PS934-15 Health and Wellbeing Interventions in the Real-World: What Helps and What Harms

22/23

Department
> Psychology

Level
> Taught Postgraduate Level

Module leader
> Robin Goodwin

Credit value
> 15

Module duration
> 10 weeks

Assessment
> 100% coursework

Study location
> University of Warwick main campus, Coventry

Description

Introductory description

In this module, students will build on the skills they developed in Term 1 on the critical evaluation of research, economic evaluation, and determining whether an intervention was a success or failure. Each week, students will review a real-world behavioural or policy change intervention for mental health and wellbeing. Each week, a different student will lead the session and present on the findings of a selected intervention.

Module aims

This module will complement the content modules of the MSc course by providing a venue for critical analysis, reporting and group discussions of behaviour change interventions. It will build upon the theoretical teaching and learning associated with the other taught modules by using real life interventions to demonstrate how psychological theories can be utilised in a range of behavioural or policy change settings.

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.

Although the content may vary, the module will cover subjects such as: Classic cognitive-behaviour therapy (CBT); Mindfulness-based CBT; Compassion training; Trauma-informed approaches; Digital information; Smoking cessation;
Sexual health; Infectious disease; Hand washing.

Learning outcomes

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

- Critically review empirical research on a behavioural or policy change intervention.
- Evaluate the factors that contribute to the success or failure of a behavioural or policy change intervention.
- Demonstrate a basic level of skills at formulating an oral presentation.
- Apply knowledge of research methods and theoretical frameworks to critique behavioural or policy change intervention.

Indicative reading list

Michie, S., Johnston, M., Francis, J., Hardeman, W., & Eccles, M. (2008). From theory to intervention: mapping theoretically derived behavioural determinants to behaviour change techniques. Applied psychology, 57(4), 660-680.
Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. Implementation science, 6(1), 42.
Michie, S., Fixsen, D., Grimshaw, J. M., & Eccles, M. P. (2009). Specifying and reporting complex behaviour change interventions: the need for a scientific method. Implementation science, 4(40), 1-6.
Höijer, B. (2011). Social representations theory. Nordicom review, 32(2), 3-16.
Ajzen, I. (1991). The theory of planned behavior. Organizational behavior and human decision processes, 50(2), 179-211.

Subject specific skills

Critical analysis of behavioural and policy change research
Formulation of clinical presentations
Ability to critique the success or failure of interventions

Transferable skills

Application of theoretical knowledge to the practical domain
Effective oral and written communication skills to present and justify conclusions and recommendations

Critical evaluation of research
Presentation skills

Study

Study time

Type	Required
Lectures	1 session of 1 hour (1%)
Seminars	10 sessions of 1 hour (7%)
Online learning (scheduled sessions)	1 session of 1 hour (1%)
Private study	138 hours (92%)
Total	150 hours

Private study description

Private study before and after lectures and preparation for the assessment.

Costs

No further costs have been identified for this module.

Assessment

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

Assessment group A

	Weighting	Study time	Eligible for self-certification
Oral presentation	60%		No

You will be expected to select one of the topics (on a first come, first served basis) and present on the paper. This will be followed by a group discussion, which will be led by the student.

	Weighting	Study time	Eligible for self-certification
Participation	40%		No

You are expected to attend each seminar and contribute to the discussions following the presentation. Attendance and participation will be monitored by the module or seminar leader. Each student is expected to critically read the paper prior to the presentation and ask the presenter at least one question during the discussion.

Feedback on assessment

Students will be provided with online feedback on their performance following their presentation.

Availability

Courses

This module is Core for:

- Year 1 of TPSS-C848 Postgraduate Taught Mental Health and Wellbeing