



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Biopsychosocial Perspectives on Health				
Module Code	USPJVV-30-M	Level	M	Version	2.2
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		

<b>CAP Approval Date</b>	19/06/2013
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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"> <li>begin to conceptually integrate biological, psychological, and social perspectives and consider what may be the applications of this integration; Component A, Component B</li> <li>to establish an understanding of the factors related to the genesis and maintenance of health, disease, and disorder; Component A, Component B</li> <li>demonstrate an appreciation of developmental concepts and theories in relation to lifespan changes in health and psychological wellbeing; Component B</li> <li>have a basic understanding of the psychological treatment principles and interventions applied to different groups defined by disease/disorder; Component A</li> <li>challenge existing theories and practices through the evaluation of current research. Component B</li> </ul>						
Syllabus Outline	<table border="0"> <tr> <td><b>Theme</b></td> <td><b>Topic</b></td> </tr> <tr> <td>Concepts</td> <td>Epidemiology I Epidemiology II Health promotion Gender and ethnicity Psychopharmacology Biological basis of behaviour Neuroplasticity, adaptation , and learning</td> </tr> <tr> <td>Perspectives</td> <td>Children’s understanding of illness Adolescence and teenager health Older adults Health issues and the family Health resilience and quality of life</td> </tr> </table>	<b>Theme</b>	<b>Topic</b>	Concepts	Epidemiology I Epidemiology II Health promotion Gender and ethnicity Psychopharmacology Biological basis of behaviour Neuroplasticity, adaptation , and learning	Perspectives	Children’s understanding of illness Adolescence and teenager health Older adults Health issues and the family Health resilience and quality of life
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	<p>Conditions</p> <p>Management and treatment</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  Music therapy and palliative care</p> <p>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><b>Scheduled learning</b> includes lectures and seminars. <b>Independent learning</b> includes hours engaged with essential reading, examination preparation, and assignment preparation.</p> <p><b>TEL:</b> 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 health</i>. Chichester : John Wiley.</p> <p>Sarafino, E. P. (2011). <i>Health Psychology: Biopsychosocial Interactions</i>. Wiley.</p> <p>Sargent, M. G. (2005). <i>Biomedicine and the Human Condition: Challenges, Risks, and Rewards</i>. Cambridge University Press.</p> <p>Taylor, J &amp; Woods, M. (Eds.) (2005). <i>Early childhood studies : an holistic introduction</i></p>	

### Part 3: Assessment

Assessment Strategy	<p><b>Coursework.</b></p> <p>The assessment will be a portfolio submission consisting of a poster presentation and three Blackboard assignments (700 words each).</p> <p><b>Examination.</b> 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	<b>A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	50	50
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
Exam (90 minute)	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
CW1 Portfolio		
Element 1 CW Poster presentation	25%	
Element 2 CW Blackboard Assignment (700 words)	25%	
Element 3 CW Blackboard Assignment (700 words)	25%	
Element 4 CW Blackboard Assignment (700 words)	25%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
Exam (90 minute)	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
Element 1 CW Narrated PowerPoint presentation	25%	
Element 2 CW Blackboard Essay Submission	75%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		