

| Module Details |                             |
|----------------|-----------------------------|
| Module Title   | Putting Health into Context |
| Module Code    | PSY7017-B                   |
| Academic Year  | 2021/2                      |
| Credits        | 20                          |
| School         | School of Social Sciences   |
| FHEQ Level     | FHEQ Level 7                |

| Contact Hours                |       |
|------------------------------|-------|
| Type                         | Hours |
| Seminars                     | 9     |
| Online Seminar (Synchronous) | 20    |
| Directed Study               | 172   |

| Availability |                                     |
|--------------|-------------------------------------|
| Occurrence   | Location / Period                   |
| BDA          | University of Bradford / Semester 2 |

| Module Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>To enable an advanced critical understanding of the social context of health and wellbeing. In particular:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a comprehensive and critical understanding of the main theoretical approaches to the social contextual understandings of the psychology of health and wellbeing.</li> <li>2. Understand the issues surrounding health promotion, care and wellbeing in a variety of social contexts.</li> </ol> |

| Outline Syllabus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>The syllabus will be broken up into approximately 3 units that will be agreed with the cohort in the first week. Potential topics include; Critical health psychological understandings of health and wellbeing; conversation analysis and health interactions; narrative understandings of health; health inequalities; social capital and health; lifespan, gender, sexuality and cultural perspectives on health; the historical context of the diagnosis and treatment of mental health; a critique of contemporary treatments for mental health.</p> |

| Learning Outcomes |                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Outcome Number    | Description                                                                                                                     |
| 01                | Critically assess how psychological, social, cultural and lifespan issues influence health and wellbeing.                       |
| 02                | Critically evaluate contextual explanations with regards to health and wellbeing.                                               |
| 03                | Collate and review a range of information in order to present on a topic related to the social context of health and wellbeing. |
| 04                | Demonstrate skills of critical analysis, synthesis, assessment and evaluation of theory and research evidence.                  |
| 05                | Demonstrate key skills of independent learning and team work, oral presentation and written communication.                      |

| Learning, Teaching and Assessment Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>The syllabus will be broken up into (approximately 3) units that will be taught through a combination of directed independent study and team-based learning interactive synchronous and asynchronous inperson and online activities that develop knowledge and understanding of psychology of health and eating. Students will prepare for team based learning through independent directed study. Team-based learning 'units' will start with individual and team readiness assurance tests of the directed study material (Learning Outcomes 1a-d). Combined, the individual and team readiness assurance process and peer evaluations constitute a 'student engagement' assessment.</p> <p>After the readiness assurance process, each 'unit' will have a series of activities in which your team apply their knowledge to make decisions (Learning Outcomes 3a-i). The main activity for each unit will require your team to conduct research to answer a question and you will provide your justification for your answer through the submission of an audio visual presentation, such as a video file. These activities will be peer assessed, which will in turn be assessed (individual peer assessments).</p> |

| Mode of Assessment |                                    |                                                                               |           |
|--------------------|------------------------------------|-------------------------------------------------------------------------------|-----------|
| Type               | Method                             | Description                                                                   | Weighting |
| Summative          | Team-Based Assessment              | iRAT: On-going auditive assessment using individual readiness assurance tests | 10%       |
| Summative          | Team-Based Assessment              | tRat: On-going auditive assessment team readiness assurance tests (20 Mins)   | 10%       |
| Summative          | Team-Based Assessment              | Peer evaluation: On-going auditive assessment using peer evaluation           | 10%       |
| Summative          | Team-Based Assessment              | Ongoing team application activities                                           | 30%       |
| Summative          | Team-Based Assessment              | Ongoing individual reflections                                                | 40%       |
| Referral           | Coursework - Portfolio/e-portfolio | Structured portfolio of audio visual presentations and reflections            | 100%      |

## Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

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