

Module Specification

Module Summary Information

1	Module Title	Perspectives on Health
2	Module Credits	40
3	Module Level	4
4	Module Code	PHE4009

5	Module Overview
<p>Welcome to Perspectives on Health</p> <p>In this module you will develop your knowledge of the many factors that contribute to good health and the multiple dimensions of well-being. You will be introduced to three key disciplines across this double module – all of which will contribute to your development as a health practitioner. They are sociology, psychology and physiology.</p> <p>Continuing themes from the “improving health for individuals and populations” module, you will identify and evaluate how sociological, physiological and psychological perspectives conceptualise health. You will review qualitative and quantitative sources of data that different disciplines draw on to describe health and to assess the main factors influencing health. You will have opportunities to discuss the influence and fit of each perspective with different approaches to promoting health (e.g. the links between psychology and health persuasion; the links between physiology and the medical model of health; and between sociology and a social model of health). You will also start to identify the kinds of interventions associated with these approaches and disciplines.</p> <p>This module is a key part of the Health Studies (Public Health) Course. The course team and our practice-based partners recognise that health is complex, determined and influenced by a range of social, economic, environmental, political and individual factors. Practice to improve health is most effective when it acknowledges this range; the interaction between these factors; and develops its interventions accordingly.</p> <p>In line with the Ottawa Charter - the World Health Organisation’s model for promoting health – the module is intentionally designed to encourage you to consider how far organisations and interventions to promote and improve health are being “re-orientated” away from the more conventional biomedical model (which focuses on treating illness) towards a more socially constructed (constructionist) perception of health (where the focus is on recognising and acting on the wider determinants of health – both health promoting and health demoting factors).</p> <p>The Course philosophy is based on evidence that improving the health of the population will mean working to increase equality in the population. This module introduces factors – e.g. age, gender, ethnicity – that influence or ‘structure’ health equality. These will be further developed at level five in your “health inequalities” module.</p> <p>Students successfully completing this module will be able to demonstrate knowledge and understanding of technical competencies in Public Health practice focusing on promoting the value of health and wellbeing and the reduction of health inequalities through:</p>	

- Knowledge of the determinants of health and their effect on populations, communities, groups and individuals.
- Awareness of how culture and experience may impact on perceptions and expectations of health and wellbeing.

How the module will be taught

The module Moodle site is a key resource for this module.

This double module will be based around face-to-face sessions. These sessions will comprise a lecture, seminar and some study-skills activities linked to your learning and assessments. There will be two sessions each week (held on different days). In addition, you will be expected to engage with and complete pre-session and post-session learning activities for each session.

You will explore the contributions that each discipline/perspective brings to understanding health and well-being. Case studies will be presented to enable you to explore how perspectives approach different health issues.

Throughout the module, the emphasis will be on the ways in which knowledge and understanding of health is gathered and analysed.

You will develop skills in critical appraisal as you progress through the module as demonstrated by your exploration of relevant literature, participation in discussion and debate and written work.

In addition you will be put into peer learning sets to support your learning in and outside of sessions (e.g. through wider reading of quality newspapers, blogs, journal articles and books from the module online reading list and more widely).

6	Indicative Content
Week 1 (a)	
Introduction to the module – presentation by Lecturer Introduction to the assignment – patchwork approach Module learning sets Health through the Lifespan Facilitated individual, small group and whole group activities to identify influences on health and wellbeing (based on your own experiences) Introduction to blogging	
Week 1 (b)	
Sociological theories and health Review of blogging activity Brief re-cap of video-lecture Peer learning activity based on pre-session activity Group-based activities <ul style="list-style-type: none"> - Quiz based on video lecture - Mapping concepts to sociological theories such as functionalism, feminism, symbolic interactionism, post-modernism, 	

<p>- Introduction to and discussion of Parsons and the sick role</p> <p>Introduction to the Public Health Facebook page – the role of social media in promoting health and wellbeing</p>
<p>Week 2 (a)</p> <p>Sociological Perspectives: Gender Lecture</p> <p>Peer Learning activity based on pre-session activity – gender and health (its promotion or demotion)</p> <p>Processing by tutor</p> <p>Short film (in French with English subtitles) and group discussion</p> <p>Introduction to first patch of assessment</p>
<p>Week 2(b)</p> <p>Sociological Perspectives: Social Class – Lecture</p> <p>Peer Learning activity based on pre-session activity – social class and health (its promotion or demotion)</p> <p>Processing by tutor</p> <p>Case studies – social class and health topics such as smoking; health literacy</p> <p>Library-led session to develop information-literacy – researching health topics and social class</p>
<p>Week 3(a)</p> <p>Sociological Perspectives: Ethnicity</p> <p>Lecture</p> <p>Small group activity: how do you define your own ethnicity</p> <p>Learning set based quiz on ethnicity and health (linking to pre-reading)</p> <p>Follow up discussion re sociological explanations for differences in health based on ethnicity</p> <p>Academic writing session</p>
<p>Week 3(b)</p> <p>Sociological Perspectives: Age and Disability</p> <p>Brief summary of video lecture</p> <p>Debate focusing on the social and medical models of disability</p> <p>Comparing and contrasting two songs about ageing – can you find evidence that supports different sociological theories about ageing</p>
<p>Week 4(a)</p> <p>Sociological Perspectives on health interactions</p> <p>Role play with observation – professional/lay interactions</p> <p>Group feedback on formative assessment and individual tutorial support</p>
<p>Week 4(b)</p> <p>LO1 – Physiological Approach to understanding health and illness</p> <p>Presentation by Lecturer</p> <p>Biomedical model of Health</p> <p>Introduction of the Biomedical Model of health in prolonging life focusing on diagnosis and intervention</p> <p>Formative assessment</p> <p>Introduce patch two</p> <p>Group activity</p> <p>Diagnosis of illness – Self reporting</p> <p>Diagnosis of illness – medical doctors</p> <p>Diagnosis of illness – allied health professionals</p>
<p>Week 5(a)</p> <p>LO 2 : Factors which influence the balance of health and illness</p>

