



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Health Psychology in Practice				
Module Code	USPK6S-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	BSc Hons Psychology + BSc Psychology combinations				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	Sept 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
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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"> • Demonstrate a familiarity with the role of behavioural, social and environmental factors in health and illness (Component A&B) • Critically evaluate the usefulness of theories and models in health psychology (Component A&B) • Evaluate the effectiveness of approaches to health behaviour change and health promotion including their own health behaviours (Component B) • Demonstrate an understanding of patients' experiences of health and illness and the UK healthcare system (Component A) • Debate contemporary issues in the health psychology practice (Component A)
Syllabus Outline	<p>Indicative content:</p> <p><u>The development of health psychology as a discipline</u></p>

- The emergence of health psychology as a cognate discipline including: coverage of the current focus on practitioner skills in health psychology, relevance to other areas within psychology practice (counselling, clinical, occupational and sports psychology)
- Public health in the UK and internationally, including mortality and morbidity
- Definitions and models of health and illness including biomedical and biopsychosocial models

Health behaviour change

- Determinants of health including consideration of health inequalities
- Theories and models applied to the understanding of health behaviours and behaviour change interventions in health psychology
- Critical approaches to understanding health
- Health related behaviours and health promotion approaches including exercise, diet and smoking

Experiences of illness and health care systems

- Psychoneuroimmunology and stress management
- Interacting with the health care system as a patient, including illness beliefs and patient-doctor communication
- Screening for health conditions (including genetically inherited conditions)
- Adherence to treatment in healthcare settings
- Psychological interventions for patients with health concerns (including CBT)

Contemporary issues and future directions in health psychology

The content will alter from year to year to include emerging areas of interest and contemporary issues relevant to employability. For example:

- LGBT health issues
- The use of technology/social media and health promotion
- Third wave therapies in health care (including mindfulness techniques)

Through completion of this module, students will also demonstrate qualities and transferable skills necessary for employment including the ability to:

- Communicate effectively, both face-to-face or in writing.
- Retrieve and organise information from different sources.
- Handle primary source material critically.
- Engage in effective team work.
- Solve problems and reason scientifically to consider alternative approaches and solutions.
- Make critical judgements and evaluations to gain different perspectives on a question.
- Be sensitive to contextual and interpersonal factors, including behaviour and social interaction
- Be computer literate

Contact Hours	<p>As a 15-credit module this module assumes 150 hours of study on the part of the student.</p> <ul style="list-style-type: none"> • 36 hours of scheduled learning through lectures and
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seminar/workshops will be provided. Teaching sessions will be complemented with TEL learning opportunities including online discussions, a module Blog and youtube videos from the module team commenting on current health psychology issues.

- 114 hours of **independent learning** are required for the module. Students will be expected to read widely in this area including engagement with essential reading and further reading, (12 x 6 hours), carry out assignment preparation and completion (30 hours for coursework) and revision for the summative exam (12 hours).

Teaching and Learning Methods

A variety of approaches will be used with the aim of maximising the active engagement of students. These may include:

- Lectures
- Seminars
- Workshops

Independent learning: Students will be expected to engage in substantial and focused independent work in this module. This will potentially include hours engaged with: essential reading, assignment preparation and completion. Student cohorts will also be provided with a virtual meeting space that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of learning community.

Scheduled learning: The module will be delivered using interactive lectures combined with workshops and seminars. Lectures will be used to introduce main concepts and to guide and inform student centred learning while workshops/seminars will provide students the opportunity to discuss issues in-depth.

TEL: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning. A culture of continuous learning will be developed through the implementation of regular on-line discussion groups which discuss identified topics in-depth

Key Information Sets Information

<u>Key Information Set - Module data</u>					
<i>Number of credits for this module</i>					15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	0

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		40%	
Coursework assessment percentage		60%	
Practical exam assessment percentage		0%	
			100%

Reading Strategy

Core readings

It is essential that students read one of the many texts on Health Psychology available through the Library. Module guides will also reflect the range of reading to be carried out.

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.

Further reading

Students are expected to identify all other reading relevant to their assignments and sessions for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. 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 and blackboard

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List	<p>The following list is offered to provide an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide or through BlackBoard.</p> <p>There is currently one essential/core text (available electronically through library) recommended to students to accompany the module:</p> <p>Ogden, J. (2012) <i>Health Psychology: A Textbook</i>. 5th Ed. Maidenhead: Open University Press.</p> <p>The following texts are also recommended as adjuncts or alternatives:</p> <p>Bowling, A. (2010) <i>Research Methods in Health</i>. Maidenhead: Open University Press.</p> <p>French, D., Vedhara, K., Kaptein, A. and Weinman, J. (2010) <i>Health Psychology</i>. Chichester: BPS Blackwell.</p> <p>Morrison, V. and Bennett, P. (2012) <i>An Introduction to Health Psychology</i> 3rd ed. Harlow: Pearson.</p> <p>The module will also rely heavily on journal articles to support teaching and learning.</p>
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Part 3: Assessment

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Assessment Strategy	<p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.</p> <p>An examination was selected to provide a controlled assessment opportunity for the module (component A) which assesses the understanding of health psychology theory.</p> <p>The portfolio (Component B) provides an opportunity to assess learning outcomes related to the application of theory to practice. The contents of the portfolio will potentially change from year to year but could comprise of a 2,000 word write up in several parts: 500 words introducing the health behaviour students are attempting to change, and their chosen health psychology model of change with which to compare and contrast their experiences; three short weekly diaries (end of week one, two and three) will then form the body of the portfolio, detailing their behaviour change attempts (500 words); an evaluation of the process (in week four) and the fit of the model to their experience (500 words).</p>

	<p>A) Examination (1 Hour in the exam period immediately following the teaching block in which the module is scheduled).</p> <p>B) Health Behaviour Change portfolio (1,500 words).</p> <p>Opportunities for formative assessment are embedded in the module teaching and take a variety of forms; students will have access to a range of exam questions and formative feedback regarding model answers relating to Component A. Students will have the opportunity for formative feedback on Component B through discussion of their reports/presentation through workshops.</p> <p>Assessment criteria will be made available to the students in the module guide at the start of the module.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: 40%	B: 60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Examination (1 hr)	100%	
Component B Description of each element	Element weighting	
1. Behaviour change portfolio	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Examination (1 hr)	100%	
Component B Description of each element	Element weighting	
1. Behaviour change portfolio	100%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		

