

## Module Specification

Module Title  Module Code

Credit Value:  Level:  Mode of Delivery:  Semester:

Pre-requisite modules	Co-requisite modules	Overlapping modules
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### 1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module is an interdisciplinary module integrating the fields of psychology, medicine and humanities. The module does not require prior knowledge in this area. All content will be introduced at a basic level and further elaborated upon during each class. Selected topics will be introduced that allow in depth discussions of interactions between psychology (with a special focus on positive psychological variables, e.g. positive expectations, social support, positive emotions, positive cognitions such as optimism, mindfulness), health and medicine (e.g. health behaviours, prevention, onset, progression and treatment of mental and physical disease and underlying neural processes), and liberal arts (e.g. arts, literature and music), and the consideration of humanities in these interactions (e.g. sociology, anthropology, philosophy, politics and ethics).

### 2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aim of this module is (1) to develop students' knowledge of concepts, theories and research evidence regarding health and well-being, (2) to develop students' ability to critically evaluate and integrate concepts, theories and research evidence on health and well-being across the disciplines of humanities, psychology and medicine, (3) to engage students in applying the acquired health and well-being knowledge and skills to everyday life.

### 3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic Content:	
A1	Understand classical and contemporary concepts and theories on health and well-being from the perspectives of psychology, humanities, and medicine
A2	Understand research evidence on health and well-being from the perspectives of psychology, humanities, and medicine
A3	Understand the political, ethical and philosophical considerations in the field of health and well-being

Disciplinary skills - able to:	
B1	Acquire detailed factual and conceptual knowledge on health and well-being
B2	Synthesize research evidence on health and well-being
B3	Critically evaluate and integrate concepts, theories and research evidence on health and well-being across the disciplines of psychology, humanities, and medicine
B4	Apply health and well-being knowledge and skills to everyday life

Attributes:	
C1	Acquire and apply knowledge in a rigorous way
C2	Adapt understanding to new and unfamiliar settings
C3	Acquire new learning both individually and collaboratively
C4	Develop (an increased) curiosity about health and well-being
C5	Assess the value of the gained knowledge for their own health and well-being

QM Model Outcomes (available in QMPlus <a href="#">here</a> ):	
D1	(Multi/Inter-Disciplinarity) Evaluate perspectives from different disciplines

D2	(Multi/Inter-Disciplinarity) Demonstrate how discipline specific problem solving techniques or approaches may be generalised or applied in a broader context
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#### 4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

<p>Preliminary and nonexhaustive list of selected journal articles:</p> <p>Cohen, S. (2004). Social relationships and health. <i>American Psychologist</i>, 59(8), 676-684</p> <p>Rasmussen, H.N., Scheier, M.F., &amp; Greenhouse, J.B. (2009). Optimism and Physical Health: A Meta-analytic Review. <i>Annals of Behavioral Medicine</i>, 37, 239-259.</p> <p>Finan, P.H. &amp; Garland, E.L. (2015). The role of positive affect in pain and its treatment. <i>Clinical Journal of Pain</i>, 31(2), 177-187.</p> <p>Van Dam, N.T., van Vugt. M.K., Vago, D.R. et al. (2018). Mind the hype: A critical evaluation and prescriptive agenda for research on mindfulness and meditation. <i>Perspectives on Psychological Science</i>, 13(1), 36-61.</p>
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#### 5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lecture	Scheduled	22
Practical Classes and workshops	Scheduled	8
Fieldwork	Scheduled	8
Total		38

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	38	25
Placement	0	0
Independent Study	112	75
Total	150	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

## 6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Final exam	Written examination	Written	2 hr	45	Yes	
In-class test	Coursework	Coursework		25	No	
Poster presentation	Oral assessment & presentation	Practical		30	No	

**Final element of assessment:** The assessment that takes place last. There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment       Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework
Resit exam	Written examination	2 hrs