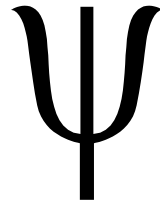




Academic Discipline: Psychology



BSc (Anrh) Seicoleg
BSc (Hons) Psychology

Module M5X00912

Psychology Health & Medicine

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Module Handbook 2018-19

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader, Dr Ceri Phelps.

Introduction to the module

MODULE CODE: M5X00912
TITLE: Psychology, Health and Medicine
DATED: 02/04/2014

LEVEL: 5
CREDITS: 20
JACS CODE: C840

AIM(S)

The aim of this module is to:

- teach students how to apply the key concepts and theories of social cognition to understanding and improving health behaviours;
- demonstrate the complex interaction between psychological, social and biological processes when attempting to understand health-related behaviour in humans; and
- develop understanding of how to design and evaluate theory-based interventions in psychology designed to improve health and wellbeing.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. understand how theories of social cognition can be used to understand and influence specific health behaviours;
2. discuss how the biopsychosocial model informs our understanding of health behaviours and physical health problems;
3. identify appropriate research design and associated issues in relation to intervention development; and
4. The ability to present work suitable for an academic audience through appropriate media.

ASSESSMENT

Learning Outcomes	Assessment Criteria <i>To achieve each outcome a student must demonstrate the ability to:</i>
1. Understand how theories of social cognition can be used to understand and influence specific health behaviours	Apply appropriate social psychological theories to understanding and influencing specific health behaviours.
2. discuss how the biopsychosocial model informs our understanding of health behaviours and physical health problems	Use empirical evidence to evaluate the extent to which biological, psychological, and social factors underpin specific health behaviours/physical health problems.
3. identify appropriate research design and associated issues in relation to intervention development	Develop an appropriate applied research proposal based upon appropriate theory and research design in response to a specific health behaviour.
5. The ability to present work suitable for an academic audience through appropriate media	Present work to required conventions using appropriate media.

Module Assessment

There are two assessments for this module. The specific details for each assessment including submission dates and assessment criteria will be posted on Moodle at the start of the academic term, and it is your responsibility to ensure you read this guidance carefully.

Assessment Component 1 – 50%

Two hour scenario-based open book exam: students will be provided with scenarios which they then have to answer questions about, using the core text for this module as the supporting open book.

Assessment Component 2 – 50%

A 2,000 word applied project proposal to a hypothetical health-funding body will allow students to demonstrate their awareness of how to identify an appropriate mixed methods research design for an applied research question.

READING LIST

Essential Reading

Ayers, S., & de Visser. (2011). *Psychology for Medicine*. London: SAGE

Background Reading

Bennett, P. (2000). *Introduction to Clinical Health Psychology*. Buckingham: Open University Press. (E-book also available.)

Morrison, V., & Bennett, P. (2012). *An introduction to health psychology* (3rd ed.) Harlow: Prentice Hall. (2009 2nd edition E-book available.)

Ogden, J. (2012). *Health Psychology* (5th ed.). Maidenhead: Open University Press.

Pinel, J. P. J. (2014). *Biopsychology*. (8th ed.) Boston: Pearson. (E-book also available.)

Sarafino, E. P. (2014). *Health Psychology: Biopsychosocial interactions* (8th ed.). Chichester: Wiley-Blackwell.

Taylor, S.E. (2011). *Health Psychology* (8th ed.). New York: McGraw-Hill.

Example Relevant Journals

British Journal of Health Psychology

Health Psychology

Psychology Health & Medicine

Websites, journals and other sources: At level five, students will be expected to engage in independent reading of primary sources in addition to those set out in module handbook reading lists. Module handbooks will provide specific additional readings and journal articles associated with specific weekly lectures. Students will also be directed to additional appropriate sources of information (e.g. websites, podcasts, education programmes and debates) as they arise through module handbooks and the VLE system

Learning and Teaching Strategy

The following pages set out the lecture and reading structure for this module. Lectures will cover some of major theories, debates and areas of research of relevance to psychology, health and medicine. Importantly, seminars will focus upon specific areas of sub-topics that may or may not be explicitly covered in lectures, and are therefore an essential part of your learning for this module.

Expected lecture and seminar reading and preparation is set out in advance in the following pages. Readings beyond the core text for this module can be found through the University library system. Where a reading is not widely available (e.g., a book chapter) it will be made available on the module Moodle site. However, journal articles freely available through the University system will not be made available on Moodle – you will have to find them yourself!

SESSION ONE: MODULE OVERVIEW

Tuesday 2nd October

In this first lecture for this module you will be introduced to the aims and learning outcomes for the Psychology, Health & Medicine module. We will discuss how the concept of health is understood in today's world and consider how this has differed across time and cultures. The contribution that psychology can make to the field of health and medicine will be considered through the identification of areas of psychology that may be applied within this context.

We will then move on to identify the commonly recognised biological, psychological and social risk factors for poor health, using the biopsychosocial model as a framework including exploring the role of genetics, before starting to focus on the psychological predictors of health outcomes, including personality traits, stress, cognitions and emotion.

There are no seminars planned for this first week for this module but you are expected to read Chapter One of your core textbook (Ayers & de Visser, 2011) before the next lecture.

SESSION TWO: Measurement in Health Psychology

Tuesday 9th October

In this lecture we will review students' understanding of a range of applied research designs and consider how they can be applied to the field of health psychology and evidence-based medicine. We will discuss examples of how qualitative and quantitative research is used to understand and improve health outcomes, quality of life, and patient experience, and consider some of the ethical implications of working with patient populations. We will then introduce the concept of intervention development and evaluation and consider how we measure the psychological and physical impact of theory-based interventions in health psychology.

