University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Health Psychology			
Code: PSYC10006	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	N Douglas-Smith		
Summary of Module			

This level 10 module will examine the contribution that psychology has made to the study and understanding of human health. The module explores the link between mental and physical health and some of the unique health considerations for different patient groups. This module has a strong focus on developing and assessing physical and mental health promotion interventions.

The contribution of health psychology to the understanding and treatment of a range specific health problems are then examined in detail: For example, the influence of our thinking and behaviour on the development of coronary heart disease; the role of behaviour patterns and coping strategies in the experience of pain, and the nature of stress and our coping responses when we are experiencing stress will be studied in depth. Likewise, our understanding of the links between certain mental health conditions and physical health will be explored.

Key skills developed in this module

- autonomous learning
- analytical thinking
- inquiry skills
- Imaginative, socially responsible thinking

Areas covered:

Models of health behaviour

Personality and health

Stress and health

Psychological risk factors for chronic illnesses

Psychological aspects of the illness experience

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☐	☒	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements)	
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Critically evaluate the contribution of behavioural and psychological factors to the development of illnesses.
L2	Critically evaluate the role that psychological factors play in the illness experience.
L3	Critically evaluate health psychology research articles.
L4	Click or tap here to enter text.

L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **10** Understanding the application of psychological theories, methods and concepts to contemporary issues in health psychology.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Understanding the application of health psychology research to contemporary health care provision. Utilising skills to develop plans for health promotion strategies.
Generic Cognitive skills	SCQF Level **10** Developing the ability to identify relevant, contemporary sources of information relevant to health psychology. Demonstrating the ability to critically evaluate health psychology research.
Communication, ICT and Numeracy Skills	SCQF Level **10** Communicating effectively in verbal and written presentations. Developing the ability to summarise and interpret health psychology literature.
Autonomy, Accountability and Working with others	SCQF Level **10** Being able to work effectively independently or as part of a team to acquire, collate, evaluate and present information.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC09015	**Module Title:** Applying Psychology Methods
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	12
Independent Study	152
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200 hours
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Cromby, J., Harper, D. & Reavey, P. (2013). *Psychology, mental health and distress.* Basingstoke: Palgrave McMillan.

Davidson, G.C., Neale, J.M. & Kring, A.M. (2004). *Abnormal Psychology.* Hoboken, N.J.: Wiley.

Ogden, J. (2019). *Health Psychology: A Textbook* (6 Edition). Maidenhead: Open University Press.

Serafino, E.P. & Smith, T (2014). *Health Psychology: Biopsychosocial Interactions*. New York: Wiley.

Journals: British Journal of Clinical Psychology; Journal of Consulting and Clinical Psychology; British Journal of Health Psychology; Psychology and Health; The Lancet

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..	
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)	

Supplemental Information

Divisional Programme Board	Psychology and Social Work
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	UG/PG Psychology
Moderator	C Ballantyne
External Examiner	S Langton
Accreditation Details	BPS
Changes/Version Number	2.10

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 – 3000 word written report based analysis of hypothetical patient case study (100%)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case Study	X	X	X			100%	4

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						**100%**	**4 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)