



Review

Health
Psychology
(CMED2006)
LKS Faculty of
Medicine
University of
Hong Kong



**HKU
Med**

LKS Faculty of Medicine
School of Public Health
香港大學公共衛生學院





Key concepts and theories in behavioural science

Models of health beliefs and behaviours

Perception, learning, and motivation in health and illness

Developmental milestones throughout a person's life span

Social and psychological issues faced by patients with chronic disease

Course Learning Outcomes (CLO)

On completion of the course, students will be able to:

- Explain key concepts and theories in behavioural science and their relevance for understanding the experience of health and illness;
- Apply and criticise different models of health beliefs and behaviours;
- Explain the importance of perception, learning, and motivation in health and illness;



Key concepts and theories in behavioural science

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Developmental milestones throughout a person's life span

Social and psychological issues faced by patients with chronic disease

Course Learning Outcomes (CLO)

On completion of the course, students will be able to:

- Outline the cognitive, social, and personality developmental milestones throughout a person's life span; and
- Identify the social and psychological issues faced by patients with chronic disease and infer potential public health interventions and preventive strategies.



Part 1

Review of Important Concepts

A photograph of a soccer ball resting on a well-maintained green grass field. In the background, a white soccer goal stands on the left side of the frame. The sun is setting behind a line of trees, casting a warm glow over the scene.

Psychology & Its Goals

Psychology is defined as “Science of Mind and Behaviour”

Psychology has four goals, namely to describe behaviour, to explain behaviour, to predict behaviour, and to influence behaviour

In this course, we are most interested in explaining (i.e., understanding) behaviour; and to a lesser extent, to influence behaviour



Tool 0: Bio-psychosocial framework

Human behaviours often have a combination of biological, psychology, and social reasons

The framework helps us to brainstorm reasons while avoid focusing on one aspect and forget others



Tools 1-21: Decision Making

Behaviours might be explained by someone's conscious decision to behave in that particular way

This might be the result of rational analysis (e.g., about costs and benefits) using system 2; or more intuitive thinking using system 1

Note that both are affected by errors, biases, misattributions, distortions, defence mechanism, and other limitations



Tool 24: illness cognition is quite important Illness Cognition

Behaviours (related to illness) might be explained by how the someone thinks about the illness – particular in terms of the following dimensions:

- Identity
- Perceived cause of illness
- Timeline
- Consequences
- Curability & Controllability

Note that it is also affected by how the person thinks about health and health-seeking behaviours

A fluffy orange Pomeranian dog is sitting on a bed, looking up at a person's hand holding a small treat. The dog is sitting upright, and its front paw is extended towards the hand. The background is a light-colored, textured sofa.

Tools 25-27:

Learning

for stating the operant conditioning(e.g. positive reinforcement),

need to be specifically mention the cause and effect, not just tell them about the probability of pleasurable outcomes

Behaviours might be explained by the fact that someone had acquired it – specifically through:

- Classical conditioning
(where a conditioned stimulus was paired with an unconditioned stimulus)

can be subconscious: hear a nice melody when enter some shops

- Operant conditioning
(where a was followed by either reinforcement or punishment)

- Observational learning
(where attention, retention, reproduction & motivation were all present)



Tools 28-29: Motivation

Behaviours might be explained by the fact that someone was trying to fulfill their needs – which includes

- Physiological needs
- Safety & security needs
- Love & belonging needs
- Esteem needs
- Self-actualization needs

Behaviours might also be explained by the fact that someone has high level of self-determination (autonomy, competence & relatedness)



Tools 40-46: Stress, Emotion, Pain & Suffering

[about the stress model](#)

[different coping strategy](#)

[5 ways to regulate the emotions](#)

Behaviours might be explained by the fact someone is trying to deal with stress (coping vs maladaptive coping), emotion (regulation vs dysregulation), and/or physical and mental pain (management vs lack of management)

Note that people are stressed when they appraised an event as potentially harmful, and subsequently appraised that they do not have enough resources to deal with it

attachment, sow to greet, distress



Tools 61, 70, 87: Social Development

Behaviours might be explained by the fact that someone is engaging in their developmental tasks (according to Erikson's theory of psychosocial development)

the theory of aging, disengaging theory & continuity theory

Behaviours might also be explained by the fact that someone either successfully resolved a conflict and gained the virtue, or unsuccessfully resolved a conflict and incorporated the negative aspect of the conflict (again, see Erikson's theory)

