

**City University of Hong Kong
Course Syllabus**

**Offered by Department of Social and Behavioural Sciences
With effect from Semester A 2018/19**

Part I Course Overview

Course Title:	Advanced Health Psychology
Course Code:	SS5791
Course Duration:	1 Semester
Credit Units:	3 credits
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	SS2023 Basic Psychology
Co-requisites: <i>(Course Code and Title)</i>	SS5756 Biological Basis of Behaviour; and SS5780 Research Design & Analysis in Psychology
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

The course aims to provide students with knowledge of the development of health psychology and its contributions to the study of health behaviour and our understanding of health behaviour and its implications. This course aims to stimulate students' interest and curiosity in their own health behaviour and that of others, as well as to equip students with the ability of critical appreciation of health issues from a health psychology perspective. Given the wide array of topics that fall within the scope of health psychology, this course is intended to expose students to some of the major theoretical, assessment, and intervention issues in health, illness and disease, its empirical base and applications to practical situations; enhancing students' knowledge of health psychology creatively through a discovery-enhanced learning strategy.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe major theories and principles in addition to methods and issues in psychological research relevant to health and illness;	20%	√	√	
2.	Explain the psychosocial and biological basis of health and illness;	20%	√	√	
3.	Evaluate critically how psychological, social, and cultural factors affect health and illness; and	30%	√	√	√
4.	Analyse psychological aspects of health promotion and disease prevention.	30%	√	√	√
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Major theories and principles and concepts in health psychology are described and explained, with emphasis on the utility of various psychological paradigms in testing specific hypotheses in different areas of health psychology. Students will be engaged in discussion and interaction that serve to stimulate their creative thinking and brainstorm innovative ideas on selected issues related to health psychology. Lectures will either expand upon the text by considering some topics in greater detail, or include material not discussed in the text.	√	√	√				
Class Discussions	Class discussion provides an interactive environment for students to develop creative and critical thinking. Through discussion, students can learn to examine assumptions and key themes of theories in health psychology via discovery-enhanced learning. These discussions are designed to promote students' discovery of the association between research and real-life experiences, whilst also promoting a thirst for students' active learning of health psychology.		√	√	√			
Individual Research Report	The empirical research project provides students with a chance to explore in depth through self-discovery current issues addressed within health psychology research. This assignment is meant to be a fun and interesting way to increase students' comprehension of course material and to help students apply theories of health psychology to everyday		√	√	√			

	life.							
Group Project	Students are required to work in groups to design an intervention that is theoretically rooted in a contemporary health psychology approach. This project is meant to be a fun and interesting way to increase students' comprehension of key issues and approaches in contemporary health psychology and further develop critical thinking skills.	√	√	√	√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4			
Continuous Assessment: <u>100</u> %							
Quiz	√	√	√			50%	
Group project		√	√	√		20%	
Individual assignment		√	√	√		30%	
Examination: <u> </u> % (duration: <u> </u> , if applicable)							
						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual Research Report	An individual assignment of around 4,000 words is designed to critically evaluate the applicability of health psychology theories and concepts to understand selected contemporary topics in health psychology. Data will be collected in class which students will be required to independently analyse after selecting their variables, and then write up and report the findings in the form of a research report.	Sensitive location of relevant empirical studies, clear explanation of methods and findings, use of statistical analysis beyond elementary and insightful application to the analysis.	Location of some relevant empirical studies, explanation of methods and findings, and descriptive application, appropriate use of statistical methods.	Inclusion of some studies, sketchy explanation of methods and findings, and “vague” application.	Does not show sensitive search for appropriate references, or inappropriate application of findings.	Project not completed (i.e., components missing).
2. Group Project	The group project is designed to provide students with the opportunity to demonstrate understanding of key issues and approaches in contemporary health psychology and further develop critical thinking skills. Students are required in groups to design an	Clear and logical introduction, containing clear definitions of the problem and intervention, relevant information on the scope of the problem and clear links from the problem to the purpose of the	Good introduction, containing definitions of the problem and intervention, information on the scope of the problem and some links from the problem to the purpose of the intervention, using mainly up-to-date	Adequate introduction, containing some definition of the problem and/or intervention, some information on the scope of the problem and some links from the problem to the purpose of the intervention, using some up-to-date	Inadequate introduction, containing unclear definition of the problem and intervention, little information on the scope of the problem and unclear/absent links from the problem to the purpose of the intervention, using references and sources.	Project not completed (i.e., components missing).

	intervention that is theoretically rooted in a contemporary health psychology approach.	intervention, using up-to-date references and reliable sources.	references and reliable sources.	references and sources.		
3. Quiz	One 90min quiz will be set to assess students' abilities in mastering, applying and synthesising theories and concepts explained in the course, and to evaluate the applicability of health psychology principles to practical situations. Quiz items will be designed to test students' understanding of terminology and concepts and students' ability to integrate and apply these concepts to analyse hypothetical and/or real life examples.	Score of 75 or above out of 100	Score of between 60 and 74 out of 100	Score of between 45 and 59 out of 100	Score of between 40 and 44 out of 100	Score of 39 or below out of 100

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Health-Seeking Behaviour; Adherence to Medical Advice; Stress; Coping; Disease; Pain; Alternative Healthcare Approaches; Chronic Illness; Cardiovascular Disease; Cancer; Symptom Perception; Illness Representation; Health-Compromising Behaviours; Health-Enhancing Behaviours; Primary Prevention; Health Promotion; Patient-Provider Relations; Psychosocial Issues in Acute, Chronic Terminal Illness.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Sanderson, C. (2018). <i>Understanding the Mind-Body Connection</i> (3 rd Ed.). London: Sage.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	American Psychological Association. (2010). <i>Publication Manual of the American Psychological Association</i> (6 th Ed.). Washington DC: American Psychological Association
2.	Davies, J. (2014). <i>Cracked: Why psychiatry is doing more harm than good</i> . London: Icon Books.
3.	French, D., Vedhara, K., Kaptein, A.A., & Weinman, J. (2010). <i>Health Psychology</i> (2 nd Ed.). British Psychological Society: Blackwell
4.	Marks, D. F., Murray, M. P., Evans, B., & Estacio, E.V. (2015). <i>Health psychology: Theory, research and practice</i> (4 th Ed.). London: Sage.
4.	Marks, D. F., & Yardley, L. (2003). <i>Research methods for clinical and health psychology</i> . London: Sage.
5.	O'Sullivan, S. (2015). <i>It's all in your head: Stories from the frontline of psychosomatic illness</i> . London: Vintage
6.	Sarafino, E.P., & Smith, T.W. (2014). <i>Health Psychology: Biopsychosocial Interactions</i> (8 th Ed.). London: Wiley.
7.	Marks, D. F. (2002). <i>The health psychology reader</i> . London: Sage.
8.	British Journal of Health Psychology
9.	Journal of Health & Social Behaviour
10.	Journal of Health Psychology
11.	Health Psychology
12.	Psychological Medicine
13.	Psychology & Health
14.	Psychology, Health & Medicine
15.	Social Science & Medicine