



MODULE SPECIFICATION

Code: USPJDN-20-3 **Title:** Health Psychology **Version:** 8

Level: 3 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

Owning Faculty: Health and Life Sciences **Field:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** May 2011

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:
None

Co-requisites:
None

Entry Requirements:
N/A

Excluded Combinations:
None

Learning Outcomes:

The student will be able to:

- demonstrate a familiarity with the role of behavioural, social and environmental factors in health and illness;
- critically evaluate the usefulness of theories and models in health psychology;
- apply theory and research in health psychology to their own health and risk behaviours, and to attempts at behaviour change;
- assess the efficacy of interventions designed to promote health behaviours and reduce behavioural risk factors;
- evaluate the effectiveness of health promotion in the context of health psychology;
- debate current issues in health psychology.

Syllabus Outline:

The Development of Health Psychology

The emergence of health psychology as a cognate discipline. The relationship and contribution of other areas within psychology (eg, clinical and counselling psychology), and other disciplines (including the social sciences, epidemiology, health policy).

Health Psychology and Statistics of Morbidity and Mortality

Definitions and models of health and illness; health psychology and the medical model of care; current statistics of morbidity and mortality.

Determinants of Health

The relationship between psychological characteristics and health (personality variables, psychosocial factors, the effects of stress); health related behaviour, including protective and risk behaviours (smoking, alcohol and other drug use, exercise, diet, sexual behaviour).

Theories and models in Health Psychology

Theories and models of health related behaviour, behaviour change, health promotion and health and

illness representations. The impact of social and cultural factors on health and illness behaviours.

Research and interventions in Health Psychology

Theory based and a-theoretical research and intervention with particular reference to health and illness behaviour, behaviour change and health promotion; perceiving symptoms and seeking help; interacting with the health care system; patient-practitioner relationships, adherence to treatment regimes; health promotion in the workplace, community and hospital.

Current debates in health psychology

The content of the "current issues" section will alter from year to year to include new topics of interest. The outline given here is intended as a broad guide only. Changing patterns of health care provision; the escalating cost of medical care; the role of health psychologists in the NHS; the future of theories and models in health psychology.

Teaching and Learning Methods:

Lectures, workshops and small group work.

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 through any other vehicle deemed appropriate by the module/programme leaders.

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.

Indicative Reading List:

Students will be required to rely heavily on journal articles to support the module. The following lists is designed as a guide only

Bennett, P. & Murphy, S. (2009). An introduction to Health Psychology, Open University Press, Buckingham

Bowling A. (2010). Research methods in health. Open University Press.

French, D., Vedhara, K., Kaptein, A. and Weinman, J. (2010). Health Psychology. BPS Blackwell, Oxford

HMSO (1992). The health of the nation. HMSO Books.

HMSO (1999). Saving lives: Our healthier nation. HMSO Books.

Kaptein, A. & Weinman, J. (2004). Health Psychology. Oxford: Blackwell Publishing.

Norman, P., Abraham, C. & Conner, M. (2000). Understanding and changing health behaviour, Harwood Academic Press, Amsterdam.

Ogden, J. (2010). Health Psychology: A Textbook. 3rd Ed. Maidenhead: Open University Press.

Sarafino S. (2011). Health Psychology, 3rd edition, Wiley, Chichester.

Taylor, S.E. (2010). Health Psychology. 5th Ed. New York: McGraw-Hill.

Assessment:

Weighting between components A and B (standard modules only) A: 50% B: 50%

FIRST ATTEMPT

First Assessment Opportunity

Component A (*controlled*)

Description of each element

EX1 Examination (2 Hours) Summer - Final Assessment

Element Wt (Ratio)

(*within Component*)

1

Component B

Description of each element

ES1 Critical Evaluation of Health Behaviour Change (2000 words)

Element Wt (Ratio)

(*within Component*)

1

Second Assessment Opportunity (further attendance at taught classes is required)

Component A (*controlled*)

Description of each element

EX2 Examination (2 Hours) Summer Resit - Final Assessment

Element Wt (Ratio)

(*within Component*)

1

Component B

Description of each element

ES2 Critical Evaluation of Health Behaviour Change (2000 words)

Element Wt (Ratio)

(*within Component*)

1

SECOND (OR SUBSEQUENT) ATTEMPT Attendance at taught classes is not required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)