



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychological Interventions in Health Psychology				
Module Code	USPJKE-30-M	Level	M	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No*
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences	Module Type	Professional Practice		
Contributes towards	Professional Doctorate in Health Psychology Postgraduate Diploma in Health Psychology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	19 November 2015	Valid from	September 2015		
Revision CAP Approval Date		Valid from			

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Select or design and implement appropriate health psychology tools to conduct health psychology baseline assessments of the needs of the client/patient population addressing the targeted health behaviour outcomes for this individual/group. (Assessment A/B1/B2) • Develop a working formulation model regarding the cognitive, emotional and behavioural processes that should be addressed within intervention methodology based on the assessment information, data and outcomes.(Assessment A/B1/B2) • Provide detailed feedback about the outcome of the assessment and formulation as appropriate to the service and role of the health psychologist delivering/directing the intervention.(Assessment A/B1/B2) • Design, plan and implement and deliver health psychology interventions based on the assessment and formulation.(Assessment A/B1/B2) • Evaluate and communicate the outcomes of health psychology behaviour change interventions.(Assessment A/B1/B2)
Syllabus Outline	<p>This module is designed primarily to enable trainees to gain clinical and professional skills in the engagement and applied practice of communicating, relationship building with clients/individuals (central to intervention effectiveness) and delivering therapeutic intervention techniques in real life</p>

	<p>practice. As such the process of undertaking an intervention should begin with a comprehensive assessment of individual needs that will result in the development of a formulation model of the theory, along with processes and constructs to be addressed in designing an effective intervention for that individual. Trainees must ensure that they can make professional judgements, communicate feedback about the outcomes and impact of the interventions involved in an individual's care based on their assessment and formulations to manage complex and unpredictable situations.</p> <p>The teaching sessions therefore include:</p> <ul style="list-style-type: none"> • Introduction to health behaviour change interventions • Planning health behaviour change interventions • Behaviour change interventions in public health settings • Assessing health behaviour change • Formulating health behaviour change • Behavioural interventions/functional analysis • Goal-setting and planning • Cognitive behavioural approaches to health behaviour change • Barriers to changing behaviour • Interventions in health care settings • Measuring and evaluating health behaviour change interventions
Contact Hours	<p>Students will typically attend four timetabled workshop days (7 hours each day) for this module (28 hours in total) across the year and these workshops will be supported by individual supervision through face to face contact, Skype or by telephone. (24 hours in total across the module)</p>
Teaching and Learning Methods	<p>Students will be expected to attend timetabled workshop days which will act to guide their further reading and independent study. It is expected that students will spend at least 300 hours, including contact time and assignment preparation working for this module.</p> <p>Scheduled learning includes lectures, seminars, demonstration, practical classes and workshops.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion</p>
Key Information Sets Information	<p style="text-align: center;">Not applicable</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Bath, J., Bohin, G., Jones, C. & Scarle, E. (2009) 'Cardiac Rehabilitation: A workbook for use with group programmes.' *Wiley Blackwell*

Campbell, M. (2000) 'Framework for design and evaluation of complex interventions to improve health', *BMJ*;321:694–6

Conner, M. & Norman, P. (Eds.) (2005) 'Predicting Health Behaviour'. *Open University Press*

Franks, C.M., Kanfer, F.H. & Saslow, G. (1969) 'Behavioral diagnosis'. In: Franks, C.M. (ed.) *Behavior therapy: appraisal and status*. New York: McGraw-Hill, pp. 417–44.

Michie, S & Abraham, C. (2004). 'Interventions to change health behaviours: Evidence-based or evidence-inspired?'. *Psychology and Health*, Vol. 19, No. 1, pp. 29–49

Michie, S & Abraham, C. (Eds.) (2004). 'Health psychology in practice'. *BPS Blackwell*

Michie, S. & Johnston, M. (2003) 'Changing clinical behaviour by making guidelines specific', *BMJ*; 328:343

Michie, S., Van Stralen, M.M & West, R. (2011). 'The behaviour change wheel: A new method for characterising and designing behaviour change interventions'.

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy is in line with the requirements for the British Psychological Society Stage 2 Award in Health Psychology and aims to meet relevant requirements of the Health and Care Professions Council for practitioner psychologists.</p> <p>These are as follows:</p> <ol style="list-style-type: none"> 1. A 3000 word (maximum excluding references and appendices) Case Study of a psychological intervention that has been implemented through face-to-face work with an individual client, and which includes all elements of the process: assessment, formulation, intervention and evaluation. This should be submitted together with a report from the candidate's supervisor detailing observation of the candidate working in this way, and the report should attest to the candidate's ability to assess, formulate and deliver an intervention with an individual client (note: to complete this requirement observation of more than one session may be required). 2. A 2000 word (maximum, excluding references and appendices) Case Study of a psychological intervention that has been implemented through a medium other than face-to-face work with an individual client (e.g. through group work or online), and which includes all elements of the process: assessment, formulation, intervention and evaluation. 3. Signed logbook of professional competency relating to the specific requirements of the BPS and HCPC for health behaviour change interventions. This logbook is to be signed by the student's supervisor. <p>Each of the assessment elements will document the achievement of all of the learning outcomes stated above: psychological assessment, formulation, delivery of intervention, and communicating and evaluating the intervention.</p> <p>The resits for the module will be re-workings of the original submissions 1-3 above.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: 0	B: 100
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Signed logbook of professional competency relating to the specific requirements of the BPS and HCPC for psychological interventions	Pass/Fail	
Component B Description of each element	Element weighting	
1. A 3000 word (maximum excluding references and appendices) Case Study of a psychological intervention that has been implemented through face-to-face work with an individual client	50	

2. A 2000 word (maximum, excluding references and appendices) Case Study of a psychological intervention that has been implemented through a medium other than face-to-face work with an individual client	50
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1. Signed logbook of professional competency relating to the specific requirements of the BPS and HCPC for psychological interventions	Pass/Fail
Component B Description of each element	Element weighting
1. A 3000 word (maximum excluding references and appendices) Case Study of a psychological intervention that has been implemented through face-to-face work with an individual client	50
2. A 2000 word (maximum, excluding references and appendices) Case Study of a psychological intervention that has been implemented through a medium other than face-to-face work with an individual client	50

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.