<p>Lecturer Presentation The human body and health</p> <p>Class activity Illnesses which affect the cells and systems</p> <p>Role play activity of different illnesses and diseases</p> <p>Peer assessment of the role play activity</p>
<p>Week 5(b)</p> <p>Physiological perspectives on health and wellbeing: genes and genetics</p> <p>LO 2 : Factors which influence the balance of health and illness</p> <p>Lecturer Presentation Physiological perspectives on health and wellbeing: genes and genetics</p> <p>Class activity on genetic disorders</p> <p>Lecturer Presentation Physiological perspectives on health and wellbeing: infectious diseases</p> <p>Class activity on communicable diseases</p>
<p>Week 6(a)</p> <p>LO 2 : Factors which influence the balance of health and illness</p> <p>Lecturer Presentation Physiological perspectives on health and wellbeing: diagnosis and interventions</p> <p>Class activity on Pros and cons of the diagnostic techniques and interventions</p>
<p>Week 6(b)</p> <p>LO2: Factors which either support health and wellbeing or cause diseases individuals, communities and populations</p> <p>Lecturer Presentation Positive health (Salutogenesis) and ill health (Pathogenesis)</p> <p>Debate on diagnostic techniques and interventions</p>
<p>Week 7(a)</p> <p>Case study: cancer – comparing sociological and physiological approaches</p> <p>Recap on video lectures</p> <p>Learning set activity</p> <ul style="list-style-type: none"> - In what ways is cancer a health issue? - What are the factors that influence cancer from a sociological point of view; from a physiological point of view? If there are different emphases, can you describe and explain them <p>Processing with tutor</p> <p>Role play – group splits into two. One group has to come up with proposals for spending the public health budget on interventions to tackle cancer. The other assesses the proposals. Criteria provided.</p> <p>Patch 3 – formative activity – link to role play activity above</p> <p>mid-module evaluation</p>
<p>Week 7(b)</p> <p>Tutorials</p>
<p>Reading Week</p>
<p>Week 8 (a)</p> <p>Group presentations</p>
<p>Week 8(b)</p>

<p>Introduction to Health Psychology</p> <p>Lecturer presentation</p> <p>Discussion of pre-session questions</p> <p>Class activity: using newspaper articles, identify how health psychology is related to health and illness</p> <p>Ethics quiz: What are the ethical issues around health beliefs and behaviours?</p> <p>Introduce Patch 4</p>
<p>Week 9(a)</p> <p>Health Beliefs and Health Behaviours: Psychological Models of Health</p> <p>Lecturer presentation on topic</p> <p>Discussion of pre-session questions</p> <p>Class activity: Framing real-life health and illness scenarios using health psychology models</p>
<p>Week 9(b)</p> <p>The Stages-of Change Model of Health: Motivational Interviewing</p> <p>Discussion of Motivational Interviewing video</p> <p>Lecturer Presentation on topic</p> <p>Class Activity: Identifying Change - Stages of Change</p> <p>Class Activity: Using Motivational Change Techniques</p>
<p>Week 10(a)</p> <p>Brief presentations: the physiological impacts of aggression; the psychology of aggression; the sociology of aggression and how they relate to the video lecture</p> <p>Learning set activity</p> <ul style="list-style-type: none"> - In what ways is aggression a health issue? - What are the factors that influence aggression from a sociological point of view; from a physiological point of view? If there are different emphases, can you describe and explain them <p>Processing with tutor</p> <p>Guest speaker on intervention to tackle aggression</p> <p>BCU research on aggression and public health</p>
<p>Week 10(b)</p> <p>Psychological perspectives: Stress and Illness</p> <p>Lecturer presentation on topic</p> <p>Discussion of pre-session questions</p> <p>Class activity: Stress tests</p> <p>Video: How to make stress your friend</p> <p>Discussion on video and good and bad stress</p> <p>Ethics quiz: take again and discuss if answers have changed or stayed the same and why</p>
<p>Week 11(a)</p> <p>Psychological perspectives: Well-being, resilience and health</p> <p>Lecturer presentation on topic</p> <p>Discussion of videos and resilience game</p> <p>Class activity: Wellbeing questionnaires and action plan</p> <p>Learning set activity focusing on patch four</p>
<p>Week 11b</p> <p>Case study: body image and political participation</p> <p>Research on body image, gender and participation</p> <p>Video extract – Miss representation</p>

Introduction to reflection
Week 12a Comparing approaches Reviewing patches
Week 12 b Tutorials
Assignment deadline January 2005

7	Module Learning Outcomes	
	On successful completion of the module, students will be able to:	
	1	Discuss the psychological, physiological and sociological approaches to understanding health and illness.
	2	Identify factors that influence the balance of health and illness from a psychological, physiological and sociological point of view.
	3	Explain a multi-disciplinary approach to contemporary health topics.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1 – 3	X		X

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	76	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	84	
Private Study (PS) includes preparation for exams	240	
Total Study Hours:	400	