



Module Specification

Health, Stress and Cognition

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Part 1: Information

Module title: Health, Stress and Cognition

Module code: USPJVW-30-M

Level: Level 7

For implementation from: 2021-22

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Psychology

Module type: Standard

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:

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 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 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 components:

Written Assignment - Component B (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 - Component A (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 - Component B (Resit)

Description: Coursework essay – critique of journal article

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested:

Examination - Component A (Resit)

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

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study: