

## Health Psychology

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Health Psychology						
<b>Stage of Principal Programme</b>			<b>3</b>	<b>Semester</b>	<b>1</b>	<b>Duration.</b> <i>(Weeks F/T)</i>	<b>12</b>	<b>ECTS</b>	<b>5</b>
<b>Mandatory / Elective (M/E)</b>	<b>E</b>	<b>Hours of Learner Effort / Week</b>	<b>2.3</b>						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>						<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>		
<b>Contact Hours</b>									
In person face-to-face						✓	28		
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other: <ul style="list-style-type: none"> <li>Independent reading, engagement with VLE, research and preparation of assessments</li> </ul>						✓	97		
<b>Total</b>							125		

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area
Tutor	A minimum level 9 qualification in Psychology or closely cognate area
<b>Staff - Learner Ratio X:Y</b>	
	1:120
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	<b>100%</b>	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	<b>N</b>	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b> On completion of this module a learner will be able to:	<b>Related MIPLO #</b>
1. Develop an understanding of the health belief model and explain how useful it is in predicting and changing health behaviours.	1, 4

2. Evaluate the biopsychosocial issues affecting the different aspects of the self associated with illness.	<b>1, 4, 5</b>
3. Draw upon the findings of research investigating the success of health promotion and primary prevention efforts across the lifespan and with at-risk people.	<b>1, 5</b>
4. Understand the effectiveness of attitudinal approaches and the use of fear appeals in changing attitudes and health behaviour.	<b>1, 4, 5</b>
5. Understand the components of the Theory of Planned Behaviour and evaluate its usefulness in predicting health behaviours.	<b>1</b>

### 7.3 Indicative Module Content, Organisation and Structure

This module aims to give learners an understanding of the psychological approaches utilised in health psychology research and make them aware of the role of research in informing both theory and practice. Health psychology is one of the most rapidly developing fields in contemporary academic psychology. The objective of health psychology is to explain the psychological issues affecting the different aspects of the self (i.e., physical, achieving, social, and private self) associated with illness. Throughout the course, the learner will consider the relationship of individual difference variables, social factors, emotional factors, cognitive factors, perceived symptoms, and factors related to access to medical care to health behaviours.

Over the course of 12 weeks, the learner will cover topics such as:

#### **Introduction to Health Psychology:**

- Health Beliefs and Health Behaviours.
- Stage models of health beliefs.
- Addiction and Health:
- The biological variables underpinning addiction- e.g., alcohol, tobacco and exercise.
- Disease models.
- Learning an addictive behaviour – social learning theory and addiction.

#### **Eating Part1:**

- Cognitive Models of eating behaviour.
- Developmental Model of eating behaviour.
- The impact of society on eating behaviour (peers, parents and media).

#### **Eating Part 2:**

- Weight concern model of eating behaviour.
- Body dissatisfaction.
- Dieting.
- Causes of over-eating.

#### **Exercise:**

- Benefits of exercise physical and psychological
- Factors which predict exercise.
- Improving exercise behaviours.

#### **Pain:**

- Cognitive and biological explanations of pain.
- Theories of pain.
- Pain management.

#### **Stress:**

- Models of stress.
- Neurobiological stress response.

#### **Sex and Health:**

- Contraceptive use.
- Sex in the context of STDs.
- Moderating health risks.

**Chronic Illness – HIV:**

- The relationship between stress and chronic illnesses such as HIV.
- Psychology and immune systems.
- Psychology and longevity.
- Caregiving, death and bereavement in the context of HIV and AIDS.

**Chronic Illness – Cancer:**

- The psychological consequences of cancer.
- Dealing with the symptoms of cancer.
- Psychology and longevity.

**Chronic Illness – Obesity:**

- Causes of obesity from a genetic, environmental, developmental and behavioural perspective.
- Treatment of obesity – dieting, medication and surgery.

**Coronary Heart Disease:**

- Coronary heart disease – risk factors, beliefs and the psychological impact.
- Rehabilitation for patients with coronary heart disease – predicting uptake.
- The role of affect – fear appeals, visual images, and self-affirmation in changing behaviours.

**7.4 Work-based learning and practice-placement (if applicable)**

N/A

**7.5 Specific module resources required (if applicable)**

N/A

**7.6 Application of programme teaching, learning and assessment strategies to this module**

The content of this module is delivered in lectures. The lecturer uses research-informed theories, analysis and critique in delivering the content. Lectures also provide opportunity for learners to engage in discussion and develop their critical thinking skills, applying the theories and research from health psychology to contemporary health issues.

