

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Status: Published

Title of Module: The Psychology of Health and Wellbeing

Code: HLTH08006	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Elaine Stevens		

Summary of Module

This module provides a general introduction and basic underpinning of the key concepts and major theories employed within the field of psychology, health and wellbeing. This module will firstly introduce students to the core theories and major paradigms in psychology and then guide students in applying these models to health, illness and disease. Health is not merely the absence of illness or disease, but a state of complete physical, social and mental wellbeing. This module therefore promotes an awareness and appreciation of how psychology impacts on health and how physical health affects mental health. Throughout this module, students are invited to analyse how psychological theories are applied in health and social care settings, as well as examining the relationships between physical, mental and social factors that influence the overall wellbeing of individuals.

The module is suitable for those new to or planning to work in health and social care and aims to promote global citizenship and graduateness for all students regardless of geography or employment status. The acquisition of UWS graduate attributes (Universal, Work-ready and Successful) is central to the module content. This module particularly helps students to develop skills in problem solving, analysis and creativity.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
				✓		

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1		Term 2	✓	Term 3	
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Apply key concepts and core theories in psychology to real-world issues in health.
- L2. Consider the role that psychology plays in health promotion and illness prevention.
- L3. Understand the evidential basis for explanations of physical and mental health and wellbeing.

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)	<p>SCQF Level 8.</p> <p>Knowledge of psychology and wellbeing in the context of health.</p> <p>Understanding of a range of core theories, concepts, principles and terminology in psychology</p> <p>Awareness and understanding of some major current issues and specialisms.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Knowledge of how psychological theories are applied in health and social care settings.</p> <p>Understanding of psychological, social and biological factors that interact to influence health and wellbeing.</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Undertake analysis and synthesis of ideas, concepts, information and issues that are central to wellbeing.</p> <p>Appreciate current evidence on psychological therapies and interventions used to promote wellbeing.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</p> <p>Use of information technology applications to convey information to a range of audiences and for a range of purposes.</p> <p>Experience in retrieving and appraising a variety of data including developing skills in interpreting data that is presented in numerical and graphical format.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Reflect on responsibilities and contributions to improving the psychological health and wellbeing of self and others.</p>

Exercise autonomy and initiative in the creation and timely completion of written assignments as well as working collaboratively with peers within a defined structure.

Acquire an understanding of current professional, ethical and regulatory codes of practice within psychology.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching

This module is delivered by hybrid learning utilising a Virtual Learning Environment (VLE).

Hybrid learning students will participate in a range of synchronous and asynchronous activities supported by the quality assured resources. All students have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to electronic library and books.

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	10
Tutorial/Synchronous Support Activity	20
Asynchronous Class Activity	6
Personal Development Plan	6
Independent Study	158
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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

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Core Year Text: McCormack, B., McCance, T., Brown, D., McMillan, A. and Martin S. (2020) Fundamentals of Person-centred Care: Principles and Practice for Healthcare Students [electronic book]. Chichester: Wiley Blackwell.

There is no core text for this module. The following e-books are considered essential reading:

Bennett, C., and Lillyman, S., (2020) Promoting Health and Wellbeing: For Nursing and Healthcare Students. [Electronic book] : Banbury: Lantern.

Knight, A., and McNaught, A., (2011) Understanding wellbeing: An Introduction for Students and Practitioners of Health and Social Care. [Electronic book] Banbury: Lantern.

Morrison, V., and Bennett, P., (2012) An Introduction to Health Psychology. [Electronic book] Harlow: Pearson.

Lee, K and Quinn, N., (2013). Public Mental Health: Global Perspectives. [Electronic book] Maidenhead: McGraw-Hill.

In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Constantina Papadopoulou
External Examiner	P Anyanwu
Accreditation Details	
Changes/Version Number	1.03 Revised assessment to allow students to present work in different formats to meet the learning outcomes: agreed with external examiner updated equality and diversity statement updated attendance information Added moderator annotated teaching and learning hours

Assessment: (also refer to Assessment Outcomes Grids below)

Summative Assessment: Component 1
Class test: 20% of the overall module mark - equivalent of 600 words

Summative Assessment: Component 2
Online forum discussion: 30% of the overall module mark - 900 words

Summative Assessment: Component 3
Case study: 50% of the overall module mark - 1500 words

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type	Learning	Learning	Learning	Weighting	Timetabled
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(Footnote B.)	Outcome (1)	Outcome (2)	Outcome (3)	(%) of Assessment Element	Contact Hours
Class test (written)			✓	20	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral		✓		30	0

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓		✓	50	0
Combined Total For All Components				100%	0 hours

Footnotes

- A. Referred to within Assessment Section above
 B. Identified in the Learning Outcome Section above

Note(s):

- More than one assessment method can be used to assess individual learning outcomes.
- Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
 This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

Please refer to the UWS Equality and Diversity Policy at the following link: [UWS Equality and Diversity Policy](#)

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(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)