



MODULE SPECIFICATION

Part 1: Information			
Module Title	Contemporary Debates in Lifestyle Behaviours and Public Health		
Module Code	UZVY4N-15-M	Level	M
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	Health and Social Sciences		
Contributes towards	MRes Social Research (Sustainable Futures) MRes Social Research (Health and Wellbeing)		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	UBGMRQ-15-M Advanced Interdisciplinary Research Design		
Module Entry requirements	None		

Part 2: Description
<p>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.</p> <p>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 tackling 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</p>

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

Formative Individual presentation on interdisciplinary health research. 10 mins + 5 q&a.

- a. Research question of interest
- b. Explanation of need for interdisciplinary approach; identification of disciplines of interest
- c. Explanation of theoretical context or framework in which the proposed study is embedded
- d. Proposed research design, methods, and partners/stakeholders
- e. Intended outputs and outcomes; research impact for end-users & academic community

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
(component and element)

A

% weighting between components A and B (Standard modules only)

A:

100%

B:

-

First Sit

Component A (controlled conditions)

Description of each element

Element weighting
(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 required)

Component A (controlled conditions)

Description of each element

Element weighting
(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

Learning Outcomes

On successful completion of this module students will have:

- a critical understanding of both the challenges to, and the constructive and innovative contributions of, interdisciplinary research to knowledge and practice.

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, E., and Nicholl J. (2008). Multidisciplinary, interdisciplinary, or dysfunctional? Team working in mixed-methods research. *Qualitative Health Research* 18(11):1574-1585.

FOR OFFICE USE ONLY

First CAP Approval Date	31 st May 2017			
Revision CAP Approval Date		Version	1	RIA 12279