



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Biopsychosocial Perspectives on Health | | | | |
| Module Code | USPJVV-30-M | Level | M | Version | 2 |
| Owning Faculty | Health and Applied Sciences | Field | Psychology | | |
| Contributes towards | MSc Health Psychology | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Standard |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | none | | Module Entry requirements | Undergraduate degree in psychology, or quantitative social/behavioural sciences | |
| Valid From | September 2014 | | Valid to | | |

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| CAP Approval Date | |
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| Part 2: Learning and Teaching | | | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> begin to conceptually integrate biological, psychological, and social perspectives and consider what may be the applications of this integration; Component A, Component B to establish an understanding of the factors related to the genesis and maintenance of health, disease, and disorder; Component A, Component B demonstrate an appreciation of developmental concepts and theories in relation to lifespan changes in health and psychological wellbeing; Component B have a basic understanding of the psychological treatment principles and interventions applied to different groups defined by disease/disorder; Component A challenge existing theories and practices through the evaluation of current research. Component B | | |
| Syllabus Outline | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">Theme Concepts</td> <td style="width: 50%; vertical-align: top;">Topic Epidemiology I Epidemiology II Health promotion Gender and ethnicity Psychopharmacology Biological basis of behaviour Neuroplasticity, adaptation , and learning</td> </tr> </table> | Theme Concepts | Topic Epidemiology I Epidemiology II Health promotion Gender and ethnicity Psychopharmacology Biological basis of behaviour Neuroplasticity, adaptation , and learning |
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| | <p>Perspectives</p> <p>Children's understanding of illness Adolescence and teenager health Older adults Health issues and the family Health resilience and quality of life</p> <p>Conditions</p> <p>Considering the validity of alternative therapies Long-term conditions (including diabetes) Chronic fatigue syndrome Pain I (theories) Cancer (appearance issue) Affective disorders Neurodegenerative disorders</p> <p>Management and treatment</p> <p>Music therapy and palliative care Pain II (management) Cardiac rehabilitation Death and dying Enhancing cognition and well-being</p> |
| Contact Hours | Students will typically attend 24 x 2 hour sessions over the course of two academic semesters. These will comprise a mixed model of lecture and seminar formats. |
| Teaching and Learning Methods | <p>Students will be expected to attend weekly timetabled sessions which will act to guide their further reading and independent study. It is expected that students will spend 300 hours, including contact time and preparation for exams and assignments working for this module. Typically, this might comprise a working day per week averaged across the working year.</p> <p>Scheduled learning includes lectures and seminars. Independent learning includes hours engaged with essential reading, examination preparation, and assignment preparation.</p> <p>TEL: The module will be supported by a Blackboard module site where a range of course materials will be available. Students will be expected to access reading materials through the Blackboard site, and engage with additional activities such as accessing video and weblinks. Discussion boards will be enabled for student use, facilitated by the module leader. Coursework submission and feedback will also utilise the online BB facility.</p> |
| Key Information Sets Information | N/A |
| Reading Strategy | <p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> |
| Indicative Reading List | <p>Helman, C.G. (2007). <i>Culture, health and illness (5th Ed.)</i>. London, Hodder Arnold.</p> <p>MacLachlan, M. (2006). <i>Culture and health : a critical perspective towards global</i></p> |

health. Chichester : John Wiley.
 Sarafino, E. P. (2011). *Health Psychology: Biopsychosocial Interactions*. Wiley.
 Sargent, M. G. (2005). *Biomedicine and the Human Condition: Challenges, Risks, and Rewards*. Cambridge University Press.
 Taylor, J & Woods, M. (Eds.) (2005). *Early childhood studies : an holistic introduction (2nd Ed.)*. London : Hodder Arnold.

Part 3: Assessment

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| Assessment Strategy | <p>Coursework. The assignment will be a narrated presentation (using PowerPoint or other similar packages) based on a journal article. There will be a range of papers from which students can choose. Papers will be selected in advance to ensure that two or more students do not choose the same paper. This will protect against the repetition of material. Coursework will be submitted online. In addition, students will be asked to submit also a 1500 word précis of their presentation.</p> <p>Examination. This will consist of a 90 minute paper from which students will select two essay titles from a selection covering the range of topics taught on the module.</p> |
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| Identify final assessment component and element | A | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 50 | 50 |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| Exam (90 minute) | 100 | |
| Component B Description of each element | Element weighting (as % of component) | |
| Narrated presentation with 1500 word précis (submitted electronically) | 100 | |

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| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| Exam (90 minute) | 100 | |
| Component B Description of each element | Element weighting (as % of component) | |
| Narrated presentation with 1500 word précis (submitted electronically) | 100 | |

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.