

## Course Title: Health Psychology

**Course Category: PS640**

**Schedule of Offering: 3rd Semester**

**Course Credit Structure: 4 Credits**

**Lecture: 4 Hours per week**

**Contact Hours per week: 4 Hours per week**

**Course Instructor: Sarin Dominic**

### 1. Introduction

The course provides a grounding into the broader perspective on health and illness in the bio-psycho-social contexts. The students are introduced to need and scope of health Psychology, conceptual understanding of health and its concomitants. Health compromising and promoting behaviors as well as interventions are discussed. Students are expected to equally focus on coping, social support and resilience. The course facilitates an appreciation of contextual and cultural factors in addition to the bio-medical models of health, illness throughout the lifespan. Finally, future challenges in health in the Indian context are discussed.

### 2. Course Objectives:

1. To introduce health psychology as a broader field of enquiry that examines bio-medical, social and cultural conceptualizations of health, illness and well-being.
2. To facilitate a detailed study of health interventions, health promoting and health compromising behaviors
3. To examine the role of coping, social support, resilience and interventions in health, illness and well-being.
4. To analyze the present and future health challenges in the Indian context

### 3. Pre-requisites:

Post graduate students, who have cleared their first two semesters and have opted for a specialization in clinical and health psychology.

### 4. References:

- Baum, Andrew; Ravenson, Tracy A; Singer, Jerome(Eds.) (2012) *Handbook of Health Psychology* (2<sup>nd</sup> Edition) New York. Taylor and Francis
- Bartlett, D. (1998). *Stress: Perspectives and Processes*. Buckingham UK: Open University Press.

- Broome, Annabel; Liellewyn Sue (Eds.) (1995) *Health Psychology: Process and Application*(2<sup>nd</sup> Edition) London. Chapman and Hall
- Crossley, M. L. (2000). *Rethinking Health Psychology*. Buckingham UK: Open University Press.
- French, David; Vedhara, Kavita; Kaptein, AA; Weinman, John.(Eds.) (2010) *Health Psychology*(2nd Edition) Sussex UK. BPS Blackwell.
- Lyons, A. C., & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge, UK: Cambridge University Press.
- MacLachlan, M. (2004). *Embodiment: Clinical, critical and cultural perspectives on Health and Illness*. Berkshire, UK: Open University Press.
- McNamara, B. (2001). *Fragile Lives: Death, Dying and Care*. Buckingham, UK: Open University Press.
- Taylor, Shelley E. (2009) *Health Psychology*. 6<sup>th</sup> Edition. New Delhi. Tata-McGraw Hill

## 5. Module-wise topics:

### Module 1: Locating the Field: Introduction to Health Psychology ( 10 Sessions/Hours)

- Brief Historical Overview; Need and Scope for Health psychology
- Research methods in Health Psychology; sub-fields of psychology and health related fields.
- Mind-Body relationship; Bio-medical model, Bio-psycho-social model; Indian concepts of health in Ayurveda.

#### Readings:

- Baum, Andrew; Ravenson, Tracy A; Singer, Jerome(Eds.) (2012) *Handbook of Health Psychology* (2<sup>nd</sup> Edition) New York. Taylor and Francis
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- Lyons, A. C., & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge, UK: Cambridge University Press.
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### Module 2. Health: Body, Psyche and Society (15 hours)

- **Health:** Meanings and definitions, interrelation between health and illness
- **Body:** Systems in the Body: Nervous System, Endocrine System, Immune System, Genetics and Health; Psycho-neuro-immunology ; health and dysfunction

- **Psyche:** Stress, coping and resilience; Health and Mind-Body: Development of stress, Nature of stressors: factors predisposing stress: Life events and daily hassles
- **Society:** health across social categories - gender, class and caste; health challenges in developing countries; meaning making of symptoms in the medical and cultural models; behavior and social change in Indian context; Understanding the delivery of health services in the Indian social context.
- **NCDs in Indian context:** Key health challenges in the Indian context; Tuberculosis (TB), Type II Diabetes, Coronary Heart Disease, Cancers, Mental health and Substance Abuse,

