychology & Medical Psychology, including methods 5
Module administrators	Frans Pouwer
Study adm. coordinator	Educational secretary Charlotte Dickmeiss
Date	31.10.17

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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

Professor Frans Pouwer
Department of Psychology, SDU
E-mail: fpouwer@health.sdu.dk

Study administrative coordinator

Charlotte Dickmeiss,
Phone: 6550 3432
E-mail: cdickmeiss@health.sdu.dk

Teachers

In this module you will meet the following teachers:

Professor Frans Pouwer, Institut for Psykologi, Syddansk Universitet (module administrator)
External Associate professor Colin Feltham, Department of Psychology, University of Southern Denmark,
Emeritus Professor
Adjunkt Lotte Nygaard Andersen, Institut for Psykologi, Syddansk Universitet
Adjunkt Esben Nedenskov Petersen, Institut for Kulturvidenskaber og Filosofi, Syddansk Universitet

Nanna Bjerg Eskildsen, ph.d.-stud., Institut for Psykologi, Syddansk Universitet
Annegrete Månsson, ph.d.-stud., Institut for Psykologi, Syddansk Universitet

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

Guest lecturer: Dr. Kevin Marks (MD), General Pediatrician (børnelæge). Formerly affiliated to PeaceHealth
Medical Group, University of California, San Francisco, USA.

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 15th of January 2018 at 12.00. Link for upload will be available at the course module on e-learn.

Prerequisites

None

Background, aims and content

Nearly 2.000.000 Danes live with one or more chronic diseases. This is important from a clinical
perspective. In medical care, a psychologist 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 medical and health psychology from three different angles: 1) a historical, philosophical/theoretical perspective 2) a clinical perspective and 3) a scientific perspective.

First, the historical and philosophical background for the subject of Health Psychology/Medical Psychology will be described. A broad insight into basic theories about the relationship between man and health, especially humanist and existential psychology, is given. Basic theories about health and illness, as well as the bio-psychosocial framework of understanding, are reviewed.

Secondly, 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. Student will acquire more information about the work of a medical psychologist/health psychologist in an academic setting or a clinical setting.

Third, students will learn how health psychologist can help to prevent diseases and how medical psychologists can assist medical teams to optimise treatment outcomes. An important part of the module will focus on medical communication, clinical skills and psychological interventions.

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:	Lektioner:
Lecture	62
Class lecture	12
Other teaching activities (case)	6
Total:	80

5. Teaching plan

Week 45		
<p>Tuesday 7/11/2017 Time: 13.15-16.00 Room: U150</p>	<p>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 4) basic biomedical knowledge about the most common chronic disorders.</p> <p>Teacher: Frans Pouwer</p>	Lecture
<p>Wednesday 8/11/2017 Time: 10.15-13.00 Room: U150</p>	<p>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.</p> <p>Teacher: Colin Feltham</p>	Lecture
<p>Thursday 9/11/2017 Time: 10.15-14.00 Room: U1</p>	<p>Clinical practice: Central human concerns (2): happiness & suffering; life & death; meaning & meaninglessness. Relevance to counselling psychology.</p> <p>Teacher: Colin Feltham</p>	Lecture Exercises
Week 46		
<p>Tuesday 14/11/2017 Time: 10.15-12.00 Room: U150</p>	<p>Clinical practice and science: Communication in medical care (1)</p> <p>Teacher: Frans Pouwer</p>	Lecture
<p>Tuesday 14/11/2017 Time: 14.15-15.00 Room: U26A (hold 1) Room: U141 (hold 2) Room: U92 (hold 3) Room: U27 (hold 4)</p>	<p>Group work: Group 1: Frans Pouwer Group 2: Nanna Bjerg Eskildsen Group 3: Lotte Nygaard Andersen Group 4: Annegrete Månsson</p>	Practical work
<p>Wednesday 15/11/2017 Time: 10.15-13.00 Room: U150</p>	<p>Clinical practice: Existential philosophy & psychology/group psychology, Irvin Yalom.</p> <p>Teacher: Colin Feltham</p>	Lecture Experiential exercise
<p>Thursday 16/11/2017 Time: 12.15-15.00</p>	<p>Clinical practice: Therapeutic relationship factors; Clarkson's</p>	Lecture