Tools 62-67: Cognitive Development

Behaviours might be explained by the cognitive ability (and limitations) of the person (according to Piaget's theory of cognitive development and others)

- Sensorimotor stage
- Preoperational stage
- Concrete operational stage
- Formal operational stage
- Post-formal thinking



The two main dimensions of cognition being logically thinking & pragmatic thinking



Tools 76-78: Identity & Identity Crisis

Behaviours might be explained by the fact that someone either:

- Has adopted an identity (which informs what behaviours someone need to engage in)
- Is exploring different identities
- Is having an identity crisis (which is the result of the lack of identity, conflicting identities, or a premature commitment to an unsuitable identity)



Tools 79-83: Moral Reasoning

Behaviours might be explained by the fact that someone decided that it is their moral obligation to behave this way

Note that a person's moral understanding could be either

- Pre-conventional
- Conventional
- Post-conventional

don't consider moral thinking , only do sth which is beneficial
go for the common sense things e.g. follow the rule
think more about the rules behind more than just action

Also note that someone might be in a moral dilemma



Tools 91-95: Death, Dying, Loss & Bereavement

Behaviours might be explained by the fact that someone is dealing with terminal illness, death, or loss

5 stages of grief

Note that dying patients can sometimes have the following reactions: acceptance, anger, bargaining, denial, depression

Note that people in bereavement often go through five stages: alarm, searching, mitigation, anger & guilt, gaining a new identity



what they think smoking will cause

evaluation of the result

how nearby think about it

comply to which side

internal control

external control,
(the nearby
environment affect
them)

how to determine
the subjective
norm

high/ low/
medium control

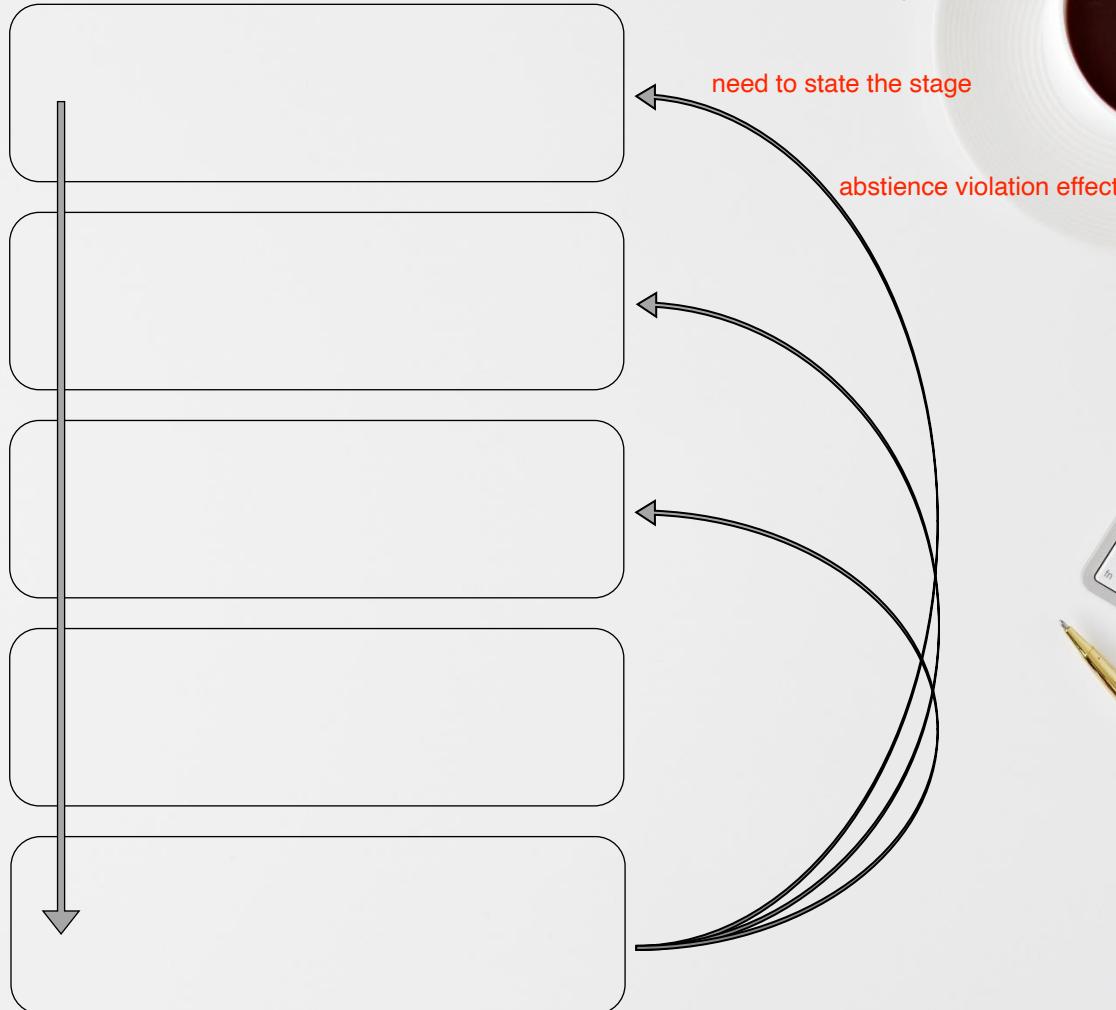
low/ medium/ high
intention(mind the
spelling)