Seminar: Quality of Life

In this seminar we will consider the concept of Quality of Life. We will critically consider the ways in which we can measure Quality of Life and related concepts, through completion of a number of different measures.

Essential reading in advance of this week's lecture and seminar: Chapter 17 of Ayers & de Visser (2011).

SESSION THREE: Motivation, Emotion and Health

Tuesday 16th October

In this lecture we will consider how we can draw upon psychological theories of motivation and emotion to understand how people respond to threatening health situations. We will consider the role of positive and negative emotions for health and in coping with illness and discuss how models of motivation can be used not only to help us understand health behaviours but to identify appropriate interventions for encouraging behaviour change.

Seminar: Motivational Interviewing

In this seminar we will explore the role of motivational interviewing techniques for encourages greater engagement with health behaviours and you will have the opportunity to try out some basic MI techniques and apply these to a given case study in the area of cardiovascular health. You are expected to read the relevant section of Chapter 19 and the paper set on Moodle in advance of this session.

Essential reading in advance of this week's lecture and seminar: Chapter 2 and Chapter 19 of Ayers & de Visser (2011).

SESSION FOUR: Stress & Health

Tuesday 23rd October

In this lecture we will continue to explore the role of emotions in health, turning our attention to the complex relationship between stress and our immune system, and how the ways in which we cope psychologically with illness can influence recovery. We will also look at empirical evidence documenting the effects of stress on factors such as wound healing, our gastrointestinal health, and cancer. We will then start to explore how we can develop interventions to reduce stress and improve coping in patient populations and consider some of the methodological and ethical challenges that such interventions can present.

Seminar Three: Managing stress

In this seminar we will critically consider how well stress and coping theory explains our own responses to stressful situations using discussion of a set paper on Moodle to inform our discussions.

Essential reading in advance of this week's lecture and seminar: Chapter 3 of Ayers & de Visser (2011).

SESSION FIVE: PREDICTING AND CHANGING HEALTH BEHAVIOUR 1

Tuesday 6th November

In this lecture we will start to explore the role of social cognition models in predicting and changing health behaviours in the wider population. We will start to critically explore the role of social cognition models in changing health behaviours, focusing on the Health Belief Model, the Transtheoretical Model and the Theory of Planned Behaviour.

Seminar: Developing behaviour change interventions

In this seminar you will work as mini research groups identifying a range of potential theory-based interventions to tackle the obesity epidemic in the UK. You will act as peer review panels to then evaluate each proposed intervention. We will critically consider the importance of psychometrically robust theory-based measures when evaluating behaviour change interventions.

Essential reading in advance of this week's lecture and seminar: Chapter 5 of Ayers & de Visser (2011).

Additional reading: Chapter 9 of Ayers & de Visser (2011).

SESSION SIX: PREDICTING AND CHANGING HEALTH BEHAVIOUR 1

Tuesday 13th November

Lecture: Understanding Eating Behaviour

In this session we will work in small groups to consider the ways in which we can measure the psychological components of behaviour change through an understanding of current empirical literature in the field of eating behaviour, including obesity and eating disorders.

Seminar: Research Proposal Feedback

In this session you will have the opportunity to work in your small groups to identify a potential intervention for your research proposal assignment and to critically consider the best way of evaluating such interventions.

Essential reading in advance of this week's lecture: Chapter 13 of Ayers & de Visser (2011).

SESSION SEVEN: Symptoms and Illness Perceptions

Tuesday 20th November

In this lecture we will start to explore the psychological factors associated with how we respond to symptoms, health threats and illness. You will be introduced to the self-regulatory model of illness perceptions and the ways in which people's understanding of the causes and consequences of specific illnesses influence the way in which they respond to and cope with their illness.

Seminar: Illness Perceptions

In this seminar we will consider the ways in which we could develop and evaluate interventions based on self-regulation model through critically discussing the set paper on Moodle.

Essential reading in advance of this week's lecture: Chapter 4 of Ayers & de Visser (2011).

SESSION EIGHT: CHRONIC ILLNESS

Tuesday 27th November

In this lecture will explore the experience of chronic illness and some of the psychosocial interventions that can help individuals adjust to long-term illnesses such as diabetes, chronic fatigue syndrome, and cancer. We will further explore the specific challenges faced by those with long-term incurable illnesses such as Dementia and Secondary Breast Cancer.

Essential reading in advance of this week's lecture: Chapter 6 of Ayers & de Visser (2011).

Seminar: Ethics panel – secondary breast cancer study

In this seminar we will discuss our research into secondary breast cancer. You will act as an ethics panel to review a research proposal in this area before engaging in discussion about the methodological and ethical challenges of carrying out research in this area.

SESSION NINE: COMMUNICATION SKILLS IN HEALTHCARE

Tuesday 4th December

We will start to draw this module to a close by exploring the importance of communication skills in healthcare, both for the individual affected and also the impact on family members and carers and how these can be supported. We will start with exploring the basics of verbal and non-verbal communication and how this can influence the doctor-patient relationship. We will explore the difference between directive and non-directive counselling and debate the importance of shared decision making.

Seminar: Caring for the carers

In this seminar we will explore the impact of a diagnosis of dementia on the individual, carers and family members. We will review the recent BPS guidance on person-centred care for those with Dementia and consider the challenges that continue to be faced within this area.

SESSION TEN: Module Review and Future Directions

Tuesday 11th December

In this final lecture we will review what we have learned through this module and consider the future of health psychology as a profession as well as considering the future challenges in local and global health.

Seminar: Mock exam practice

You will have the opportunity to take part in mock examination practice in preparation for your forthcoming open book examination.