Room: U1	framework; client views on counselling, including problems; the reflective & supervised practitioner. Counselling psychology in practice: 'being with', not 'doing to'; human potential; respect for autonomy; egalitarianism and its nuances. Teacher: Colin Feltham	
Week 47		
Monday 20/11/2017 Time: 13.15-16.00 Room: U1	Clinical practice: The humanistic paradigm; origins; assumptions, key principles; nature of distress; practitioner role; counselling attitudes and skills. Teacher: Colin Feltham	Lecture Exercises/demonstration
Tuesday 21/11/2017 Time: 14.15-17.00 Room: U150	Clinical practice: The psychodynamic paradigm; origins; assumptions, key principles; nature of distress; recent developments. Teacher: Colin Feltham	Lecture Exercises/demonstration
Wednesday 22/11/2017 Time: 10.15-12.00 Room: U150 Wednesday 22/11/2017 Time: 13.15-16.00 Room: U26 (hold 1) Room: U92 (hold 2) Room: U69A (hold 3) Room: U141(hold 4)	Clinical practice and science: Communication in medical care (2) Teacher: Group work: Group 1: Frans Pouwer Group 2: Nanna Bjerg Eskildsen Group 3: Lotte Nygaard Andersen Group 4: Annegrete Månsson	2 hour lecture 3 hour group work
Thursday 23/11/2017 Time: 10.15-14.00 Room: U1	Clinical practice: Integration, eclecticism and pluralism; challenges in epistemology and practice. Teacher: Colin Feltham	Lecture Discussion
Week 48		
Tuesday 28/11/2017 Time: 12.15-15.00 Room: U150	Clinical practice: Medical psychology in a pediatric outpatient hospital setting (child medical care). Teacher: Frans Pouwer (guest: Dr. Kevin Marks MD, pediatrician)	Lecture Discussion of case study (to be sent out earlier)

<p>Wednesday 29/11/2017 Time: 10.15-13.00 Room: U150</p>	<p>Science and clinical practice: Critique of therapies: Critique of therapies: comparing & evaluating approaches; examining theoretical splits; existentialist vs psychoanalytic. CBT and humanistic therapies; similarities & differences; underlying philosophies. Case study.</p> <p>Teacher: Colin Feltham</p>	<p>Lecture Discussion of case study (to be sent out earlier)</p>
<p>Thursday 30/11/2017 Time: 10.15-13.00 Room: U1</p>	<p>Science: The important role of critical thinking in science</p> <p>Teacher: Frans Pouwer</p>	<p>Lecture Discussion of Ben Goldacre's book: Bad science</p>
<p>Friday 1/12/2017 Time: 9.15-12.00 Room: U1</p>	<p>Clinical practice: Working as a medical psychologist in an outpatient clinic (Odense University Hospital)</p> <p>Teacher: Frans Pouwer (guest lecturer: Julie Drotner Mouritsen, medical psychologist, Dept Endocrinology, OUH)</p>	<p>Lecture</p>
Week 49		
<p>Tuesday 5/12/2017 KI 12.15-15.00 Room: U150</p>	<p>Videnskabsteori</p> <p>Teacher: Esben Nedenskov Petersen</p>	
<p>Wednesday 6/12/2017 Time: 10.15-13.00 Room: U150</p>	<p>Videnskabsteori</p> <p>Teacher: Esben Nedenskov Petersen</p>	
<p>Friday 8/12/2017 Time: 9.15-12.00 Room: U1</p>	<p>Health behaviors and prevention</p> <p>Teacher: Frans Pouwer</p>	<p>Lecture</p>
Week 50		
<p>Tuesday 12/12 Time: 12.15-15.00 Room: U150</p>	<p>Qualitative research methods</p> <p>Teacher: Lotte Nygaard Andersen</p>	<p>Lecture Group work Discussion</p>
<p>Wednesday 13/12 Time: 10.15-13.00 Room: U150</p>	<p>Observational methods</p> <p>Teacher: Anja Hvidtfeldt Stanek</p>	<p>Lecture Group work Discussion</p>
<p>Friday 15/12 Time: 10.15-14.00 Room: U1</p>	<p>Qualitative research methods</p> <p>Teacher: Lotte Nygaard Andersen</p>	<p>Lecture Group work Discussion</p>
Week 51		
<p>Tuesday 19/12 Time 12.15-15.00 Room: U150</p>	<p>Qualitative research methods</p> <p>Teacher: Lotte Nygaard Andersen</p>	<p>Lecture Group work Discussion</p>

Wednesday 20/12 10.15-13.00 U150	Observational methods Teacher: Anja Hvidtfeldt Stanek	Lecture Group work Discussion
Friday 22/12 Time 9.15-12.00 U150	Working as a medical psychologist or health psychologist in an academic setting or a research institute Teacher: Frans Pouwer	

First week of the module (week 45)

Tuesday November 7 13.15-16.00, room U150

Introduction of the module

Teacher: Frans Pouwer

Literature:

S.E. Taylor. Health Psychology. Chapter 1 (What is Health Psychology?), Chapter 2 (The systems of the body) and Chapter 11 (Management of chronic illness).

