

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

Q2

Teacher(s)	Agrigoroaei Stefan ;Agrigoroaei Stefan (compensates Van den Broucke Stephan) ;Luminet Olivier ;Luminet Olivier (compensates Van den Broucke Stephan) ;Van den Broucke Stephan (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>The goal of this course is to allow a deeper understanding of prevention and intervention strategies, methods, and instruments developed in health psychology, especially in terms of their efficiency and use in specific subpopulations.</p> <p>Examples of topics :</p> <ul style="list-style-type: none"> • Planning, implementation, and evaluation of behavior change interventions • Health interventions in minorities • The settings-based approaches to health promotion (schools, organizations, cities) • Self-management in patients with chronic illness • Health promotion in older adults, from a lifespan perspective • Mental health promotion • Doctor-patient relationship • The role of the partner for the treatment of chronic diseases • Health inequalities
Aims	<p>This course integrates theoretical models, empirical results, as well as strategies and methods specific to health psychology in order to address advanced questions related to psychological and behavioral health factors and to help students identify and select the appropriate, efficient intervention and prevention strategies. At the end of this course students will be able to analyze the psychological and behavioral health factors at the individual and population levels (A2).</p> <p>At the end of this course students are expected to know and operate with the health psychology concepts (A1) and use this knowledge to examine the psychological and behavioral factors specific to a given health issue/population (A2). Students will be able to search additional, appropriate pieces of information, use hypothetic-deductive and inductive reasoning (E1), and display critical thinking while performing literature reviews (E2). Moreover, students will acquire the necessary tools to search and integrate additional information in order to optimize their analysis and diagnosis processes (A2). Based on their analyses, students should be able to identify the appropriate interventions given the social, legal, political, economic, and cultural factors (B2), to distinguish between scientific and commonsense approaches (E2), and to describe the methodology that corresponds to the planning, design, and evaluation of the interventions. Students will be able to communicate in a clear, relevant, and straightforward way the result of their observations, analyses and interventions (C1-C2).</p> <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>
Other infos	The Health Psychology course (LPSP1301) or equivalent is required
Faculty or entity in charge	EPSY

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in Psychology and Education: General	PSP1BA	4		