Assessments for this module consist of an essay (50%) and a presentation (50%).

**Essay:** The essay will help develop learners' research, academic writing and referencing skills. Learners are encouraged to think critically about psychological research in health psychology as they evaluate, compare and contrast different theories, and consider the implications of research findings to real-world scenarios. (MIMLO 2,3,4)

**Presentation:** The presentation gives learners an opportunity to showcase their knowledge of key theories and research in health psychology and consider their implications. Learners present their work in a presentation, utilizing their digital literacy, communication and creative skills. (MIMLO 1,2,3,4,5)

**7.7 Summative Assessment Strategy for this module**

MIMLOs	Technique(s)	Weighting
2-4	Essay	50%
1-5	Presentation	50%

**7.8 Sample Assessment Materials****Essay:**

This module will ask the learner to write an essay on one of the following topics:

- Apply a health belief model to one modern health concern while considering its utility in predicting and changing health behaviours.
- Critically evaluate the role of stress in the manifestation and exacerbation of physical illnesses.
- Fear appeals have been used in public health campaigns to reduce or increase behaviours of health concern – critically evaluate this approach with reference to appropriate literature.

This will have a word limit of 1,250 – 1,500 words. The guidelines involve:

1. Adhering to APA formatting within the submitted work.
2. Work must be proof-read for spelling and grammatical errors.
3. Include a Title page for the presentation and a separate page of references.
4. Employing a discursive and critical approach to the topic.
5. Using a balanced, objective approach to the question outlined.
6. Do not refer to “I” in this work, instead write in the third party.
7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument.
8. Demonstrate an appropriate depth and breadth of reading.

This work will be graded as follows:

- Structure (Guidelines 1- 3) is worth 20%.
- Academic understanding and ability as per Guidelines 4 – 6 is worth 50%
- The remaining 30% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 7 and 8).

**Presentation:**

This module will ask the learner to provide a 15 minute presentation on one of the following topics:

- Critically evaluate the success of health promotion efforts (e.g., eating and exercise) across the lifespan.
- HIV and STDs are of public health concern – evaluate the success of prevention efforts with at-risk groups.
- Illness may be conceptualised as an interaction between biopsychosocial variables – critically evaluate the impact of these variables in the manifestation and longevity of illness.

This presentation will be equivalent to 1,250 to 1,500 words. The guidelines involve:

1. Adhering to APA formatting within the presented work.
2. Work must be proof-read for spelling and grammatical errors.
3. Include a Title page for the presentation and a separate page of references.
4. Employing a discursive and critical approach to the topic.
5. Using a balanced, objective approach to the question outlined.
6. Do not refer to “I” in this work, instead write in the third party.
7. All work should include work should include reference to appropriate peer reviewed texts or resources when making a specific point or argument.
8. As this is a presentation, learners must ensure that their slides are not overly cluttered and are clearly legible, while still demonstrating an appropriate depth and breadth of reading.
9. Communicate clearly and effectively.

This work is worth 50% of the Continuous Assessment and is graded as follows:

- Structure (Guidelines 1- 3) is worth 20%.
- Academic understanding and ability as per Guidelines 4 – 6 is worth 50%.
- The remaining 30% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 7 – 9).

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College’s [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### Indicative Core Reading:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Krumov, K (2013). *Cross-Cultural Psychology: Why Culture Matters*. Information Age Publishing.

Magnusson, E & Marecek, J. (2012). *Gender and Culture in Psychology : Theories and Practices*. Cambridge University Press.

Marks, D. F., Murray, M., Estacio, E. V., Annunziato, R. A., Locke, A., & Treharne, G. J. (2024). *Health Psychology: Theory, Research and Practice*. (7th ed.). London: Sage.

Ogden, J. (2023). *Health Psychology* (7th ed.). London: McGraw Hill.

### Indicative Other Resources:

Anisman, H. (2016). *Health Psychology*. London: Sage.

Articles will also be explored from journals including:

- *Lancet Global Health*
- *Annual Review of Public Health*
- *Health Psychology Review*
- *American Journal of Public Health*
- *Journal of Epidemiology and Community Health*
- *Health Psychology*

### Recommended Viewing:

TED Talks-Variou Social Psychology Researchers