Psychological Perspectives on Health and Wellbeing

Module Code: HWS4004-B
Academic Year: 2018-19
Credit Rating: 20
School: School of Nursing and Healthcare Leadership
Subject Area: Health, Well-Being and Social Care
FHEQ Level: FHEQ Level 4

Pre-requisites:
Co-requisites:

Contact Hours

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
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<tr>
<td>Tutorials</td>
<td>24</td>
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<tr>
<td>Directed Study</td>
<td>152</td>
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Availability Periods

<table>
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<tr>
<th>Occurrence</th>
<th>Location/Period</th>
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<tbody>
<tr>
<td>BDA</td>
<td>University of Bradford / Semester 1 (Sep - Jan)</td>
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Module Aims

The purpose of this module is to introduce students to key perspectives in psychology which offer a range of insights into individual health and wellbeing.

Outline Syllabus

Psychological approaches to health and wellbeing; free will versus determinism; mind and body; nature versus nurture; health psychology concepts; 'nudge' theory and behaviour change; attitudes and persuasion; personality and individual identity; groups and social influence; conformity; 'groupthink'; family influences and lifespan development (childhood, adolescence, adulthood, late adulthood); psychological insights into dementia.

Module Learning Outcomes
On successful completion of this module, students will be able to...

1 Knowledge & Understanding
   1a. Outline and compare a range of explanations of human thought and behaviour.
   1b. Select appropriate concepts to explore particular aspects of individual health and wellbeing.

2 Subject-Specific Skills
   2a. Identify areas of contention in psychology.
   2b. Discuss the relative merits of selected psychological explanations of individual health and wellbeing.

3 Personal Transferable Skills
   3a. Utilise a range of sources to gather relevant information.
   3b. Develop and express an academic argument in a clear and coherent style.

Learning, Teaching and Assessment Strategy
The module will be delivered using research informed key lectures, seminars, tutorials and the VLE. Key lectures will be delivered face to face and will be supported and supplemented by VLE materials (LO 1a, 2a, 2b, 3a). Seminars and tutorials will enable students to explore areas of individual interest (LO 1b, 2b, 3b).

Formative assessment and feedback will be available during seminar discussions, at individual tutorial sessions and via written feedback on individual draft work which will facilitate reflection and preparation for summative assessment (LO 1a, 2b, 3b). Students have optionality in negotiating their own topic area for the summative assessment task (LO 1a, 1b, 2a, 2b, 3a, 3b).

Mode of Assessment

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<tr>
<th>Type</th>
<th>Method</th>
<th>Description</th>
<th>Length</th>
<th>Weighting</th>
<th>Final Assess'</th>
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<tr>
<td>Summative</td>
<td>Coursework</td>
<td>Written assignment demonstrating the achievement of learning outcomes (3000 words)</td>
<td>-3000 words</td>
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Legacy Code (if applicable)
HH-4021D

Reading List
To view Reading List, please go to rebus:list.