

## Health Psychology

<b>Module title</b>										
Health Psychology										
<b>Module NFQ level</b> (only if an NFQ level can be demonstrated)		<b>Module number / reference</b>		<b>ECTS Value</b>		<b>Duration</b>				
8				5		12 weeks				
<b>Parent programme(s).</b> Principal programme title, and embedded(s) if relevant				<b>Stage of parent programme</b>		<b>Semester No.</b>				
BA (Honours) in Psychology				2		1				
<b>Teaching and Learning modes</b>		<b>Proportion</b> (% of Total Directed Learning)								
Classroom / Face to Face		22.4%								
Workplace										
Online										
Other (Identify)		77.6% (directed and self-directed learning)								
<b>Entry requirements (statement of knowledge, skill and competence)</b>										
Successful completion of Stage 1 of the programme or equivalent is required for entry onto Stage 2.										
<b>Maximum number of learners per instance of the module</b>				40						
<b>Average (over the duration of the module) of the contact hours per week</b>				2.3						
<b>Pre-requisite module title(s) (if any)</b>										
<b>Co-requisite module title(s) (if any)</b>										
<b>Is this a capstone module? (Yes or No)</b>				No						
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>										
Lecture hall, Library, IT Resources										
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>										
<b>Role e.g. Tutor, Mentor etc.</b>		<b>Qualifications &amp; experience required:</b>				<b># of Staff with this profile (WTEs)</b>				
Lecturer		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%				
<b>Analysis of required learning effort</b>										
				<b>Hours of Learner effort</b>						
<b>Classroom and demonstrations</b>		<b>Mentoring and small-group tutoring</b>		<b>Other (specify)</b>		<b>Directed e-learning</b>	<b>Independent learning</b>	<b>Other (specify)</b>	<b>Work-based learning</b>	<b>Total effort</b>
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:10	4	1:10				97			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

<p><b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b></p>	<p>In this module, the learner will be presented with an overview of the key themes and perspectives in <i>Health Psychology</i>. Human behaviour plays a significant role in most of the leading causes of death. Psychology has the potential to enhance health outcomes through a better understanding of health promoting and health damaging behaviours. Health psychology and the related field of behavioural medicine focus on the interplay between biological dispositions, behaviour, and social context. Following an overview of the historical roots of this subject, learners are introduced to a biopsychosocial model that considers health as the complex interplay among biological disposition, behaviour, and social conditions. Behaviours include lifestyle variables such as tobacco use, risk taking, alcohol consumption, diet, and exercise. Social conditions range from cultural influences, family context, and conditions of poverty. Module content also contains embedded content on core areas of psychology such as Developmental Psychology, Biological Psychology, Cognitive Psychology and Social Psychology, and these are noted accordingly.</p>
<p><b>Module Aims and Objectives</b></p>	<p>This module aims to give learners an understanding of the psychological approaches utilised in health psychology research and to 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.</p>
<p><b>Minimum Intended Module Learning Outcomes</b></p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of the health belief model and explain how useful it is in predicting and changing health behaviours. (MIPLO 1, 2, 5, 7, 8)</li> <li>2. Evaluate the biopsychosocial issues affecting the different aspects of the self associated with illness. (MIPLO 1, 4)</li> <li>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. (MIPLO 2, 3, 4, 5)</li> <li>4. Understand the effectiveness of attitudinal approaches and the use of fear appeals in changing attitudes and health behaviours. (MIPLO 8)</li> <li>5. Understand the components of the Theory of Planned Behaviour and evaluate its usefulness in predicting health behaviours. (MIPLO 1, 4, 7)</li> </ol>

<p><b>Information Provided to Learners about the Module</b></p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module Moodle Page to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p>
<p><b>Module Content, Organisation and Structure</b></p>	<p>Over the course of 12 weeks, the learner will cover topics such as:</p> <p><b>Introduction to Health Psychology:</b></p> <ul style="list-style-type: none"> <li>• Health Beliefs and Health Behaviours.</li> <li>• Stage models of health beliefs.</li> </ul> <p><b>Addiction and Health:</b></p> <ul style="list-style-type: none"> <li>• The biological variables underpinning addiction- e.g., alcohol, tobacco and exercise.</li> <li>• Disease models.</li> <li>• Learning an addictive behaviour – social learning theory and addiction.</li> </ul> <p><b>Eating Part1:</b></p> <ul style="list-style-type: none"> <li>• Cognitive Models of eating behaviour.</li> <li>• Developmental Model of eating behaviour.</li> <li>• The impact of society on eating behaviour (peers, parents and media).</li> </ul> <p><b>Eating Part 2:</b></p> <ul style="list-style-type: none"> <li>• Weight concern model of eating behaviour.</li> <li>• Body dissatisfaction.</li> <li>• Dieting.</li> <li>• Causes of over-eating.</li> </ul> <p><b>Exercise:</b></p> <ul style="list-style-type: none"> <li>• Benefits of exercise physical and psychological</li> <li>• Factors which predict exercise.</li> <li>• Improving exercise behaviours.</li> </ul> <p><b>Pain:</b></p> <ul style="list-style-type: none"> <li>• Cognitive and biological explanations of pain.</li> <li>• Theories of pain.</li> <li>• Pain management.</li> </ul> <p><b>Stress:</b></p> <ul style="list-style-type: none"> <li>• Models of stress.</li> <li>• Neurobiological stress response.</li> </ul> <p><b>Sex and Health:</b></p> <ul style="list-style-type: none"> <li>• Contraceptive use.</li> <li>• Sex in the context of STDs.</li> <li>• Moderating health risks.</li> </ul>

