

Health and Social Psychology specialisation

Overeating, excessive drinking, drug abuse, risk taking in traffic, discrimination, environmental pollution and unsafe sex are examples of unhealthy and undesirable behaviour. The Health and Social Psychology specialisation studies the nature and origin of such 'bad habits' from a multidisciplinary perspective. Students look at questions such as: What is the contribution of the media and social comparison processes to a distorted body image? Are impulsive children more likely to become obese? Why do adolescents take more risks than adults? What is the role of significant others and social norms in the willingness to practice safe sex? Students learn to analyse the maintaining mechanisms of (un)healthy and (anti)social behaviour, using recent theories and models from various psychological disciplines. This knowledge can be used to systematically develop interventions that promote healthy and pro-social behaviour. In their internship, students do research, for example, as to why people maintain bad habits.

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| Title | Bad Habits |
| Academic year | Wordt automatisch ingevuld |
| Date last modified | Wordt automatisch ingevuld |
| Period | 2 |
| Code | PSY4002 |
| ECTS credits | 5 |
| Organisational unit | Clinical Psychological Science |
| Coordinator | Katrijn Houben |
| Descriptions | <p>At the end of the course, students will have acquired knowledge of relevant theories and models to explain the origin, nature and maintenance of 'bad habits'. Students will be able to analyse a 'bad habit' from a multidisciplinary perspective.</p> <p>The goal of this course is to study theories, models, and empirical research on the borderline between social and clinical psychology. Students study explanations and predictions of behaviour, and in particular unhealthy and unwanted behaviours and cognitions. The approach of Bad Habits is multidisciplinary in that it uses recent views from social psychology, social cognition, clinical psychology and cognitive experimental psychology. Emphasis is put on understanding, explaining and predicting bad habits.</p> <p>In this course, several recent theoretical views are used to explain how (un)healthy and (un)wanted behaviours develop and endure. Students review various types of bad habits in the broad sense of the word and learn how people acquire these bad habits. Think, for example, of unhealthy behaviour like excessive drinking or eating, a lack of self-control in general, and (a lack of) self-serving cognitions. Students use issues such as these to study the role of automatic and controlled processes in cognition and behaviour.</p> |
| Goals | <p>Knowledge of: Implicit measures, bad habits, theory of planned behaviour, social influences on eating behaviour, ambivalent attitudes, addiction, self-serving biases, social and clinical psychology, cognitive psychology.</p> |
| Instruction language | EN |
| Prerequisites | |
| Recommended literature | Journal articles, book chapters. |
| Teaching methods | Lecture(s) PBL |
| Assessment methods | Attendance Written exam |
| Key words | ambivalent attitudes, implicit measures, addiction, self-serving biases, force of habits, planned behavioural change, social influences on eating behaviour |

Practicum bij PSY4002 Bad Habits = PSY4102 Practical training: Make your own IAT!

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| Title | Practical training: Make your own IAT |
| Academic year | Wordt automatisch ingevuld |
| Date last modified | Wordt automatisch ingevuld |
| Period | 2 |
| Code | PSY4102 |
| ECTS credits | - |
| Organisational unit | Clinical Psychological Science |
| Coordinator | Katrijn Houben |
| Descriptions | In this practical training, students conduct a small experiment in groups of 3 to 4. They program their own Implicit Association Test, test participants, conduct analyses and give a presentation. Through hands-on experience with a paradigm that is frequently used in this field students gain a profound understanding of the IAT. |
| Goals | Knowledge of: Implicit measures, Implicit Association Test, data analysis, research design, research presentation. |
| Instruction language | EN |
| Prerequisites | |
| Recommended literature | Journal articles, book chapters. |
| Teaching methods | Presentation Lecture(s) Research Skills Work in subgroups |
| Assessment methods | Attendance Presentation |
| Key words | Implicit measures, Implicit Association Test, Research design, data analysis, presentation skills |