Wednesday November 8, 10.15-13.00, room U150

Psychology in evolutionary, historical and theoretical context. Terminological clarifications (e.g. professional titles). Central human concerns (1): freedom & determinism; mind-body problem; individual & society. What we can learn from evolutionary psychology; what epistemological conflicts exist between natural science and historical explanations, and the phenomenology underpinning counselling psychology.

Teacher: Colin Feltham

Recommended reading:

Buss (2005), Chapter 32, pp 903-930.

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

Van Deurzen, E. & Arnold-Baker, C. (2005), Chapter 7, pp 58-66 & Chapter 19, pp 171-197.

Thursday November 9, 10.15-14.00, room U1

Central human concerns (2): happiness & suffering; life & death; meaning & meaninglessness. Definitions and relevance of happiness and suffering; significance of death; nuances of meaning and meaninglessness; and the place of these topics in counselling psychology.

Teacher: Colin Feltham

Literature:

Chapter 12 of Taylor (Psychological issues in advancing and terminal illness)

Recommended reading:

Baumeister, R. (1991) Chapter 10, pp 232-268; Chapter 11, pp 269-294; Chapter 2, pp 12-28.

Gross, R. (2012) Chapter 8, pp 213-252.

Second week of the module (week 46)

Tuesday November 14, 10.15-12.00

Lecture on communication in medical care settings

Teacher: Frans Pouwer

Literature:

S.E. Taylor. Health Psychology. Chapter 9 (Patients, providers, and treatments)

Tuesday November 14, 14.15-15.00

Working groups on medical communication

Group work:

Group 1: Frans Pouwer

Group 2: Nanna Bjerg Eskildsen

Group 3: Lotte Nygaard Andersen

Group 4: Annegrete Månsson

Wednesday November 15, 10.15-13.00, room U150

Existential philosophy and psychology; group psychotherapy, Irwin Yalom. Outline of Yalom's particular contributions to group psychology and therapy, uses of the existentialist worldview, and Yalom's emphasis on fiction for teaching.

Teacher: Colin Feltham

Recommended reading:

Yalom, I. (1998) Chapter 1, pp 5-41.

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

Thursday November 16, 12.15-15.00, room U1

Therapeutic relationship factors; Clarkson's relationship framework; the client's view of counselling, including the problems of 'therapy going wrong'; the reflective and supervised practitioner, and the importance of self- and interpersonal awareness.

Recommended reading:

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

Third week of the module (week 47)

Monday November 20 13.15-16.00, room U1

Counselling psychology: the humanistic paradigm with particular emphasis on the person-centred approach; historical and cultural origins; assumptions, key principles and features; nature of distress and wellbeing; practitioner role; counselling attitudes and skills.

Teacher: Colin Feltham

Literature:

S.E. Taylor. Health Psychology. Chapter 6 (Stress and coping)

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

Sanders, P. (2006) The Person-Centred Counselling Primer. Approx. 124 pp.

Tuesday November 21 14.15-16.00, room U150

Counselling psychology: the psychodynamic paradigm; origins and key figures; assumptions, key principles; nature of distress; treatment paradigms recent developments; how psychoanalysis has influenced the entire field and which aspects may be most useful.

Teacher: Colin Feltham

Recommended reading:
Feltham et al. (2017) pp 180-216.

Wednesday November 22, 10:15-12:00 U150

Lecture on communication in medical care settings

Wednesday November 22, 13:15-16:00

Working groups on medical communication

Group work:

Group 1: Frans Pouwer

Group 2: Nanna Bjerg Eskildsen

Group 3: Lotte Nygaard Andersen

Group 4: Annegrete Månsson

Literature:

Roessler & Lindemann (2015).

Thursday November 23, 10:15-14:00 room U1

Counselling psychology: integration, eclecticism and pluralism; challenges in epistemology and practice. An overview of therapeutic models and the profession's attempts to categorise and integrate them. Challenges and developments involved for theory and for practitioners' work.

Teacher: Colin Feltham

Recommended reading:

Feltham et al. (2017) 319-360.

