

Liverpool John Moores University

Title: FUNDAMENTAL ISSUES IN HEALTH PSYCHOLOGY
Status: Definitive
Code: **7101HEAPSY** (124230)
Version Start Date: 01-08-2021
Owning School/Faculty: Psychology
Teaching School/Faculty: Psychology

Team	Leader
Kanayo Umeh	Y
Caroline Brett	

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 32
Total Learning Hours: 200 **Private Study:** 168

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	20
Seminar	10

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	essay	A critical evaluation on the biopsychosocial and biomedical models with reference to contemporary health care	50	
Exam	exam	Exam with one compulsory and six optional questions	50	2

Aims

The module will give historical overview of health psychology with particular emphasis on key philosophical, conceptual and theoretical developments

Learning Outcomes

After completing the module the student should be able to:

- 1 Present a historical overview of health psychology & behavioural epidemiology
- 2 Describe and critically evaluate key theoretical perspectives in health psychology, and associated research. Students must be able to provide a comprehensive critique of each model, by drawing on their own intuition and logic, as well as available empirical research.
- 3 Consider relevant analytic and methodological issues associated with these key theoretical perspectives

Learning Outcomes of Assessments

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

Critical evaluation	2	
Examination	1	3

Outline Syllabus

Pre-1950s/60s: historical perspectives (Descartes, Freud, Dunbar)

Post-1950s/60s/70s: historical perspectives (Surgeon General's report & Engel's biopsychosocial revolution)

1950s-1970s: early health behaviour models (HBM/PMT)

1960s/1970s stress and coping – a transactional perspective (Lazarus & colleagues/construct validity)

Early 1980s: responding to illness (Leventhal's CSM model)

Late 1970s/Early 1980s: emergence of behavioural epidemiology

1990s & beyond: spotlight on behaviour change (Prochaska's TTM)

Contemporary issues: technology & health (CBI's in diabetes care – Cochrane reviews)

Contemporary issues: ageing, health inequalities

Future directions: current thinking on health theories and models

Learning Activities

The module will essentially rely on traditional lectures. However each lecture session will involve at least an hour of interactive class discussions during which students will be expected to evaluate some literature and share their thoughts with the rest of the class. These class discussions may involve critical analyses, general debate, and even preparation of case studies. Health psychology is largely an evidence-based field, rooted in theory. Thus, it is essential that students gain considerable experience in reading empirical papers, literature reviews and editorial commentary. They would be required to show understanding of empirical results, theoretical postulates, and other published literature (e.g. meta-analysis) relevant to a variety of health psychology topics covered in this module. The ability to evaluate and discuss

published literature is particularly relevant to all learning outcomes.

Notes

This module aims to familiarise students with the fundamental issues and perspectives implicated in understanding and predicting health behaviour. The module will trace the historical and philosophical origins of health psychology and address key theoretical models incorporating constructs such as health beliefs, anxiety and fear, and perceptions of illness. The module will also cover relevant empirical (theory-based) research focusing on a wide range of health behaviours, as well as criticisms of theoretical models including relevant analytic and methodological constraints. The module teaches core areas of health psychology approved by the BPS including contexts and perspectives in health psychology, health behaviour, aspects of the epidemiology of health and illness, health beliefs and attitudes, and perceptions of risk.