

## Liverpool John Moores University

Title: PSYCHOLOGICAL ASPECTS OF HEALTH & ILLNESS  
Status: Definitive  
Code: **7005HEAPSY** (113745)  
Version Start Date: 01-08-2011

Owning School/Faculty: Natural Sciences & Psychology  
Teaching School/Faculty: Natural Sciences & Psychology

Team	Leader
David McIlroy	Y

**Academic Level:** FHEQ7  
**Credit Value:** 20.00  
**Total Delivered Hours:** 50.00  
**Total Learning Hours:** 200  
**Private Study:** 150

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	24.000
Online	12.000
Seminar	12.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	exam	Exam	60.0	2.00
Essay	essay	Literature review	25.0	
Presentation	CS pres	Case study presentation	15.0	

### Aims

*To enable students to develop in-depth understanding of behavioural, cognitive, emotional and individual difference factors that contribute to health and illness.  
To provide opportunity to apply this knowledge in the analysis of case studies*

### Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate ability to apply knowledge gained to analyse and assess example case studies, and present findings to peers
- 2 Demonstrate acquisition of knowledge and critical insight relating to behavioural, cognitive and individual difference determinants of health and illness outcomes.

### Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Exam	1	2
Essay	1	2
Case study presentation	1	

### Outline Syllabus

*Symptom perception; the perception of pain; mood and cognition; individual differences and personality factors in health and illness; dispositional optimism/pessimism; locus of control; self-efficacy; emotions and health.*

### Learning Activities

Seminar tasks will include in-tray exercises, case-studies, problem-solving, role-play, reviewing exercises, peer/tutor feedback on presentations, and directed independent reading. Traditional lectures. Formative assessment.

### References

<b>Course Material</b>	Book
<b>Author</b>	Marks, D., et al.
<b>Publishing Year</b>	2005
<b>Title</b>	Health psychology: Theory, research & practice
<b>Subtitle</b>	
<b>Edition</b>	2nd
<b>Publisher</b>	Sage
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Ogden, J.
<b>Publishing Year</b>	2004
<b>Title</b>	Health Psychology: A textbook
<b>Subtitle</b>	

<b>Edition</b>	3rd
<b>Publisher</b>	Open University Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Ogden, J.
<b>Publishing Year</b>	2006
<b>Title</b>	Essential readings in health psychology
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Open University Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Connor, M., & Norman, P.
<b>Publishing Year</b>	2005
<b>Title</b>	Predicting Health Behaviour
<b>Subtitle</b>	
<b>Edition</b>	2nd
<b>Publisher</b>	Open University Press
<b>ISBN</b>	

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## Notes

Independent learning will be encouraged by extensive use of seminar tasks, including in-tray exercises, case-studies, problem-solving, role-play, reviewing exercises, peer/tutor feedback on presentations, and directed independent reading. Traditional lectures will underpin knowledge acquisition. Opportunities will be available for formative assessment.