



THE UNIVERSITY OF
BUCKINGHAM

MEDICAL SCHOOL

MB ChB

Unit Summary: Health Psychology and Diversity

1 *Educational Aims of the Unit*

The unit aims to enable students to make progress towards meeting some of the learning outcomes described in Tomorrow's Doctors (2009) relevant to 'The Doctor as a Scholar and Scientist' and 'The Doctor as a Professional'. The specific aim is to introduce students to major psychological factors involved with health, illness and medical care. After an introduction to stereotypical thinking and prejudice, students will be challenged to reflect upon their own responses to various aspects of human diversity in the context of their role as doctor and how they need to manage these responses in order to fulfil their professional obligations. Students will be introduced to psychological theories of health related behaviour and reflect on implications for practice. They will have the opportunity to develop an understanding of how people might respond and adapt to diagnosis, treatment, and living with chronic illness, and to dying and bereavement. They will also be introduced to models of good practice in communicating with patients in difficult circumstances, such as breaking bad news. Students will be introduced to the use of reflective practice and its benefits.

2 *Learning Outcomes From Tomorrow's Doctors (2009)*

Outcomes 1: The Doctor as a Scholar and Scientist.

9. Apply psychological principles, method and knowledge to medical practice.
 - a) Explain normal human behaviour at an individual level.
 - b) Discuss psychological concepts of health, illness and disease.
 - c) Apply theoretical frameworks of psychology to explain the varied responses of individuals, groups and societies to disease.
 - d) Explain psychological factors that contribute to illness, the course of the disease and the success of treatment.
 - e) Discuss psychological aspects of behavioural change and treatment compliance.
 - f) Discuss adaptation to major life changes, such as bereavement. Compare and contrast the abnormal adjustments that might occur in these situations.
 - g) Identify appropriate strategies for managing patients with dependence issues and other demonstrations of self-harm.

Outcomes 3: The Doctor as a Professional

20. The graduate will be able to behave according to ethical and legal principles. The graduate will be able to:
 - e) Recognise the rights and the equal value of all people and how opportunities for some people may be restricted by others' perceptions.
21. Reflect, learn and teach others.
 - b) Establish the foundations for lifelong learning and continuing professional development, including a professional development portfolio containing reflections, achievements and learning needs.
 - c) Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately for example, by critically appraising the prescribing of others.
 - d) Manage time and prioritise tasks, and work autonomously when necessary and appropriate.

e) Recognise own personal and professional limits and seek help from colleagues and supervisors when necessary.

3 Teaching and Learning Strategies

Principles will be introduced in formal lectures, and learning will be reinforced in practical classes and facilitator led small-group work immediately afterwards. Student will work in the same teams throughout Phase I to encourage team-working.

Some concepts will be discussed in more detail in tutorials, and Moodle- based tests and coursework will allow for formative assessment. Students will be provided with workbooks describing structured tasks to direct independent learning throughout the unit, and ongoing use of an e-portfolio will nurture and encourage reflective practice.

4 Unit Outline/Syllabus

Session 1: Introduction to the unit; stereotypes and reflective practice

Lecture: Stereotypical thinking

Lecture: DVD on disability

Session 2: Disability, Health related behaviour

Group Work: Disability

Lecture: Health related behaviour

Lecture: Substance misuse

Session 3: Health Behaviour, Sexual dysfunction

Group Work: Health related behaviour

Lecture: Sexual diversity and sexual function

Session 4: Stress, LGBT Health

Lecture: Stress

Lecture LGBT health

Session 5: Child development & communication

Lecture: Child psychological development

Lecture: Communicating with children

Session 6: Communication, Cultural diversity

Group work: Communication

Tutorial: mid-module feedback

Lecture Cultural diversity

Session 7: Adherence, Pain

Lecture: Adherence

Lecture: Pain

Session 8: Formative, Coping

Group work: formative exam

Lecture & DVD: Coping with illness

Session 9: Sexual issues, Psychological interventions

Group session: Sexual issues

Lecture: Psychological interventions

Session 10: Ageing, death, bereavement

Lecture: Ageing

Lecture & DVD Dying, death & Bereavement

Session 11: Debate, Breaking bad news

Group work: Debate

Lecture: Breaking bad news

REFLECTIVE WRITING DUE

Session 12: Revision

Q&A

Tutorial

5 Secondary Learning Outcomes

In addition to meeting the outcomes described in Tomorrow's Doctors, at the completion of the unit students will be able to:

- Apply psychological principles, method and knowledge to medical practice.
- Discuss psychological and social factors that contribute to health, illness and disease, health related behaviour, and adherence to treatment.
- Assess the impact of issues relating to equality and diversity on health behaviours and outcomes.
- Recognise some of the issues implicated in communicating well with individuals and groups regardless of their age, social, cultural or ethnic backgrounds, sexuality or mental or physical disabilities; reflect upon and challenge personal stereotypes.
- Discuss psychological aspects of behavioural change and adherence to treatment and identify appropriate strategies for managing patients with substance misuse and other dependence issues.
- Discuss adaptation to and coping with chronic conditions, disabilities, and major life change (such as terminal illness and bereavement).
- Describe psychological models that inform good practice when communicating in difficult circumstances, such as breaking bad news, discussing sensitive issues, or consulting with patients who are angry or distressed.
- To demonstrate basic ability to use reflection to evaluate experience, and to develop a format for planning to translate that reflection into action.

6 Key Texts and/or Other Learning Materials

- *Psychology for Medicine*. Ayers S, de Visser R (2010) Sage Publications Ltd
- The 2003 RCP publication *Psychological Care of Medical Patients* is a good general reference; this is available online: <http://www.rcpsych.ac.uk/files/pdfversion/cr108.pdf>

The following books may also be useful as complementary sources in helping you gain a greater understanding of the topics covered.

- *General Psychology*
- Atkinson & Hilgard's *Introduction to psychology*. Nolan-Hoeksema S, Fredrickson B, Loftus GR, Wagenaar WA (2009) (15th Ed.) London: Wadsworth Cengage.
- *Health Psychology*
- *Health Psychology: A textbook*. Ogden J (2012) Open University Press.
- *Health Psychology*. Abraham C, Conner M, Jones F, O'Conner D. (2008) London: Hodder.
- *Health Psychology: Biopsychosocial Interactions*. Sarafino E. (2002) 4th edition, New York: Wiley.
- *Health Psychology; theory, research and practice*. Marks, D et al. (2005) 2nd Edition, Sage.

Document Version Information

Document Title: Unit Summary: Health Psychology and Diversity

Originator:

Date:

Replacing Document:

Approved:

Date: