



University of the
West of England

MODULE SPECIFICATION

Code: USPJKJ-30-M **Title:** Teaching and Training in Health Psychology **Version:** 1.1

Level: M **UWE credit rating:** 30 **ECTS credit rating:** 15

Module type: Professional Practice

Owning Faculty: Health and Life Sciences **Field:** Psychology

Faculty Committee approval: HLS Curriculum Approval Panel **Date:** September 2012

Approved for Delivery by: N/A

Valid from: September 2012 **Discontinued from:**

Pre-requisites:
None

Co-requisites:
None

Entry Requirements:
N/A

Excluded Combinations:
None

Learning Outcomes:

The student will be able to:

- plan, design and deliver training programmes that enable recipients to learn about psychological knowledge, skills, and practices;
- plan and implement assessment procedures for these training programmes;
- evaluate these training programmes
- 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.

* 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 .

Syllabus Outline:

Principles of the T&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

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.

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:

- Bolton, G. (2001). Reflective practice writing and professional development. London: Paul Chapman Publications Ltd.
- Boud, D., Keogh, R. & Walker, D. (1994). Reflection: Turning experience into learning (2nd Ed). London: Kogan Page.
- Cottrall, S. (2001). Teaching study skills and supporting learning. Basingstoke: Palgrave Press.
- Ghaye, T. & Lillyman, S. (1997). Learning journals and critical incidents: Reflective practice for healthcare professionals. Dinton, Wilts: Quay Books, Mark Allen Publications.
- Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. Further Education Unit: Oxford Polytechnic Press
- Kember, D. (2001). Reflective thinking and learning in health professions. Oxford: Blackwell Science
- Moon, J. (1999). Learning journals: a handbook for academics, students and professional development. London: Kogan Page.
- Moon, J. (2000). Reflection in learning and professional development. London: Kogan Page.
- Taylor, B. (2000). Reflective practice: a guide for nurses and midwives. Buckingham: Open University Press.

Students will be directed to a large range of academic papers, lists of suggested reading and some digitised articles for each training day are provided well in advance. Reading is expected to support student's own study requirements.

British Psychological Society (BPS)	http://www.bps.org.uk
BPS Division of Health Psychology	http://www.bps.org.uk/dhp/
European Health Psychology Society	http://www.ehps.net
Department of Health	http://www.dh.gov.uk
National Health Service	http://www.nhs.uk
Psychology, Health & Medicine	http://journalsonline.tandf.co.uk
Journal of Health Psychology	http://www.sagepub.com
British Medical Journal	http://bmj.bmjournals.com/
World Health Organisation	http://www.who.int/en/
International Society for Critical Health Psychology	http://www.med.mun.ca/ischp/
Teaching and Learning in HE	http://www.psychology.heacademy.ac.uk/

Assessment:

Weighting between components A and B (standard modules only) A: 0% B: 100%

FIRST ATTEMPT

First Assessment Opportunity

Component A (*controlled*)

Description of each element

CW1 Signed logbook of professional competency relating to the specific requirements of the BPS and HPC for Teaching and Training

FINAL ASSESSMENT

Element Wt (Ratio)

(*within Component*)

Pass/Fail

Component B

Description of each element

CW2 *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.*

Element Wt (Ratio)

(*within Component*)

100

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A (*controlled*)

Description of each element

CW1 Signed logbook of professional competency relating to the specific requirements of the BPS and HPC for Teaching and Training

FINAL ASSESSMENT

Element Wt (Ratio)

(*within Component*)

Pass/Fail

Component B

Description of each element

CW2 *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*

Element Wt (Ratio)

(*within Component*)

100

SECOND (OR SUBSEQUENT) ATTEMPT Attendance at taught classes is not required.

Specification confirmed byDate
(Associate Dean/Programme Director)