DEREE COLLEGE SYLLABUS FOR:

PS 4219 HEALTH PSYCHOLOGY- LEVEL 6 3/0/3
(Revised Spring 2015) UK CREDITS: 15

PREREQUISITES:
BI 1000 Introduction to Biology I-Level 4
PS 3130 Biopsychology – Level 5

CATALOG DESCRIPTION:
This module offers a critical understanding of the role of behaviour in health and illness utilizing both quantitative and qualitative research findings. Current issues in health promotion and illness prevention, with emphasis on an integrated holistic approach. Stress and physical illness, hospitalisation, doctor-patient relationship, biopsychosocial aspects of pain, chronic illness, death and dying.

RATIONALE:
The discipline of health psychology has grown rapidly in recent years, allowing a resurgence of interest in developing approaches to the study of health and illness alternative to the traditional biomedical views. A module for senior psychology majors which utilizes the biopsychosocial model to describe how psychology and health are ultimately interconnected by presenting current research and controversies in the field, including the claims of contemporary qualitative research.

LEARNING OUTCOMES:
As a result of taking this course, the student should be able to:
1. Critically evaluate the application of the field based on systematic knowledge of the body's physical systems and the psychological factors influencing their function.
2. Demonstrate an understanding of effect of stress on various organic illnesses.
3. Critically evaluate health-related behaviours: how they develop, and how they are maintained.
4. Discuss and evaluate the doctor-patient relationship and the reactions to hospitalisation, the impact of chronic disease on patients as well as the methods of coping with pain and stressful medical procedures.
5. Apply the principles of the biopsychosocial model in the aetiology and treatment of major illnesses such as cancer, cardiovascular disease and AIDS, synthesizing evidence from current research.
6. Synthesize and summarize evidence from current quantitative as well as qualitative research in the field of health psychology.

METHOD OF TEACHING AND LEARNING:
- Class lectures and discussions
- In-class experiential exercises
- Office hours
- Use of Blackboard Site

ASSESSMENT:

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<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Class participation-formative</td>
<td>0%</td>
<td>Participation in weekly exercises in class</td>
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<tr>
<td>Portfolio-summative</td>
<td>60%</td>
<td>1. Self-reflective health status diary</td>
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<td>2. Qualitative research position paper</td>
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<td>In-class final examination</td>
<td>40%</td>
<td>Essay questions (choice: 3 out of 5)</td>
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The formative assessment aims to prepare students for the final examination. The portfolio assesses Learning outcome 1, 2, 3, 5 & 6. The final examination assesses Learning Outcomes 1 4 and 5 with an emphasis on 4.

**READING LIST:**

1. **Required Material:**

2. **Highly Recommended:**
   ISBN: 0 7619 7191 2
   ISBN: 9781137291042

3. **Further Reading:** Readings to supplement the basic material covered in the textbook.

**RECOMMENDED MATERIAL:**
- British Journal of Health Psychology
- Health Psychology
- Journal of Health Psychology
- International Journal of Qualitative Methods
- Qualitative Health Research
- Qualitative Research in Psychology
- Social Science and Medicine
- Qualitative Inquiry
- The Qualitative Report
- Education for Health
- Health Psychology Update

**WWW RESOURCES:**
American Psychological Association (APA)
www.apa.org
The British Psychological Society (BPS)
www.bps.org.ac.uk
Internet Mental Health
www.mentalhealth.com
SAGE
www.sagepub.com/journals
American Psychological Association Division 38: Health Psychology
www.health-psych.org
American Psychological Association: Health Psychology
www.apa.org/pubs/journals/hea/

**INDICATIVE CONTENT:**
1. Introducing Health Psychology: the field, the methods, the perspectives, mind and body connections

2. Controlling the body, perceiving and comprehending bodily experience, the role of stress and lifestyles. Behaviour change

3. Being ill: The health care system, interacting with health professionals and managing symptoms and medical procedures. The patient’s perspective and the role of qualitative research data

4. Being ill: Chronic and life-threatening conditions, death and dying, the hospice

5. Relocating the field: criticism and future directions. Socio-medical ethics