

# PS343-15 Health Psychology

**20/21**

**Department**

Psychology

**Level**

Undergraduate Level 3

**Module leader**

Sakari Lemola

**Credit value**

15

**Assessment**

33% coursework, 67% exam

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module aims to develop students' understanding of fundamental concepts and theoretical perspectives pertinent to the study and application of health psychology

[Module web page](#)

### Module aims

It provides students with the knowledge and skills necessary to apply models of health psychology to improve health behaviours. The module also discusses important health behaviours including diet, smoking, physical activity, and sleep and how they are related to mental health

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- 1 Introduction: Definition of Health and Wellbeing; Topics in Health Psychology
- 2 Impact of health psychological interventions; Mind-Body-Interactions
- 3 Specific Health Behaviours and Consequences: Diet
- 4 Specific Health Behaviours and Consequences: Exercise, Smoking, Sleep
- 5 Health promotion, Theoretical Models of Behaviour Change I: Expectancy\*value

models/Continuum Models

6 Health promotion, Theoretical Models of Behaviour Change II: The Intention-Behaviour Gap, Dynamic stage models

7 Environmental Influences: The psycho-social environment and social support; Socio-cultural influence

8 Personality, Stress, and Health

9 Health Psychology in Action: From Research to Implementation; Health Promotion

10 Health Psychology in Action: From Research to Implementation; Rules of Health Communication

11. Revision

12. Revision

## Learning outcomes

By the end of the module, students should be able to:

- Discuss the ways in which psychology can contribute to improve health;
- Demonstrate knowledge of models and evidence how health behaviours contribute to physical and mental health
- Demonstrate knowledge of mechanisms how physical and mental health are connected;
- Compare and critically discuss methodologies used in health psychology research;
- Discuss the topics covered in relation to theories and debates in health psychology
- Identify and consider critical aspects in health communication.

## Indicative reading list

French, D., Vedhara, K., Kaptein, A. A., & Weinman, J. (Eds.). (2010). Health psychology. John Wiley & Sons

Ogden, J. (2012). Health Psychology, McGraw-Hill Education (UK).

In addition to these books there are the following papers that we will read (essential for the seminar):

Casazza, K., Fontaine, K. R., Astrup, A., Birch, L. L., Brown, A. W., Bohan Brown, M. M., ... & McIver, K. (2013). Myths, presumptions, and facts about obesity. *N Engl J Med*, 2013(368), 446-454.

Freeman, D., Sheaves, B., Goodwin, G. M., Yu, L. M., Nickless, A., Harrison, P. J., ... & Hinds, C. (2017). The effects of improving sleep on mental health (OASIS): a randomised controlled trial with mediation analysis. *The Lancet Psychiatry*.

Gigerenzer, G., Gaissmaier, W., Kurz-Milcke, E., Schwartz, L. M., & Woloshin, S. (2007). Helping doctors and patients make sense of health statistics. *Psychological science in the public interest*, 8(2), 53-96.

<http://www.cebm.net/glossary/>

<http://www.cebm.net/oxford-centre-evidence-based-medicine-levels-evidence-march-2009/>

Milne, S., Orbell, S., & Sheeran, P. (2002). Combining motivational and volitional interventions to promote exercise participation: Protection motivation theory and implementation intentions. *British*

journal of health psychology, 7(2), 163-184.

[View reading list on Talis Aspire](#)

## Subject specific skills

knowledge of models and evidence

understanding how health behaviours contribute to physical and mental health and how physical and mental health are connected

understanding theories and debates in health psychology

## Transferable skills

effective communication skills

ability to develop a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience

familiarity with collecting and organising stored information found in library book and journal collections, and online

critical evaluation of primary and secondary sources

effective personal planning and project management skills, so they become more independent and pragmatic as learners

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## Study

### Study time

Type	Required
Lectures	12 sessions of 2 hours (71%)
Seminars	10 sessions of 1 hour (29%)
Total	34 hours

### Private study description

guided student study and preparation for assessments.

### Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

## Assessment group D2

	Weighting	Study time	Eligible for self-certification
Assessment component			
Group presentation	3%		Yes (extension)
Development of a Health Recommendation Topics chosen from list or self-determined (approval needed) – Presentation of 5 mins			

Reassessment component is the same

Assessment component			
Essay	30%		Yes (extension)
Development of a Health Recommendation Topics chosen from list or self-determined (approval needed) – Essay. Health recommendation (300 words) and 1200-word essay on scientific underpinnings and justification of the Health recommendation			

Reassessment component is the same

Assessment component			
In-person Examination	67%		No
<ul style="list-style-type: none"><li>• Answerbook Pink (12 page)</li></ul>			

Reassessment component is the same

## Feedback on assessment

Academic guidance form for assessed work; Structured feedback on presentation and discussion skills during seminars; Academic and peer feedback forms for presentation; exam results online.¿\r\n\r\n

[Past exam papers for PS343](#)

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## **Availability**

## **Courses**

This module is Optional for:

- Year 1 of TPSS-C8P9 Postgraduate Taught Psychological Research