



## **Module Specification**

### Teaching and Training in Health Psychology

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## Part 1: Information

**Module title:** Teaching and Training in Health Psychology

**Module code:** USPJKJ-30-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Psychology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes.

Note: students will normally be expected to have experience of at least one SERIES

of teaching sessions. A series would normally be defined as five or more discrete one hour sessions to enable ongoing dynamic reflection and development .

**Outline syllabus:** Principles of the T and T Doctoral School

The doctoral school is not intended as a substitute for a course in teaching and training as would be taken by an academic lecturer. Instead, it is intended to introduce you to some of the main issues and problems which may be faced by a working health psychologist. The basis of this doctoral school is active learning, based on trainee experience and guided reading. To achieve the competencies required for the D Health Psychology, it will be necessary to both engage in the activities associated with the doctoral training days and the online / off-site activities.

Topics covered are:

Assessing the needs of learners – what do they want/need to learn?; Learning styles and methods; How is knowledge transmitted?; How is knowledge retained?; How can we promote this? Assessment of learning: Evaluating the learning experience; Provision of feedback.

e-technology: teaching and learning via UWE Online / Blackboard; Electronic discussion groups; understanding the issues involved in engaging with e-learning; Distance Learning: the Health and Social Care Blended Learning programme:

Applying psychological theories to your teaching and training competencies: Cognitive theories; Humanistic theories; Adult/patient Centred theories. Behaviour Change education.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Interactive workshops facilitated by the module team and by visiting experts. E-learning and the use of discussion boards. Planning, preparing and carrying out your own training sessions: face-to-face and online.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Plan, design and deliver training programmes that enable recipients to learn about psychological knowledge, skills, and practices

**MO2** Plan and implement assessment procedures for these training programmes

**MO3** Evaluate these training programmes

**MO4** Demonstrate experience of teaching health psychology to two population types, one of these groups must be healthcare professionals. In addition, students must have experience of both large and small group teaching and a broad range of teaching approaches

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspjki-30-m.html) via the following link <https://uwe.rl.talis.com/modules/uspjki-30-m.html>

## **Part 4: Assessment**

**Assessment strategy:** This module has no assessment strategy

**Assessment tasks:**

### **Case Study (First Sit)**

Description: One 3000 word (maximum) case study based on observed and supervised teaching sessions to be submitted together with the observer's report (of no more than 500 words); the case study should include a teaching plan and evaluation and a reflective commentary of the teaching included in the case study.

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Practical Skills Assessment (First Sit)**

Description: Signed logbook of professional competency relating to the specific requirements of the BPS and HPC for Teaching and Training

(Pass/fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Case Study (Resit)**

Description: One 3000 word (maximum) case study based on observed and supervised teaching sessions to be submitted together with the observer's report (of no more than 500 words); the case study should include a teaching plan and evaluation and a reflective commentary of the teaching included in the case study

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Practical Skills Assessment (Resit)**

Description: Signed logbook of professional competency relating to the specific requirements of the BPS and HPC for Teaching and Training

(Pass/fail)

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study: