

## Module Specification

Module title	Health Psychology	Module code	PSY317				
Credit Value	15	Level	6	Mode of Delivery	On Campus	Sem	A

Pre-requisite modules	Co-requisite modules	Overlapping modules
PSY121 Brain and Behaviour PSY109 Research Methods and Statistics in Psychology I PSY209 Research Methods and Statistics in Psychology II PSY215 Social Psychology PSY211 Cognitive Psychology PSY223 Developmental Psychology PSY233 Individual Differences	N/A	N/A

### 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).

This module introduces an area of special interest to applied psychologists – namely, psychology as applied to health behavior and medicine. The course covers the central models and evidence bases concerning the relationship of psychological processes to health maintenance, treatment adherence, professional-patient interactions, stress and immune system function. Topics covered by this module include models of health behaviour and their explanatory power; psychology and health promotion; adherence to treatment and advice, health professional and patient interactions; personality, health and lifestyle; psychoneuroimmunology; the psychology of pain perception; coping with chronic & terminal conditions, conditioning theories of addictions, and placebo vs. nocebo effects.

### 2) Module Aims

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

1. To provide knowledge and understanding of scientific research and theory in the area of health psychology.
2. To provide an understanding of the application of health psychology research to real world situations in health and medicine.

3. To explore methodological and conceptual issues in health psychology.

### 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	To describe, understand and evaluate the main theoretical approaches (such as models of health behaviour) widely used in health psychology and psychology as applied to medicine.
A2	To critically evaluate empirical evidence in health psychology and psychology as applied to medicine.
A3	To understand psychological issues in treatment and health professional-patient relations and to evaluate the utility of health promotion strategies from the perspective of psychological science.

Disciplinary skills - able to:	
B1	Students will develop the ability to critically evaluate research within the field of Health Psychology.
B2	Students will be expected to display higher level cognitive abilities in synthesising arguments across three important fields within psychology (biological, psychological and Social psychology) and how these apply to human behaviour in relation to health.

Attributes	
C1	Students should be able to engage critically with the topics covered in this module and understand how developments in this area can be applied to developments of health related interventions.
C2	Students should be able to demonstrate clarity of thinking and an ability to communicate how research findings are situated within this applied field of psychology.

### 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.

Marks, D. F., Murray, M. P., Evans, B, & Estacio, E. V. B, (2015). Health Psychology: Theory, Research and Practice (4th Ed.). Sage.  
 Morrison, V. & Bennett, P. (2016). An Introduction to Health Psychology (4th Ed.). Pearson Education Limited.  
 Ogden, J. (2012). Health Psychology: a Textbook (5th Ed.). Milton Keynes: Open University Press.  
 Sarafino, E. P. (2016). Health Psychology: Biopsychosocial Interactions (9th Ed.). John Wiley & Sons.  
 Taylor, S. E. (2014). Health Psychology (9th Ed.). McGraw-Hill.

## 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	20
	Total	22

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	22	14.7%
Placement	0	0
Independent Study	128	85.3%
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 Type	KIS Category	Duration/Length	Percentage	Final element	Qualifying Mark
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Assessment				Weighting	of assessme nt	
Essay	Written assignm ent, inc Essay	Coursewo rk	2,000 words	25%	No	
Exam	Written Exam	Written	2 hours	75%	Yes	40

**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.

Synoptic Reassessment

Standard 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
Exam	Written Exam	2 hours, weighting 100%

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