2017-2018
Health Psychology

Category: Psychology
Code: IS248
Level: 4
Credits: 15

Contact details: TUTOR TO BE CONFIRMED. In the meantime, if you have any questions about the syllabus please contact Dr Dave Smalley: davidsm@sussex.ac.uk.

Outline
The module covers the history and scope of Health Psychology from the subject origin through to the use of present day telem medicine, such as on-line self-diagnos tics, support groups and virtual clinics. A range of theories and methodologies used within the discipline are considered, with specific topics being psycho-immunology, stress, anger, anxiety, depression, optimism and coping. The module also considers how broader social factors, such as social economic status and social support, can impact on health. Both individual therapeutic interventions and wider health promotion campaigns are reviewed. The module aims to equip students with knowledge, understanding and skills to recognise the role that Health Psychology can play for individuals and societies wellbeing.

The importance of experiential learning and reflection is recognised, with critical thinking skills enhanced through a variety of learning opportunities from group work and debates to individual presentations. Lectures, seminars and e-learning are included to accommodate and encourage a range of learning preferences and styles.

Learning Outcomes
1. Draw upon a published study to inform a hypothetical study design.
2. Demonstrate prepared reading and communication skills, regarding potential interactive pathways for a psychological state on physiological health.
3. Reflect upon the wider process affecting health, both in terms of own and others experiences.
4. Describe the potential impact of an intervention on subsequent health

Teaching Pattern

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<th>Week 1</th>
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<tr>
<td>Seminar</td>
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<td>Lecture</td>
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<td>Tutorial</td>
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<td>Wk</td>
<td>Topic</td>
<td>Teaching and Learning Activity</td>
<td>Assessment</td>
<td>Learning Outcomes</td>
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| 1  | Introduction to Health Psychology (Subject scope & application, Stress & interaction models, Health behaviours & models. Essay and presentation skills). | Lecture, tutor led presentations regarding target topics, as well as essay and oral presentation skills, seminar discussion, self-directed learning and opportunities for individual and group sharing IT skills. | **Evidence retrieval & interpretation skills**  
**small group spontaneous oral presentations** | Draw upon a published study to inform a hypothetical study design | Immediate oral to group. Group via internet |
| 2  | Personality & Health (Optimism, Anxiety, Depression & Anger) | Lecture, seminar, discussions and debate, small group work, self-directed learning, spontaneous group presentations and summative individual oral presentations. | *Oral Presentation (20%)* | Demonstrate prepared reading and communication skills, regarding potential interactive pathways for a psychological state on physiological health. | Immediate Individual oral feedback and subsequent written feedback |
| 3  | Social Factors & Health (Social Economic Status, Social Support & Coping) | Lecture, tutor led presentations regarding target topics and journal writing, seminar discussion, small group work, self-directed learning. | *Learning Journal (1,000 words) (30%)* | Reflect upon the wider process affecting health, both in terms of own and others experiences. | Individual oral and written feedback |
| 4  | Interventions & Applied Health Psychology (Health promotion, Therapeutics, Dr-Pt communication, On-line and virtual clinics) | Lecture, tutor led presentations, seminar discussion, small group work and self-directed learning. | **Writing skills (planning, writing, referencing)**  
*Essay (2, 000) (40%)*  
*Tutor assessment (10%)* | Describe the potential impact of an intervention on subsequent health | Immediate oral to group. Individual oral and written feedback Witten feedback |
Attendance policy, class etiquette, academic integrity

Students are expected to attend and engage fully in all lectures and seminars. In order to do so, they will need to have completed the essential reading before each session. Engagement in the seminars activities is assessed by means of an observation report completed by the tutor at the end of the module. In order to achieve a good observation report grade, students need to arrive on time, regularly make positive contributions in the workshops, and respect the opinions of their classmates.

Consistent with all teaching at the University of Sussex, strict adherence to the principles of academic integrity is expected and suspected plagiarism will be dealt with by our academic misconduct panel.

Prerequisites

There are no strict prerequisites for this module but it is strongly recommended that students have successfully completed at least one previous module in any area of psychology (preferably applied).
Reading

Core text (essential reading)

Students will be expected to read the relevant chapters of the core text in preparation for each session.


Additional reading


Horne, R., Weinman, J. (2002) Self regulation and self management in asthma: exploring the role of illness perceptions and treatment beliefs in explaining non adherence to preventer medicine. Psychology and health 17 17-72


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