short answer in the SAQ

Tool 48: Theory of Planned Behavior (TPB)

Behaviours might be explained by someone's intention to act that way (or the opposite way)

Which in turn is affected by someone's attitude towards the behaviour; their perceived subjective norms; and their behavioural control over the behaviour



Tool 49: Transtheoretical Model (TTM)

Behaviours might be explained by whether they are going to change the behaviour, and where they are in the stages of change

- Precontemplation
- Contemplation
- Preparation
- Action
- Maintenance

Note that the person might also be relapsing, and might be affected by the Abstinence Violation Effect



Part 2

Extra Tools

Not for assessment



Tool 96: Cognitive Dissonance

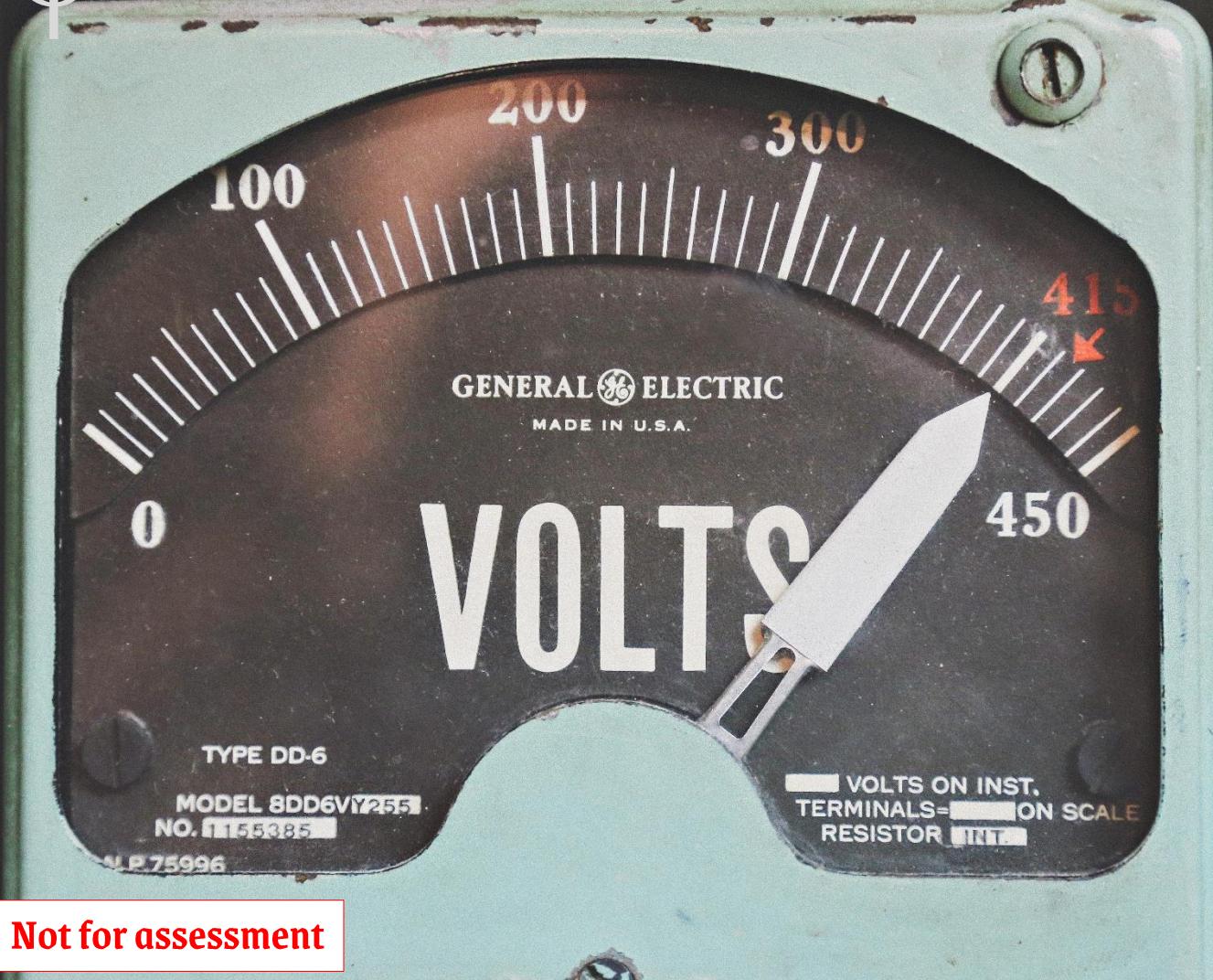
Cognitive dissonance happens when we hold two conflicting thoughts at the same time

