



## **Module Specification**

### **Health, Stress and Cognition**

Version: 2023-24, v2.0, 21 Jun 2023

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## Part 1: Information

**Module title:** Health, Stress and Cognition

**Module code:** USPJVW-30-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Psychology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Module Entry requirements: Undergraduate degree in psychology, or quantitative social/behavioural sciences

**Features:** Not applicable

**Educational aims:** See Learning Outcomes

**Outline syllabus:** Theoretical approaches - lay theories and the social construction of health and illness

Theoretical approaches - social cognition models verses subjective accounts

Health and illness cognitions - implications for prevention

Explaining and predicting health related behaviours with cognitive models

Explaining and predicting health related behaviours with stage based models

Cognitions and the explanation and prediction of health behaviours: Problems with standard social cognition models

Alternative cognitive models of health and illness

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

### **Part 3: Teaching and learning methods**

**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.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** 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.

**MO2** Evaluate the information processing mechanisms underlying cognitions and representations relating to health and illness.

**MO3** Propose means by which the understanding of cognitive within a social context relates to health and illness through health promotion and health care provision.

**MO4** Critically evaluate the health care decision making processes.

**MO5** Examine critically the models of stress and coping.

**MO6** Evaluate those factors promoting and moderating stress.

**MO7** Critically discuss how stress and coping influence health and disease.

**MO8** Critically discuss the conceptual and measurement issues affecting coping research.

**MO9** Evaluate potential interventions for individuals and organisations for reducing stress and promoting positive coping and resilience.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 252 hours

Face-to-face learning = 48 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspjvw-30-m.html) via the following link <https://uwe.rl.talis.com/modules/uspjvw-30-m.html>

## **Part 4: Assessment**

**Assessment strategy:** Two 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 assessment is a seen paper exam, in which students analyse a case study 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

### **Assessment tasks:**

#### **Examination (Online) (First Sit)**

Description: Exam (90 minute) – case study

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO5, MO6, MO7, MO8, MO9

**Written Assignment (First Sit)**

Description: Coursework essay – critique of journal article

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Examination (Online) (Resit)**

Description: Exam (90 minute) – case study and short answers

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO5, MO6, MO7, MO8, MO9

**Written Assignment (Resit)**

Description: Coursework essay – critique of journal article

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Health Psychology [Frenchay] MSc 2023-24

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