	<p><b>Chronic Illness – HIV:</b></p> <ul style="list-style-type: none"> <li>• The relationship between stress and chronic illnesses such as HIV.</li> <li>• Psychology and immune systems.</li> <li>• Psychology and longevity.</li> <li>• Caregiving, death and bereavement in the context of HIV and AIDS.</li> </ul> <p><b>Chronic Illness – Cancer:</b></p> <ul style="list-style-type: none"> <li>• The psychological consequences of cancer.</li> <li>• Dealing with the symptoms of cancer.</li> <li>• Psychology and longevity.</li> </ul> <p><b>Chronic Illness – Obesity:</b></p> <ul style="list-style-type: none"> <li>• Causes of obesity from a genetic, environmental, developmental and behavioural perspective.</li> <li>• Treatment of obesity – dieting, medication and surgery.</li> </ul> <p><b>Coronary Heart Disease:</b></p> <ul style="list-style-type: none"> <li>• Coronary heart disease – risk factors, beliefs and the psychological impact.</li> <li>• Rehabilitation for patients with coronary heart disease – predicting uptake.</li> <li>• The role of affect – fear appeals, visual images, and self-affirmation in changing behaviours.</li> </ul>
<p><b>Module Teaching and Learning (including formative assessment) Strategy</b></p>	<p>This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight weeks.</p> <p>Typically, the first hour will deliver information while the second hour will be given over to:</p> <p>Debating what was just learned  Writing up what was just learned  Critiquing the methods used about what was just learned.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
<p><b>Work-Based Learning and Practice-Placement</b></p>	<p>N/A</p>
<p><b>E-Learning</b></p>	<p>N/A</p>
<p><b>Specifications for Module Staffing Requirements</b></p>	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners.</p> <p>The maximum tutor: learner ratio is 1:20</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
<p><b>Module Summative Assessment Strategy</b></p>	<p>This module will be assessed by Continuous Assessment, worth 100%.</p> <p>During this module, learners will complete an essay (worth 50%) and an in-class presentation (worth 50%). Both assessments will be based on a critique of a health psychology topic.</p>

**Sample Assessment  
Materials**

**(A) Continuous Assessment Essay (50%).**

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).

This assessment addresses MIMLOS 1-5.

**(B) Continuous Assessment Presentation (50%).**

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.

	<ol style="list-style-type: none"> <li>6. Do not refer to “I” in this work, instead write in the third party.</li> <li>7. All work should include work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument.</li> <li>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.</li> <li>9. Communicate clearly and effectively.</li> </ol> <p>This work is worth 50% of the Continuous Assessment and is graded as follows:</p> <ul style="list-style-type: none"> <li>• Structure (Guidelines 1- 3) is worth 20%.</li> <li>• Academic understanding and ability as per Guidelines 4 – 6 is worth 50%.</li> <li>• The remaining 30% is awarded for content comprehension and excellent flow to the work (as indicated by Guidelines 7 – 9).</li> </ul> <p>This assessment addresses MIMLOS 1-5.</p>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b><u>Essential Reading:</u></b>  Marks, D. F., Murray, M., Evans, B., and Vida Estacio, E. (2015). <i>Health Psychology: Theory, Research and Practice</i>. London: Sage.</p> <p>Ogden, J. (2019). <i>Health Psychology</i> (6<sup>th</sup> ed.). UK: McGraw Hill</p> <p><b><u>Other Reading:</u></b>  Anisman, H. (2016). <i>Health Psychology</i>. London: Sage.</p> <p>Articles will also be explored from journals including:</p> <p><i>Lancet Global Health</i>  <i>Annual Review of Public Health</i>  <i>Health Psychology Review</i>  <i>American Journal of Public Health</i>  <i>Journal of Epidemiology and Community Health</i>  <i>Health Psychology</i>.</p> <p><b><u>Recommended Viewing:</u></b>  TED Talks-Variou Health Psychology Researchers</p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Lecture Hall with PowerPoint, Projector and internet access.</p>