

## **Course Description**

### **Continues Field Work in Health Psychology**

#### **Aim of the course**

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The aim of the course is to develop a better understanding of health promotion programmes covering the different approaches in prevention work. It is also aimed to provide the participants with the opportunity to get a realistic insight into the everyday practice of a prevention service provider who might employ psychologists majoring in health psychology among other professionals. Main emphasis will be put on developing and implementing a prevention/health promotion intervention.

##### **Learning outcome, competencies**

knowledge:

- students can refresh and implement their health psychology/health promotion related knowledge among real life circumstances
- understanding the main components of intervention planning – needs driven programme planning

attitude:

- the student is able to behave in an open, collaborative manner in the context of a health service provider
- the student expresses his/her empathic attitudes whilst taking into account and respects the clients' interests

skills:

- the student is able to recognise the relevant psychological processes, is able to formulate well-grounded opinions
- the student is able to use an appropriate language whilst communicating with the staff and the clients of a health care provider

#### **Content of the course**

##### **Topics of the course**

- The most striking public health problems in Europe and possible ways to intervene
- Involvement in the day-to-day practice of a service provider - possible venues of practical work:
  - a. Public health institutions,
  - b. hospitals with prevention activities,
  - c. schools where health promotion/prevention programmes are implemented,
  - d. prevention service providers, research institutions dealing with public health related research,
  - e. municipality departments which are working in the field of health promotion, etc.
- Intervention planning

##### **Learning activities, learning methods**

- Introductory classroom sessions on the most striking public health issues; the possible tasks a person can deal with in a health care provider and/or public health institution.
- Actual fieldwork practice in a chosen organisation/institution: observation, involvement in the regular activities of the organisation under the supervision of the local staff

## Evaluation of outcomes

### **Learning requirements, mode of evaluation, criteria of evaluation:**

requirements

- Active involvement in the activities of the chosen organisation
- Report on the tasks, challenges experienced and the activities carried out during the field practice

mode of evaluation: 3 grade evaluation (fail, satisfactory, excellent), partly based on the written report of the supervisor

criteria of evaluation:

- behaviour, attitudes and activity of the student
- ability to implement the theoretical knowledge in real life circumstances

## Reading list

### **Compulsory reading list**

- Brotherhood, A.; Sumnall, H.R. & the Prevention Standards Partnership (2011) European drug prevention quality standards. EMCDDA Manual. Luxembourg: Publications Office of the European Union
- Burkhart, G. (ed.): Prevention and Evaluation Resources Kit (PERK), EMCDDA A manual for prevention professionals, EMCDDA 2010.