**Title of the course**: Clinical Health Psychology

**Course code:** PSYM21-CH-104

**Head of the course:** PigniczkinéRigó Adrien

**Academic degree:** PhD

**Position:** Senior lecturer

**MAB Status:** A (T)

**Az oktatás célja angolul**

Aim of the course:

The course discusses chronic somatic illnesses from a biopsychosocial viewpoint. The first few classes provide a theoretical introduction, in which students are familiarized with the historical background and major psychological models of psychosomatic vulnerability and somatization. In the following part of the course the chronic illnesses which are the most common, most relevant and have the biggest societal impact will be discussed in detail. Our goal is to get a complex picture of the psychological, above all, healthy psychological questions and tasks in connection with certain diseases. The course does not only focus on presenting the literature, but also wishes to provide a complex picture of the challenges that might arise when having to live with certain diseases and what health psychological duties can come up. Diving into the literature is accompanied by patient interviews, case discussions, interviews with the health care personnel, getting to know self-help groups, disease specific tests and intervention techniques as a part of project work.

**Learning outcome, competences**

knowledge:

* knowledge of psychological models of psychosomatic vulnerability and somatization
* knowledge of the basic biological characteristics of certain diseases
* knowledge of the major psychological questions regarding certain diseases (comorbid disorders, biopsychosocial background mechanisms, possibilities of psychological interventions, specific questions of quality of life)

attitude:

* developing an open attitude, which involves being interested in somatic symptoms and diseases
* developing an appropriate attitude towards/relationship with health care personnel

skills:

* savvy at learning and using medical language of different somatic diseases
* recognizing the possible psychosomatic and somatopsychic interactions in certain diseases
* the ability to highlight the major health psychological questions in case studies and matching them to possible interventions

autonomy, responsibility:

* Students are able to apply the acquired knowledge on their own in the context of somatic impairments, and also understand and interpret the case studies presented during the courses.
* Students should represent a supportive and empathetic attitude towards the ones with somatic impairments, and are able to educate them, for purposes corresponding to their level of competence.
* The acquired knowledge should be applied for health promotion and healthcare purposes, and also in accordance with the ethical guidelines of psychology.

**Az oktatás tartlma angolul**

Topics of the course

Conceptual introduction section

Somatic diseases and conditions in psychology – historical summary, trends

Major psychological models of psychosomatic vulnerability and somatization (1: personality, regression models, the role of attachment, the role of social relations and family) (2: cognitive model: alexithymia, somatosensory amplification, catastrophizing, Brown’s integrative conceptual model, filter model)

**Disease-specific section (the most common diseases are presented in every course description; however, in case of less common problems, the focus may change)**

* Gastrointestinal diseases (gastric ulcer, inflammatory bowel diseases, irritable bowel syndrome)
* Cardio-vascular diseases (hypertension, arteriosclerosis, infarction and stroke)
* Oncological diseases Asthma, COPD
* Allergies and intolerances (hayfever, multiple chemical sensitivity, lactose and gluten intolerance)
* Gynecological diseases (endometriosis, PCOS, menstruation diseases, gynecological infections)
* Diabetes, metabolic disorders
* Pain disorders (chronic pelvic pain, headaches, fibromyalgia)
* Psychological issues of transplantation
* Psychological care of the disabled

**Learning activities, learning methods**

* Frontal education about the major psychological questions of the diseases and about the main theoretical models
* Interactive, experience-based exercises to practise psychological skills connected to somatic patients; project-work focusing on a specific disease

**A számonkérés és értékelés rendszere angolul**

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

requirements

* steady knowledge of the theoretical background (two tests in the seminar, the first one on the theoretical background, the second one on the disease specific section)
* active participation in the interactive exercises
* participation in the project work (evaluation of the project work)

mode of evaluation: exam mark; 5-point grading scale, based on the average of the percentages of the three parts of the course requirements

1. test (theoretical background) 25%
2. test (disease specific part) 25%
3. project work 50%

Criteria of evaluation:

* the depth of understanding the biopsychosocial interactions and the required basic knowledge
* the ability to apply the mastered skills

**Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:**

Compulsory reading list

(for the theoretical introduction)

* *Belar, C.D. (2008).* Clinical Health Psychology: A Health Care Speciality in ProfessionalPsychology. Professional Psychology: Research and Practice 39 (2). 229-233
* *Brown, R.J. (2006).* Medically unexplained symptoms: a new model. *Psychiatry 5(2), 43-47.*
* *Chen J at al (2011).* Alexithymia and emotional regulation: A cluster analytical approach. *BMC Psychiatry 11(33).* [*http://www.biomedcentral.com/1471-244X/11/33*](http://www.biomedcentral.com/1471-244X/11/33)
* *De Gucht, V.; Maes, S. (2006).* Explaining medically unexplained symptoms: Toward amultidimensional theory-based approach to somatization. *Journal of Psychosomatic Research,* *2006. 60. 349-352.*
* Deary, V., Chalder, T., Sharpe, M. (2007). The cognitive behavioural model of medically unexplained symptoms: A theoretical and empirical review. *Clinical Psychology Review, 27,* 781-797.
* Dimsdale, J.E. et al. (2013). Somatic Symptom Disorder.: An important change in DSM. *Journal of Psychosomatic Research, 75,* 223-228.

**(for the disease specific part; can be refreshed in every semester)**

* Browne, J. L. et al. (2014). 'I'm not a druggie, I'm just a diabetic': a qualitative study of stigma from the perspective of adults with type 1 diabetes. *BMJ Open, 4*(7). doi: 10.1136/bmjopen-2014-005625.
* Compare, A., Germani, E., Proietti, R., & Janeway, D. (2011). Clinical Psychology and Cardiovascular Disease: An Up-to-Date Clinical Practice Review for Assessment and Treatment of Anxiety and Depression. *Clinical Practice and Epidemiology in Mental Health :* *CP & EMH*, *7*, 148–156.[https://doi.org/10.2174/1745017901107010148.](https://doi.org/10.2174/1745017901107010148) *Full* text:https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3195800/
* Farell, K., Antoni, M. (2010). Insulin Resistance, Obesity, Inflammation and Depression in Polycystic Ovary Syndrome: Biobehavioral Mechanisms and Interventions. *Fertil Steril*. 2010 October ; 94(5): 1565–1574. doi:10.1016/j.fertnstert.2010.03.081.
* Ismail, K. et al. (2010). A randomised controlled trial of cognitive behaviour therapy and motivational interviewing for people with Type 1 diabetes mellitus with persistent sub-optimal glycaemic control: a Diabetes and Psychological Therapies (ADaPT) study. *Health* *Technology Assessment, 14*(22), 1-65.
* Kazak, A., Noll, R.B. (2015). The integration of psychology in pediatric oncology research and practice. Collaboration to improve care and outcomes for children and families. *American Psychologist, 70 (2),* 146-158.
* Szigethy E. et al (2007). Cognitive behavioral therapy for adolescents with inflammatory bowel disease and subsyndroma depression, Journal of American Academy of Child and Adolescent Psychiatry, 2007, 46.(10), 1290-1298.
* Toivanen, S. (2012). Social determinants of stroke as related to stress at work among working women: a literature review; Stroke Research and Treatment, Volume 2012, Article ID 873678, 10 pages doi:10.1155/2012/873678
* Zingone, F., Swift, G.L., Card, T.R., Sandlers, D.S., Ludvigsson, J.F., Bai, J.C. (2015). Psychological morbidity of celiac disease: A review of the literature. *United European* *Gastroenterology Journal, 3*. 136-145.

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |



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| **Further specific information (eg. requirements) (if relevant)** |