This makes us uncomfortable and therefore drives us to behaviours that resolve this dissonance

E.g., “I love animals” but “I realise that I also eat meat”

E.g., “I told people that I am generous” but “I now don’t want to make a donation”

Not for assessment



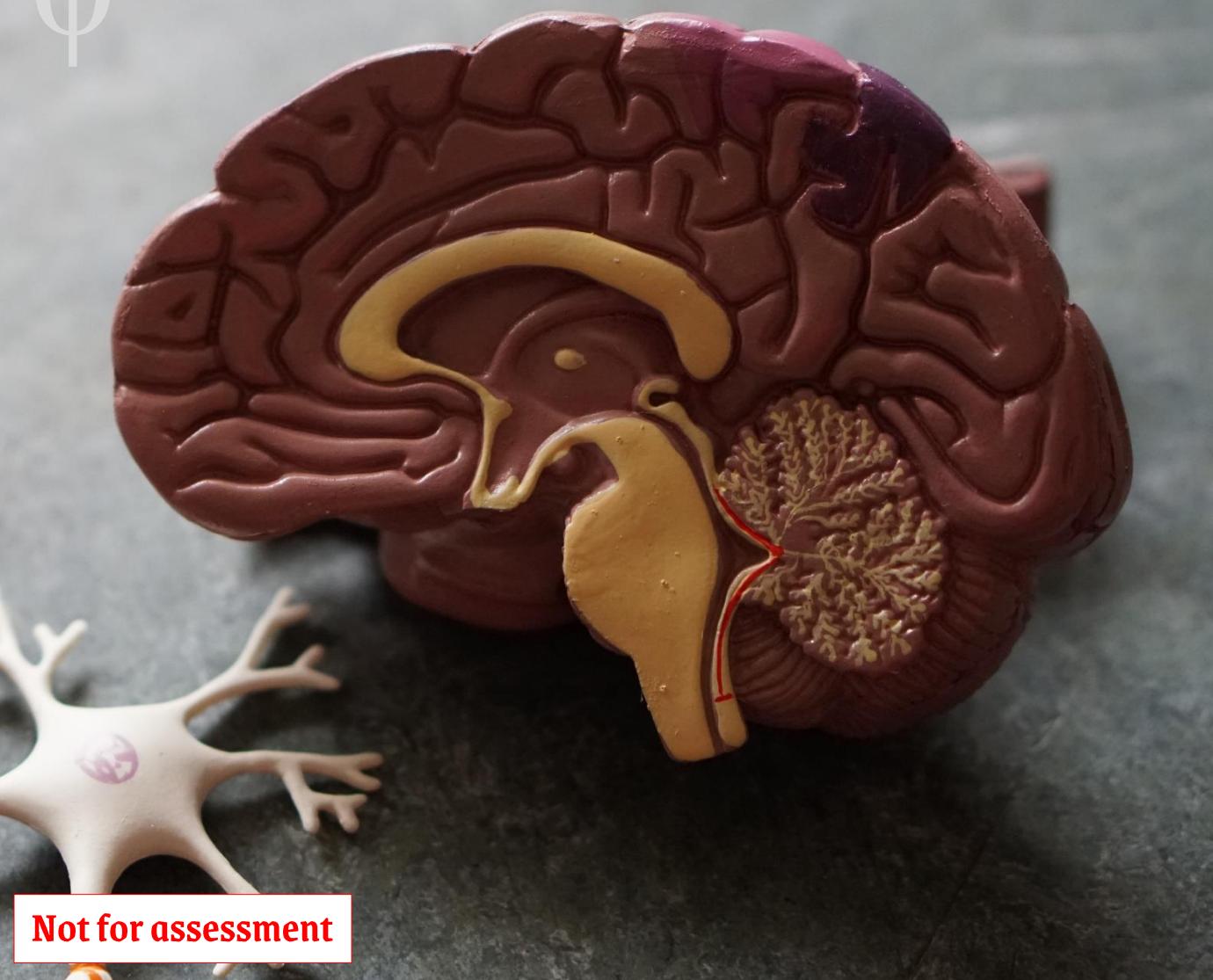
Not for assessment

Tool 97: Social Psychology (esp. Social Influence)

Social psychology studies how people think and behave in response to social forces, social situations, and social interactions (e.g., persuasion)

Conformity – people deliberately choosing a wrong answer because all other people have chosen it (Solomon Asch)

Obedience – people delivering fatal shock to innocent people because someone with authority told them to (Stanley Milgram)



Not for assessment

Tool 98: Biological psychology & neuropsychology

Biological psychology studies how anatomical, physiological and biochemical factors affect behaviours

For example our motor functions and our hormones

Neuropsychology studies how behaviours are affected by our nervous system – in particular different parts of our brain

