



ACADEMIC SERVICES

MODULE SPECIFICATION

Guidance is given in the template below in red. Please write the specification for your module over the guidance notes.

Part 1: Basic Data					
Module Title	Biopsychosocial Perspectives on Health				
Module Code	USPJVV-30-M	Level	M	Version	2.3
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	MSc Health Psychology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	Undergraduate degree in psychology, or quantitative social/behavioural sciences		
First CAP Approval Date	19/6/2013	Valid from	September 2013		
Revision CAP Approval Date	19 November 2015	Valid from	September 2015		

Review Date	
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Part 2: Learning and Teaching	
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 (all elements) to establish an understanding of the factors related to the genesis and maintenance of health, disease, and disorder; Component A, Component B (all elements) demonstrate an appreciation of developmental concepts and theories in relation to lifespan changes in health and psychological wellbeing; Component B (all elements) 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 (all elements)
Syllabus Outline	Concepts

	<ul style="list-style-type: none"> • Epidemiology • Health promotion • Gender and ethnicity • Psychopharmacology • Biological basis of behaviour • Neuroplasticity, adaptation , and learning <p>Perspectives</p> <ul style="list-style-type: none"> • Children’s understanding of illness • Adolescence and teenager health • Older adults • Health issues and the family • Health resilience and quality of life • Considering the validity of alternative therapies <p>Conditions</p> <ul style="list-style-type: none"> • Long-term conditions (including diabetes) • Chronic fatigue syndrome • Pain • Cancer • Affective disorders • Neurodegenerative disorders <p>Management and treatment</p> <ul style="list-style-type: none"> • Music therapy and palliative care • Pain • Cardiac rehabilitation • Death and dying • Enhancing cognition and well-being .
Contact Hours	<ul style="list-style-type: none"> • 9 x 3hr sessions • 8 x 2.5hr sessions <p>QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, practical classes and workshops.</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Further detail on Key Information Sets and how the University is implementing its</p>

requirements can be found at <https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx> This also contains further guidance on how to complete the information requested below.

A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.

Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	47	253	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Double click in the table and type over the percentages – the table will total automatically.

Please ensure that it amounts to 100%

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

Reading Strategy

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.

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

	<p>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><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Helman, C.G. (2007). Culture, health and illness (5th Ed.). London, Hodder Arnold. MacLachlan, M. (2006). Culture and health : a critical perspective towards global 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.</p>

Part 3: Assessment

Assessment Strategy	<p>Strategy:</p> <p>The aim of the assessment strategy is to integrate material across both semesters in a meaningful way. The coursework focuses largely on conceptual issues associated with the biopsychosocial model and lifespan psychology. It will comprise two mini-essays of 1000 words each and a poster presentation. The examination will consist of an essay question that students should relate to a condition of their choice.</p> <p>The Assessment:</p> <ul style="list-style-type: none"> • Coursework will comprise TWO Blackboard assignments of 1000 words each • Examination will comprise ONE essay questions to be answered within a 90-min period
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Identify final assessment component and element		
% 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)	
1. EX1 Exam (90 minute)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. CW1 Poster presentation – 5 Minutes	30%	
2. CW2 Blackboard Assignment (1000 words)	35%	
3. CW3 Blackboard Assignment (1000 words)	35%	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. EX1 Exam (90 minute) Assessment Period 3	100%
Component B Description of each element	Element weighting (as % of component)
1. CW1 narrated PowerPoint	30%
2. CW2 Blackboard Assignment (2000 words)	70%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	