Fourth week of the module (week 48)

Tuesday November 28, 12:15-15:00 Room 150

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

Teacher: Frans Pouwer (guest lecturer: Dr. Kevin Marks, MD, pediatrician)

Wednesday November 29, 2017. 10:15-13:00, room 150

Critique of therapies (1): comparing & evaluating approaches; examining theoretical splits; strengths and weaknesses; existentialist vs psychoanalytic. Demonstrating the problems and challenges of assessment and working with differing paradigms with different clients. CBT and humanistic therapies; similarities & differences; underlying philosophies. Raising the critiques of the anti-CBT lobby and what has been learned over the past few years about CBT and its limitations. Case study.

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.

Feltham, C. (2013) Chapter 3, 46-75; Chapter 4, pp 76-107.

Milton (2012) Chapter 1, pp 1-10.

Hall & Iqbal (2010). (78pp)

Thursday November 30, 10:15-13:00 room U1

The important role of critical thinking in science and clinical practice.

Teacher: Frans Pouwer.

Literature:

Ben Goldacre's book: Bad Science

Friday December 1, 9:15-12:00

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:

S.E. Taylor. Chapter 7 (Coping, Resilience, and social support) and Chapter 15 (Health psychology: challenges for the future).

Fifth week of the module (week 49)

Tuesday December 5th, 12.15-15.00, room U150

Qualitative research methods

Many people think that research can generally be judged by the standards that appropriate for the assessment of quantitative research. As a result, they come to regard qualitative research as inferior to quantitative research. This is a mistake, however. Rather than being inferior to quantitative research, qualitative research differs from quantitative research because of the different questions it aims to answer. To understand these differences we will look at how different research methods relate to different perspectives on science, and how their foundations are different.

Teacher: Esben Nedenskov Petersen

Literature:

E.N. Petersen og C. Schaffalitzky de Muckadell (2014) Videnskabsteori - Lærebog for sundhedsprofessionelle, København: Gads forlag, kap. 3 og 4.

Wednesday December 6, 2017: 10:15-13:00 room U150

Qualitative research methods

Teacher: Esben Nedenskov Petersen

Literature:

E. N. Petersen og C. Schaffalitzky de Muckadell (2014) Videnskabsteori - Lærebog for sundhedsprofessionelle, København: Gads forlag, kap. 4 og 5.

Mogens Pahuus (2014): 'Hermeneutik' In: Finn Collin og Simo Køppe (red.) Humanistisk videnskabsteori, København: Lindhardt og Ringhof, pp. 223-64

Friday December 8, 2017, 10:15-13:00, room U1

Health behaviors and prevention

Teacher: F. Pouwer

Literature:

S.E. Taylor. Health Psychology. Chapter 3 (Health behaviors), Chapter 4 (Health promoting behaviors) and chapter 5 (health compromising behaviors).

Sixth week of the module (week 50)

Tuesday December 13, 2017. 12:15-15:00 room U150

Introduktion til kvalitative forskningsmetoder med fokus på at opnå viden om og forståelse for den kvalitative tilgang, for at kunne vurdere sammenhæng mellem formål og metode i kvalitative undersøgelser.

Teacher: Lotte Nygaard Andersen

Literature:

Brinkmann, S. & Tanggaard, L. (2015). Introduktion s. 13-24, kap 21 s. 443-462, kap. 27 s. 551-560 og kap. 28 s. 561-574.

Kvale, S. & Brinkmann, S. (2015). Kap. 1 s. 19-42

Maxwell, J. A. (2013). Kap. 4, s. 73-86.

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

Clark, J. (2003).

Broadbent, J. R. (2013).

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

Frich, J. C., Malterud, K. & Fugelli, P. (2007)

Supplemental literature:

Hoffmann, T. (2013)

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

Wednesday December 13, 10:15-13:00, room U150

Observationsmetoder med særligt fokus på deltagende observation.

Teacher: Anja Hvidtfeldt Stanek

Literature:

Dewalt, K. M. & Dewalt, B. R. (2002). Kap. 2-4, s. 17-82.

Friday December 15, 2017, 10:15-14:00

Dataindsamling og databearbejdning ved brug af interview, herunder muligheder og begrænsninger ved forskellige interviewtyper for at kunne vurdere kvaliteten af dataindsamling, -bearbejdning og præsentation af data i kvalitative undersøgelser.