One focus is on the effect of brain damage on behaviour



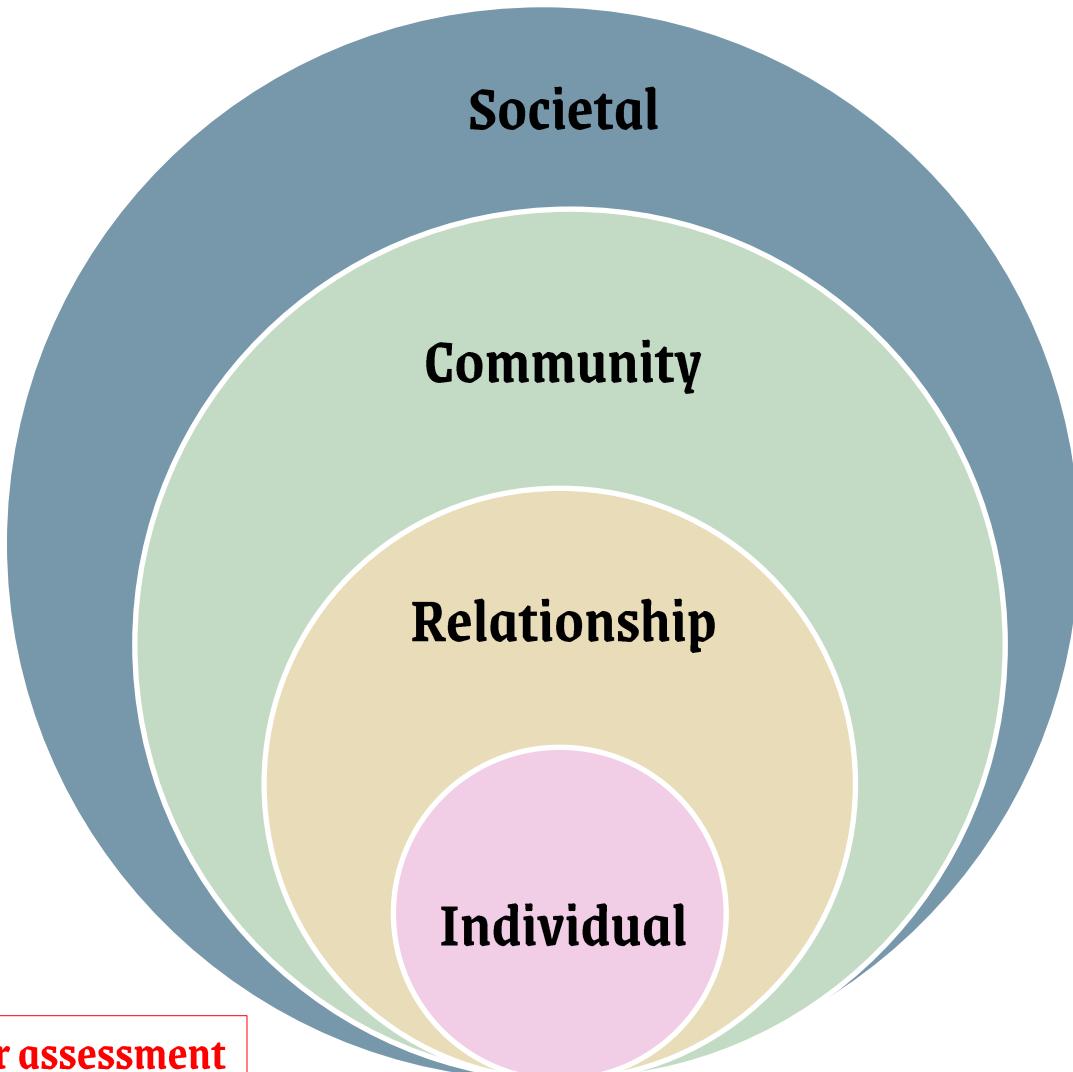
Tool 99: KAP Framework

Often used in surveys (including health surveys that assess health needs)

States that practices are driven by attitudes, which are in turn driven by knowledge

Survey can be conducted to assess individuals' knowledge, attitudes, and practices – which can then inform interventions that potentially impact people's knowledge, attitudes, and practices

Not for assessment



Not for assessment

Tool 100: Socio-Ecological Model

Proposed by Urie Bronfenbrenner, and states that human development (and therefore human behaviours) are affected by multiple interacting levels, namely:

- Individual
- Relationship (sometimes called “Interpersonal”)
- Community (sometimes separate from “Organizational”)
- Societal

Often used in public health

Bloom's Taxonomy Verbs

Evaluation

Make and defend judgments based on internal evidence or external criteria.

appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value

Synthesis

Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write

Analysis

Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare
contrast criticize diagram differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test

Application

Apply knowledge to actual situations.

apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write

classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select
summarize translate

Comprehension

Demonstrate an understanding of the facts.

arrange define describe duplicate
identify label list match memorize
name order outline recognize
relate recall repeat reproduce
select state

Knowledge

Remember previously learned information.

Tool A: Bloom's Taxonomy

