


In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

4 credits

30.0 h

Q1

Teacher(s)	Agrigoroaei Stefan ;Agrigoroaei Stefan (compensates Van den Broucke Stephan) ;Van den Broucke Stephan ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	<i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Main themes	<ul style="list-style-type: none"> <li>• The basics of health psychology &amp; the principles of health psychology</li> <li>• The profession of health psychologist</li> <li>• Illness cognitions &amp; representations</li> <li>• Health and well-being at the population level</li> <li>• Health behaviors and health beliefs</li> <li>• Biopsychosocial aspects of health conditions: stress, cancer, obesity, HIV, coronary heart disease, pain</li> <li>• Biopsychosocial aspects of health behaviors: smoking, alcohol consumption, eating behavior, physical exercise, screening</li> </ul>
Aims	<p>The goal of this class is to familiarize students with the general concepts of health psychology.</p> <p>In terms of learning outcomes, the course is designed to allow students to:</p> <ul style="list-style-type: none"> <li>• be able to identify the biopsychosocial variables and their interactions through various observational and analytic methods (A1).</li> <li>• be able to select the appropriate theoretical and methodological approaches necessary to understand illness or prevent its occurrence (partim A2).</li> <li>1 • be able to understand and describe the main prevention and intervention methods in health psychology (B1).</li> <li>• be able to identify the factors and persons involved in the prevention and intervention programs (partim B2).</li> <li>• become aware of the organizational and deontological aspects specific to research and practice in health psychology (E3).</li> <li>• be able to use hypothetic-deductive and inductive reasoning, to understand the advantages and the limitations of the various methods (E1), and to make the distinction between science and common sense in health psychology (E2).</li> </ul> <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Bibliography	Ogden, J. (2018). Psychologie de la santé, De Boeck, Collection Ouvertures Psychologiques.
Faculty or entity in charge	EPSY

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in Psychology and Education: General	PSP1BA	4	LPSP1202	
Bachelor in Psychology and Education : Speech and Language Therapy	LOGO1BA	4		