Teacher: Lotte Nygaard Andersen

Literature:

Brinkmann, S. & Tanggaard, L. (2015). Kap. 1, s. 29-54. og kap. 5, s. 137-152.
Kvale, S. & Brinkmann, S. (2015). Kap. 6-10 s. 149-248
Clark, J. (2003)

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

Clark, J. (2003).
Broadbent, J. R. (2013).
McClean, M., Cleland, J. A., Worrell, M. & Vögele, C. (2011)
Frich, J. C., Malterud, K. & Fugelli, P. (2007)

Module-week number 7 (week 51)

Tuesday December 19, 2017, 12:15-15:00 U150

Fortsat - dataindsamling og databearbejdning ved brug af interview samt overførbarede af resultater fra videnskabelige undersøgelser der anvender kvalitative metoder.

Teacher: Lotte Nygaard Andersen

Literature:

Brinkmann, S. & Tanggaard, L. (2015). Kap. 11 s. 217-240 og kap. 25, s. 521-532.
Kvale, S. & Brinkmann, S. (2015). Kap. 11-12 s. 249-284 og kap 15 s. 313-338
Malterud, K. (2001)
Malterud, K. (2012)

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

Clark, J. (2003).
Broadbent, J. R. (2013).
McClean, M., Cleland, J. A., Worrell, M. & Vögele, C. (2011)
Frich, J. C., Malterud, K. & Fugelli, P. (2007)

Wednesday December 20, 2017 10.15-13.00, U150

Observation som kvalitativ forskningsmetode.

Teacher: Anja Hvidtfeldt Stanek

Literature:

Brinkmann, S. & Tanggaard, L. (2015). Kap. 21, s. 443-462.
Nielsen, K. (2012). s. 27-38.
Højholt, C. & Kousholt, D. (2012): (s. 77-90).

Friday December 22, 2017 9:15-12:00

Working a medical psychologist or health psychologist in an academic setting or a research institute

Teacher: Frans Pouwer

6. Exam

Form:

Written assignment (15 ECTS).

The assignment must be handed in no later than Monday 15th January 2018 at 12.00.

The assignment must be written in English.

Evaluation: Internal, 7.step 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 have to buy three books:

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

Goldacre, B (2010). *Bad Science*. ISBN-13:9780865479180

Taylor, S.E. *Health Psychology* (2015). 9th Edition. Mc Graw-Hill International Edition. ISBN-13: 9781259254284.

Recommended reading:

Feltham, C. (2013) *Counselling and Counselling Psychology: A Critical Examination*. Ross-on-Wye: PCCS Books.

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

Sanders, P. (2006) *The Person-Centred Counselling Primer*. Ross-on-Wye: PCCS Books.

Madsen, O. J. (2014) *The Therapeutic Turn: How Psychology Altered Western Culture*. London: Routledge.

Hall, K. & Iqbal, F. (2010) *The Problem with Cognitive Behavioural Therapy*. London: Karnac.

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

Kvale, S. & Brinkmann, S. (2015). *Interview. Det kvalitative forskningsinterview som håndværk*, Hans Reitzels Forlag.

E. N. Petersen og C. Schaffalitzky de Muckadell (2014). Videnskabsteori - Lærebog for sundhedsprofessionelle, København: Gads forlag.

Roessler, K.K., & Lindemann, F.W. (2014). How to cope with anxiety in hospital settings: Evaluation of a professional training. *Expository Times*, 126, 63-70.

E-bog via SDU-bib

Dewalt, B. R. (2002). *A Guide for Fieldworkers*. United Kingdom: AltaMira Press. Kap. 2-4, s. 17-82.

Available through via Syddansk Universitetsbibliotek

Broadbent, J. R. (2013). 'The bereaved therapist speaks'. An interpretative phenomenological analysis of humanistic therapists' experiences of a significant personal bereavement and its impact upon their therapeutic practice: An exploratory study. *Counselling and Psychotherapy Research*, 13(4), 263-271. doi: 10.1080/14733145.2013.768285.

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.
Available from: <http://www.biomedcentral.com/authors/rats>

Frich, J. C., Malterud, K. & Fugelli, P. (2007). Experiences of guilt and shame in patients with familial hypercholesterolemia: A qualitative interview study. *Patient Education and Counseling*, 69, 108-113.

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>]

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

Malterud, K. (2012). Systematic text condensation: A strategy for qualitative analysis. *Scandinavian journal of public health*, 40, 795-805.

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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
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E-mail: studenter@boghandel.sdu.dk
Hjemmeside: <http://www.boghandel.sdu.dk>

Åbningstider: Mandag - torsdag kl. 9.30 - 17.15
Fredag kl. 9.30 - 15.00