Our understanding of a concept can be classified into different levels, from the most basic (lower order thinking skills) to the most advanced (higher order thinking skills)

When we study, we can start from the lower levels

We can also ask ourselves (and others) the level of understanding that we need to achieve for each particular concept

Not for assessment



Tool B: Sociology

Sociology is one of the three main behavioural sciences; and it studies human societies (how society is organized, how it changes, and how it impact the individuals living within it)

Functionism – the idea that individuals have specific roles & function in the society, and therefore are expected to engage in certain behaviours

Conflict theory – the idea that society is defined by its class struggles

Not for assessment



Not for assessment

Tool C: Anthropology

Anthropology is another one of the three main behavioural sciences; and it studies all of humanity, from biology to culture to history and language

Sociocultural anthropology – explore how people live and understand the world, and how culture relate to how we act and interact in society

For example, studying (and comparing) individual cultures to see how they are organized and how its people behave



Part 3

Wrap-up

Conclusion

make
people
feel
loved
today

My main wish for this course is that you will be able to look at human behaviour analytically, comprehensively, and yet sympathetically; and subsequently be able to suggest interventions (for behavioural change) that are justified, effective, and feasible

Be aware of Hanlon's razor (in terms of the former) and Autonomy (in terms of interventions)



~ End of Lecture ~

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