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| Title | Manipulation |
| Academic year | Wordt automatisch ingevuld |
| Date last modified | Wordt automatisch ingevuld |
| Period | 1 |
| Code | PSY4004 |
| ECTS credits | 5 |
| Organisational unit | Work and Social Psychology |
| Coordinator | Fraukje Mevissen |
| Descriptions | <p>This course focuses on techniques and strategies to influence or ‘manipulate’ other people’s opinions, judgments and behaviour. What factors are likely to instigate change and how can their influence be explained? A common distinction in manipulation techniques or strategies is the distinction between strategies requiring systematic processing and strategies requiring heuristic processing. Systematic processing is related to persuasion; a receiver carefully examines a persuasive message and if the arguments are relevant and strong (s)he may decide to adopt the message. In the case of heuristic processing, the receiver is more likely to be influenced by the form of a message rather than its content. In a situation where someone is not motivated to carefully examine a message or situation, for example, a receiver is more likely to be influenced if a manipulator is attractive or if a manipulator looks similar to the receiver. Both forms of influence are discussed during this course. Other topics in this course are ‘knee jerk psychology’ (direct manipulation techniques), the manipulative power of everyday and media role models, evaluative conditioning (associating neutral stimuli with positive attributes), and social mimicry.</p> <p>Students also study the influence of mood on persuasion (are you more subjective to a persuasive message in a good or in a bad mood, and if so, how come?) and look at why some people are more sensitive to persuasive messages than others. In addition to the lectures and PBL-groups, there will be several practical assignments, and students will write two papers that will form part of the final grade.</p> |
| Goals | <p>Knowledge of:</p> <p>Social influence, information processing, dual process models, implicit and explicit attitudes, attitude change, food labels, designing a persuasive food label, persuasion, persuasion techniques, manipulation tricks, building resistance to social influence, overcoming resistance to social influence, self-affirmation, role models, social comparison, regulatory focus, persuasion by association, evaluative conditioning, experimental design, social imitation, mimicry, chameleon effect.</p> |
| Instruction language | EN |
| Prerequisites | |
| Recommended literature | Journal articles, book chapters. |

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| Teaching methods | Assignment(s) Lecture(s) Paper(s) PBL Presentation(s) Work in subgroups |
| Assessment methods | Attendance Written exam |
| Key words | persuasion, attitude change, social influence, resistance, role models, mimicry |

Practicum bij PSY4004 Manipulation = PSY4104 Practical training: Manipulation Strategies

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| Title | Practical training: Manipulation Strategies |
| Academic year | Wordt automatisch ingevuld |
| Date last modified | Wordt automatisch ingevuld |
| Period | 1 |
| Code | PSY4104 |
| ECTS credits | - |
| Organisational unit | Work and Social Psychology |
| Coordinator | Fraukje Mevissen |
| Descriptions | During the practical training, students will work on three assignments (individually or in small groups. For the first assignment, each student will design a unique persuasive message. The second assignment will require pairs of students to study a manipulation strategy and present their outcomes to fellow students. And for the final assignment, students will write a research proposal in which they describe an experiment using evaluative conditioning |
| Goals | Knowledge of: Presenting, academic writing, social influence, information processing, dual process models, implicit and explicit attitudes, attitude change, food labels, designing a persuasive food label, persuasion, persuasion techniques, manipulation tricks, building resistance to social influence, overcoming resistance to social influence, self-affirmation, role models, social comparison, regulatory focus, persuasion by association, evaluative conditioning, experimental design, social imitation, mimicry, chameleon effect. |
| Instruction language | EN |
| Prerequisites | |
| Recommended literature | Students will have to perform their own literature search for these assignments. |
| Teaching methods | Assignment(s) Paper(s) PBL Presentation(s) Skills Work in subgroups |
| Assessment methods | Final paper Presentation |
| Key words | writing, presenting, persuasive message, manipulation techniques, experimental design |

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| Title | Self-Control |
| Academic year | Wordt automatisch ingevuld |
| Date last modified | Wordt automatisch ingevuld |
| Period | 2 |
| Code | PSY4001 |
| ECTS credits | 5 |
| Organisational unit | Clinical Psychological Science |
| Coordinator | Hugo Alberts |
| Descriptions | <p>Why do some people eat too much? Why is it so hard for some people to control their alcohol consumption? Why do some people lose their temper easily? Many people struggle with calories, cigarettes, emotions and laziness every day and people vary enormously in their ability to succeed in self-regulation or control. Too much eating or drinking, not being able to control emotions or impulsively buying new shoes: these are all examples that illustrate a lack of self-control. The often negative consequences of this type of behaviour show how important it is that people are able to control themselves.</p> <p>Students study basic processes of self-control such as the self-regulation of affect and emotion, autonomous regulation, the role of thinking (beliefs) and mindfulness. In addition, attention is paid to possible ways to improve self-control abilities and circumvent failure.</p> |
| Goals | <p>Knowledge of: Self-determination, ego-depletion, self-awareness, mindfulness-based regulation, ironic processes of mental control.</p> |
| Instruction language | EN |
| Prerequisites | |
| Recommended literature | |
| Teaching methods | Group assignment(s) Lecture(s) Paper(s) Patiëntcontact PBL Presentation(s) Work in subgroups |
| Assessment methods | Final papers Presentation Written exam |
| Key words | self-control, self-regulation |