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- French, David; Vedhara, Kavita; Kaptein, AA; Weinman, John.(Eds.) (2010) *Health Psychology*(2<sup>nd</sup> Edition) Sussex UK. BPS Blackwell.
- MacLachlan, M. (2004). *Embodiment: Clinical, critical and cultural perspectives on Health and Illness*. Berkshire, UK: Open University Press.
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### Module3: Health Behavior and Interventions: Lifestyles and Health (15 Hours)

- Risks and Protective Factors
- Health Promotion: Health promoting behaviors; exercise, diet, sleep, cultural ideas of health behaviors;
- Health Compromising Behaviors; Eating, diets and nutrition, including obesity and malnutrition across lifespan; Alcohol and substance abuse; drunken driving; Smoking and Cancers
- Concept and meaning of lifestyle, Influencing life style choices: Approaches to health promotion and health intervention; individualistic, structural-collective approaches, yogic and Ayurvedic lifestyle management.
- Social Cognitive approaches: Attitude change models; Transtheoretical model of behavior change.

### Readings:

- Baum, Andrew; Ravenson, Tracy A; Singer, Jerome(Eds.) (2012) *Handbook of Health Psychology* (2<sup>nd</sup> Edition) New York. Taylor and Francis

- Broome, Annabel; Lielleywyn Sue (Eds.) (1995) *Health Psychology: Process and Application* (2<sup>nd</sup> Edition) London. Chapman and Hall
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- Lyons, A. C., & Chamberlain, K. (2006). *Health Psychology: A Critical Introduction*. Cambridge, UK: Cambridge University Press.
- Taylor, Shelley E. (2009) *Health Psychology*. 6<sup>th</sup> Edition. New Delhi. Tata-McGraw Hill

#### **Module 4: Coping Resilience and Social Support (12 Hours)**

- Coping, Resilience and Social Support: Problem oriented and emotion-oriented approaches, Stress Management: Meaning and definition; Changing thoughts, behavior, and physiological responses
- Illness and health across lifespan, diagnosis, assessments and treatments,
- Integrating Western and 'Alternative' models;
- Doctor-Patient interactions, health settings- path labs, clinics, hospitals
- Psychological factors in acute and chronic illnesses among patients and family members, Self-care and caregiving, Caregiver stress and burnout

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- French, David; Vedhara, Kavita; Kaptein, AA; Weinman, John.(Eds.) (2010) *Health Psychology*(2<sup>nd</sup> Edition) Sussex UK. BPS Blackwell.
- Taylor, Shelley E. (2009) *Health Psychology*. 6<sup>th</sup> Edition. New Delhi. Tata-McGraw Hill

#### **Module5.Health Psychology and Challenges for Future( 8 Hours)**

- Trends in health and illnesses in the Indian context; Future Challenges
- Health Promotion; risk prevention; resilience
- Managing of serious and chronic illnesses; ageing population and health; End of life care, Palliative Care, bereavement and Coping

#### **Readings:**

- Baum, Andrew; Ravenson, Tracy A; Singer, Jerome(Eds.) (2012) *Handbook of Health Psychology* (2<sup>nd</sup> Edition) New York. Taylor and Francis
- Broome, Annabel; Lelleywyn Sue (Eds.) (1995) *Health Psychology: Process and Application*(2<sup>nd</sup> Edition) London. Chapman and Hall
- French, David; Vedhara, Kavita; Kaptein, AA; Weinman, John.(Eds.) (2010) *Health Psychology*(2<sup>nd</sup> Edition) Sussex UK. BPS Blackwell.
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## 6. Pedagogy

Teaching methods are expected to encourage proactive involvement of students and high level of participation, thus, shall involve interactive lectures (40%), independent learning (40%), and cooperative learning (20%). The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

## 7. Evaluation Pattern

Both formative (periodic assignments and projects) and summative (mid semester and final examinations) evaluation will be used. The breakdown of the evaluation shall be as follows:

Class Participation and Attendance .....	5%
Term Paper .....	10%
Individual Assignment (including Presentations) .....	10%
Group Assignments (including Presentation) .....	5%
Mid semester Examination .....	20%
Final Examination .....	50%
Total .....	100%