

University of the West of England

## **MODULE SPECIFICATION**

Part 1: Information						
Module Title	Contemporary Debates in Lifestyle Behaviours and Public Health					
Module Code	UZVY4N-15-M		Level	М		
For implementation from	2017/	18				
UWE Credit Rating	15		ECTS Credit Rating	7.5		
Faculty	Health and Applied Sciences		Field	Health Community and Policy Studies (HCPS)		
Department	Healt	Health and Social Sciences				
Contributes towards		MRes Social Research (Sustainable Futures) MRes Social Research (Health and Wellbeing)				
Module type:	Proje	vject				
Pre-requisites		None				
Excluded Combinations		None				
Co- requisites		UBGMRQ-15-M Advanced Interdisciplinary Research Design				
Module Entry requireme	nts	None				

## Part 2: Description

This module will be run by a university within the South West Doctoral Training Partnership as a compulsory module for Health and Wellbeing pathway students from all universities participating in this pathway.

Facilitating a change in health behaviours across the life span is a priority, particularly among those for whom clusters of poor lifestyle are common. It is becoming apparent that, in some cases, multidisciplinary research is not sufficient to address—in a comprehensive and effective way—challenging and complex issues within health and well-being research and/or application. Rather, interdisciplinary research is required to tackle these more complex and challenging issues. Interdisciplinary research does not merely result in new technical approaches, but rather new intellectual approaches (viz., new ways to conceptualize and think about a 'real world' challenges to health and well-being). Students will explore how the complexity of contemporary health and well-being research problems require researchers to move beyond the confines of their individual disciplines and work as part of interdisciplinary teams in which skills and disciplines are combined in a coordinated manner to stimulate new ways of addressing and tacking problems. Students will be exposed to the different stages of the interdisciplinary research process, ranging from an open-ended preliminary research phase through to how the research is carried out in practice. Examples of good and poor practice will be discussed and a wide range of topics discussed (e.g., why an interdisciplinary approach is needed, which disciplines should be involved, the personality and attributes required by researchers, involvement of end users/stakeholders, and challenges with

## STUDENT AND ACADEMIC SERVICES

contingency plans). Students will be presented with contemporary 'real world' problems and will be challenged to take an interdisciplinary approach. Via various teaching approaches (e.g., critical discussion and group debates, problem-based learning, case studies), students will work through problems adopting an interdisciplinary approach to develop constructive solutions. The unit will be team taught by colleagues from the Department for Health (Bath), Exercise, Nutrition and Health Sciences (Bristol), and Sport and Health Sciences (Exeter).						
Module aims:						
To explore how theory, knowledge, concepts, methodology, and skills from distinct disciplines can be integrated in a co-ordinated manner to coherently address important issues, problems and challenges to health and well-being.						
Part 3: Assessment						
<ul> <li>Formative Individual presentation on interdisciplinary health research. 10 mins + 5 q&amp;a.</li> <li>a. Research question of interest</li> <li>b. Explanation of need for interdisciplinary approach; identification of disciplines of interest</li> <li>c. Explanation of theoretical context or framework in which the proposed study is embedded</li> <li>d. Proposed research design, methods, and partners/stakeholders</li> <li>e. Intended outputs and outcomes; research impact for end-users &amp; academic community</li> </ul> Summative Coursework – Outline grant proposal The grant proposal must describe an intervention with process measures, and should be organised into two stages: the first 18 months involves building the intervention through pilot research, and the final 42 months to deliver and evaluate the intervention and its outcomes. Total budget should not exceed £1million.						
Formative Presentation Summative Coursework 100%						
Identify final timetabled piece of assessment	A					
(component and element)		-				
A:       B:         % weighting between components A and B (Standard modules only)       100%       -						
First Sit						
Component A (controlled conditions)Element weilDescription of each element(as % of component)						
1. Outline grant proposal of 4,000 words on a topic	agreed with the module tutor.	100	)			
Resit (further attendance at taught classes is not req	uired)					
Component A (controlled conditions)Element weighting (as % of component)Description of each element(as % of component)						
1. Outline grant proposal of 4,000 words on a topic agreed with the module tutor     100						
Part 4: Teaching and Learning Methods						
<ul> <li>Learning Outcomes</li> <li>On successful completion of this module students will have:         <ul> <li>a critical understanding of both the challenges to, and the constructive and innovative contributions of, interdisciplinary research to knowledge and practice.</li> </ul> </li> </ul>						

	<ul> <li>a deepened interdisciplinary understanding of the links between social, biological and environmental factors and health behaviours, choices, and outcomes of individuals, groups, and societies.</li> </ul>							
	<ul> <li>an awareness of key competencies and processes needed by interdisciplinary researchers in planning, designing, implementing and evaluating interventions and</li> </ul>							
				proving lifestyl				
				of the skills and c research into				ina
			well-being.	research into	practical stra	legies laigel		ng
	• a	a better understanding of the relevance and benefits to research and practice of						
	e	ngaging v	with a range of	f public health	stakeholders.			
		Teaching will be delivered through lectures, group work, seminars, presentations. It is delivered as a three day bock at one of the SWDTP universities. Location and timing will						
				by the UWE I				
Key Information Sets Information								
(KIS)	<u>K</u>	ey Inform	ation Set - Mo	dule data				
	N	lumber of	f credits for this	s module		15		
	н	lours to	Scheduled	Independent	Placement	Allocated		
	b		learning and		study hours	Hours		
	al	llocated	teaching					
			study hours					
		150	21	129	0	150		
Contact Hours	The table	e below in	dicates as a p	ercentage the	total assessn	nent of the m	odule which	
	constitute			0				
	Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class					class		
	test		-	-				
				ent and/or pres			sessment,	
	practical	exam (i.e	. an exam det	ermining mast	ery of a techn	ique)		
		Т	otal assessm	ent of the mod	ule:			
							_	
Total Assessment	Written exam assessment percentage				0%			
	Coursework assessment percentage 100%							
		Ρ	ractical exam	assessmentp	ercentage	0%		
						100%		
Reading List	Informatio	on on cou	rse reading wi	ill be managed	by a SWDTF	P partner univ	ersity and	
	Information on course reading will be managed by a SWDTP partner university and students will have access to the partner university VLE and associated materials.							
	Indicative reading is provided below. Books on Interdisciplinary Research:							
				ary Research	. Process and	Theory. 2nd	Edition.	
	Thousand Oaks, CA: SAGE Publications, Inc. Kessel, F., Rosenfield P., Anderson, N. (2008). Interdisciplinary Research – Case Studies from Health and Social Science. Oxford: Oxford University Press.				dioc			
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Peer-reviewed articles Focusing on Interdisciplinary Research:
Aboelela, S.W., Larson, E., Bakken, S. et al (2007). Defining interdisciplinary research: Conclusions from a critical review of the literature. Health Services Research 42:1, Part 1 (February), 329-346.
Gebbie, K.M., Meier, B.M., Bakken, S. et al (2008). Training for interdisciplinary health research. Journal of Allied Health 37:65-70.
Hall, J.G., Bainbridge, L., Buchan, A. et al (2006). A meeting of the minds: interdisciplinary research in the health sciences in Canada. CMAJ 175(7):763-771.
Heberlein, T.A. (1988). Improving interdisciplinary research: integrating the social and natural sciences. Society and Natural Resources 1:5-16.
O'Cathain, A., Murphy, É., and Nicholl J. (2008). Multidisciplinary, interdisciplinary, or dysfunctional? Team working in mixed-methods research. Qualitative Health Research 18(11):1574-1585.

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First CAP Approv	31 <sup>st</sup> May 2017				
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