Practicum bij PSY4001 Self- Control = PSY4101 Practical training: Increasing Self-Control through Practice

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| Title | Practical training: Increasing Self-Control through Practice |
| Academic year | Wordt automatisch ingevuld |
| Date last modified | Wordt automatisch ingevuld |
| Period | 2 |
| Code | PSY4101 |
| ECTS credits | - |
| Organisational unit | Experimentele klinische psychologie |
| Coordinator | Martine Leenders, Hugo Alberts |
| Descriptions | The practical training includes working on an everyday self-control issue. Students work on these issues in sessions where they act alternatively as therapist and as client for a fellow student. The aim is for students to use the cognitive behavioural treatment protocol to reduce their most uncomfortable self-control deficit. The therapy is designed as a case study which students then present during a symposium. |
| Goals | Knowledge of: Therapeutic interventions, cognitive behavioural therapy, communication skills, self-control techniques. |
| Instruction language | EN |
| Prerequisites | |
| Recommended literature | |
| Teaching methods | Assignment(s) Lecture(s) Paper(s) Patiëntcontact Presentation(s) Skills |
| Assessment methods | Final paper Presentation |
| Key words | therapy, cognitive behavioural therapy, self-control techniques, self-control improvement |

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| Title | Planning Behaviour Change Programmes |
| Academic year | Wordt automatisch ingevuld |
| Date last modified | Wordt automatisch ingevuld |
| Period | 2 |
| Code | PSY4003 |
| ECTS credits | 5 |
| Organisational unit | Work and Social Psychology |
| Coordinator | Gerjo Kok |
| Descriptions | Health and social psychologists in the field apply state-of-the-art theories and research to real-life health, ecology, discrimination and safety problems in real-life settings. This course introduces a process for creating behaviour change programmes (Intervention Mapping). Students are guided through a series of steps that will assist them in applying psychological theories in developing behavioural change interventions. Steps include a needs assessment and identification of performance objectives, determinants of behaviour and programme objectives; selecting intervention methods and translating methods into strategies and programmes; and planning for implementation and evaluation of the programme. Participants study the theoretical background of each step and work in small groups on a practical health problem. A series of lectures introduces the various steps and provides illustrative examples of Intervention Mapping applications. The practical training course Applying Theories is integrated in the course. |
| Goals | Knowledge of: Explain the rationale for a systematic approach to intervention development; describe an ecological approach to intervention development; explain and apply the types of logic models that can be used to conceptualise various phases of programme development; list and apply the steps and processes of Intervention Mapping; explain and apply core processes for developing theory- and evidence-based interventions. |
| Instruction language | EN |
| Prerequisites | Psychology Bachelor level knowledge of social psychological theories |
| Recommended literature | Bartholomew, L. K., Parcel, G. S., Kok, G., Gottlieb, N. H. & Fernández, M. E., 2011. Planning health promotion programs: An Intervention Mapping approach, 3rd edition. San Francisco: Jossey-Bass |
| Teaching methods | Lecture(s) Paper(s) Training(s) Work in subgroups |
| Assessment methods | Attendance Final paper Participation Written exam |
| Key words | behaviour change, applying theories, Intervention Mapping, social psychology, health psychology |

*Practicum bij PSY4003 Planning Behaviour Change Programmes =
PSY4103 Practical training: Applying Theories*

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| Title | Practical training: Applying Theories |
| Academic year | Wordt automatisch ingevuld |
| Date last modified | Wordt automatisch ingevuld |
| Period | 2 |
| Code | PSY4103 |
| ECTS credits | - |
| Organisational unit | Work and Social Psychology |
| Coordinator | Rob Ruiter |
| Descriptions | The practical training will provide strategies for finding appropriate theories and empirical data. Core processes for Intervention Mapping include accessing scientific literature from the behavioural sciences, i.e. social psychology to explain a given problem and develop theory- and evidence-based interventions. |
| Goals | Knowledge of: Explain the rationale for core processes: literature, theories and additional research; describe and apply the Issue-related, concept-related and general theories approaches to theory finding. |
| Instruction language | EN |
| Prerequisites | |
| Recommended literature | Buunk, A.P. & Van Vugt, M. (2008). Applying social psychology; from problems to solutions. London: Sage. |
| Teaching methods | Assignment(s) Lecture(s) Paper(s) Training(s) Work in subgroups |
| Assessment methods | Attendance Final paper Participation |
| Key words | applying theories, Intervention mapping, PATH |