



MODULE SPECIFICATION

Part 1: Information			
Module Title	Health, Stress and Cognition		
Module Code	USPJVW-30-M	Level	Level 7
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Psychology
Department	HAS Dept of Health & Social Sciences		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Overview: Module Entry requirements: Undergraduate degree in psychology, or quantitative social/behavioural sciences</p> <p>Educational Aims: See Learning Outcomes</p> <p>Outline Syllabus: Theoretical approaches - lay theories and the social construction of health and illness</p> <p>Theoretical approaches - social cognition models verses subjective accounts</p> <p>Health and illness cognitions - implications for prevention</p> <p>Explaining and predicting health related behaviours with cognitive models</p> <p>Explaining and predicting health related behaviours with stage based models</p> <p>Cognitions and the explanation and prediction of health behaviours: Problems with standard social cognition models</p> <p>Alternative cognitive models of health and illness</p>

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Behavioural self-regulation

Individuals or communities? Social capital and health outcomes

Explaining health inequalities – psychosocial pathways

Social marketing approaches to health behaviour change

Medical and health decision making

History of Stress research Early Models of Stress: GAS, Life Events

Transactional Model: Mediators and Moderators and Appraisal

Coping styles, Coping processes and determinants of coping

Metacognitive Awareness and Coping

Workshop: Stress Management Workshop 1

Workshop: Stress Management Workshop 2

Measuring Stress and Coping: From psychophysiology to “gross domestic wellbeing” census

Stress and coping as antecedent to chronic and acute illness: Psychoneuroimmunology, heart disease (type A personality), cancer

Coping in response to chronic illness

Job stress and occupational stress management: Individual and organisational responses

Posttraumatic Stress Disorder (PTSD)

Posttraumatic Growth (PTG) and Resilience

Teaching and Learning Methods: 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.

Scheduled learning includes lectures, seminars, demonstration, practical classes and workshops;

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Technology-Enhanced Learning (TEL): The module will be supported by a Blackboard module site here 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.

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Part 3: Assessment

Two components of summative assessment are used. The first is a critique of an article, in which students draw particularly on material in learning outcomes 1-4. Students may choose an appropriate empirically based (non-review) article from the peer reviewed literature no more than 5 years old and use this to demonstrate their critical and analytic skills in relation to these learning outcomes. By facilitating students to choose, within limits, their own paper, the module supports student directed learning and consolidation and integration of cross modular of knowledge development. The lower word length is 2500 words, and the upper word length 3000 words (excluding references).

The other component is a 2000 word online assignment, in which students analyse a case study of stress and coping, and draw on learning outcomes 5-9. A case study analysis is especially suitable as it synthesises both theoretical and practical aspects of stress, health and cognition.

Formative assessment of students takes place through presentations of individually selected papers. The purpose of this feedback is to support students in identifying their strengths and weaknesses in critiquing papers, which will feed into their component B assessment. It is also an opportunity to develop and receive feedback on a transferable skill

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	Coursework essay – critique of journal article
Case Study - Component A	✓	50 %	Case study analysis (2000 words)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	Coursework essay – critique of journal article
Case Study - Component A	✓	50 %	Case study analysis (2000 words)

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	Reference
	Understand and critically evaluate the impact of shared social representations on the construction of health, illness and disease, in relation to health behaviour and symptom perception.	MO1
	Evaluate the information processing mechanisms underlying cognitions and representations relating to health and illness.	MO2
	Propose means by which the understanding of cognitive within a social context relates to health and illness through health promotion and health care provision.	MO3
	Critically evaluate the health care decision making processes.	MO4
	Examine critically the models of stress and coping.	MO5
	Evaluate those factors promoting and moderating stress.	MO6
	Critically discuss how stress and coping influence health and disease.	MO7
	Critically discuss the conceptual and measurement issues affecting coping research.	MO8
Evaluate potential interventions for individuals and organisations for reducing stress and promoting positive coping and resilience.	MO9	

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Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	252
	Total Independent Study Hours:	252
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	48
	Total Scheduled Learning and Teaching Hours:	48
	Hours to be allocated	300
	Allocated Hours	300
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/uspjvw-30-m.html</p>	

Part 5: Contributes Towards

This module contributes towards the following programmes of study: