

MODULE DESCRIPTOR

TITLE	Changing Health Behaviours
SI MODULE CODE	44-6964-00L
CREDITS	20
LEVEL	6
JACS CODE	B400
SUBJECT GROUP	Food
DEPARTMENT	Service Sector Management
MODULE LEADER	Rachel Rundle

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36		164	200

MODULE AIM

- Equip students with appropriate knowledge to support behavioural change in order to promote health;
- Encourage the development of core skills required for assisting health behaviour change.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- Apply understanding of behavioural change in order to apply this to a health context;
- Apply the 'person centred approach' and its relevance to changing health behaviours;
- Evaluate the diversity and complexity of circumstantial barriers to change in the context of health;
- Evaluate the wider notion of health and the diversity of associated 'health behaviours';
- Appreciate the difference between giving advice and counselling in changing health behaviour;
- Communicate effectively using established conventions in scientific reporting.

INDICATIVE CONTENT

- Models of change and their applicability and relevance to health and health behaviours;
- Person centred theory and practice;
- Barriers to change including poverty, accessibility, availability and societal pressure;
- Definitions and philosophy of health and perceptions of what constitutes healthy behaviour;
- Techniques and tools used in behavioural change for example motivational interviewing, counselling techniques and unconditional positive regard.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The learning and teaching strategy is designed to promote a student centred approach to the acquisition of specialist knowledge through keynote lectures and seminars. Practical workshops will be used to develop specialist skills relating to supporting individuals to change health related behaviours; students will be expected to work in pairs or small groups of three to practice the skills and provide formative feedback to one another.

Methods

- **Formal lectures and seminar sessions**

The principles and concepts of behaviour change will be delivered through a mix of lectures and seminars supported by open learning (detailed below).

- **Supported open learning**

Students are expected to participate in supported open learning throughout the module. Supported open learning includes the reading of key texts and additional paper-based or online materials.

- **Practical seminar and workshop activities**

Practical sessions will be used to enable a clearer understanding of the fundamental concepts introduced in the module. Through these, students will gain an appreciation of the basic methods used in changing health behaviours.

ASSESSMENT STRATEGY AND METHODS

TASK 1 – POPULATION BEHAVIOUR CHANGE REPORT

Interventions for facilitating behaviour change within a population are many and varied in approach. For this assessment task students will be required to prepare a short bid for funding to develop a project which targets a specific population group to change some aspect of their health related behaviour e.g. increase physical activity, increasing fruit and vegetable consumption, weight loss. The bid should be theory based and included critical evaluation of examples of good practice e.g. other projects, interventions and population based programmes.

- This assessment task should be written as an application for funding to develop a behaviour change intervention for a chosen population; this could be for a particular group of people (based on age, gender, health status, etc.) in a particular setting (geographical location, community, workplace, school, etc.). The rationale for the behaviour change intervention should be to improve heart health.
- A full brief will be given to students during Semester 1 with additional materials covered in class and available via the module site. The bid should be presented with the following headings and content:
 - Title and description of activity to be delivered
 - Description of project beneficiaries and key stakeholders
 - Promotional and engagement strategies
 - Rationale – should include critical evaluation of literature and integration of behaviour change theory within the context of the students chosen intervention
 - Monitoring and evaluation – measuring the reach and the impact
 - Projected breakdown of costs

TASK 2 – COUNSELLING SKILLS

Supporting individuals to change their behaviour (e.g. lifestyle related behaviours to improve well-being or for weight loss) requires a range of skills. This task will assess these skills in an assessed role play scenario; the student will play the role of the “counsellor” and one of the module tutors will play the role of the “client”. The assessment scenario will last 10 minutes and students will be observed by another module tutor. All assessments will be recorded via a static camera for moderation purposes. Students will develop and practice these skills prior to the assessment in two skills workshops and revision sessions timetabled for Semester 1.

- The counselling skills workshops will be held in Weeks 12 and 15; it is compulsory for students to attend these sessions. There will also be additional revision sessions timetabled before the assessments commence in Week 17. Students are encouraged to work in pairs or small groups to practice this approach outside the classroom and to provide one another with formative feedback.
- Students will be assessed once during Weeks 17-21; during this period all seminar and lectures times for this module will be allocated for assessment. Students will be allocated a particular week and session for their assessment; details will be posted on the blackboard module site at the beginning of Semester 1.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Report - population behaviour change	CW	40	2500 words	N
2	Practical - Counselling Skills	PR	60	10 Minutes	N

FEEDBACK

Students will receive feedback on their performance in the following ways

TASK 1 BEHAVIOUR CHANGE REPORT - Formative feedback on student's ideas will be given during Semester 2. Students will receive have their marks for this assessment task and their summative feedback emailed to them following submission in Week 39.

TASK 2 COUNSELLING SKILLS - Formative feedback will be given during the skills workshops in Weeks 12 and 15 and during the revision sessions in Week 16. Students will receive their individual written summative feedback once all the individual assessments have been completed. Tutors will provide verbal feedback during the lecture in Week 27.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

This module aims to introduce theoretical concepts of behaviour change and allow students to explore their application through population, community and individual interventions. In addition, students will develop skills and confidence to facilitate behaviour change.

Students will develop skills and competencies in the following areas:

- Communication skills - supporting and facilitating behaviour change with individuals; written skills to propose a "population" behavior change intervention/programme; presentation skills during class feedback and discussion.
- Teamwork – working with group members to prepare presentation materials for seminar activities; working in small groups to develop skills and confidence in "counselling skills" as part of the first assessment.
- Learning – evidence of understanding and application of behaviour change theory.
- Self-management, planning and organising – students will be required to take responsibility for their own learning and development through accessing and integrating online materials and recommended reading.

Reading List– The following list is indicative only. The learning centre has a wide range of resources and subscribes to a wide range of journals, with many available online. Additional resources will be posted via the module blackboard site throughout the year.

Recommended reading (books):

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| <ul style="list-style-type: none"> • Jones K & Creedy D (2009) <i>Health and Human Behaviour</i>, 2nd Ed., Oxford, University Press. |
| <ul style="list-style-type: none"> • Rollnick S. Mason P. Butler C (1999) <i>Health Behaviour Change A Guide For Practitioners</i>. Churchill Livingstone |
| <ul style="list-style-type: none"> • Nutbeam D & Harris E (2007) <i>Theory in a Nutshell: A practical guide to health promotion theories</i>, 2nd Ed., Mc Graw-Hill Professional. |
| <ul style="list-style-type: none"> • Rutter D & Quine L (2005) <i>Changing Health Behaviour</i>, Open University Press. |
| <ul style="list-style-type: none"> • Thirlaway K & Upton D (2009) <i>The Psychology of Lifestyle: Promoting Healthy Behaviour</i>, Routledge. |

Periodicals:

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| <ul style="list-style-type: none"> • Appetite • Behaviour Research and Therapy • Health Education Research • Health Promotion International • Health Psychology • Journal of Community Health & Epidemiology • Nutrition Research Reviews • Public Health Nutrition • Sociology of Health and Illness • Social Science and Medicine |
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Internet sources:

<p>Taylor <i>et al</i> (2006) A review of the use of the Health Belief Model (HBM) the Theory of Reasoned Action (TRA), the Theory of Planned Behaviour and the Trans-Theoretical Model (TTM) to study and predict health related behaviour, NICE accessed via http://www.nice.org.uk/nicemedia/live/11868/44524/44524.pdf</p>

<p>AfN competencies for Associate Nutritionist Registration include behaviour change facilitation in core competencies 3 & 4; this registration is something that potential employers are looking for. http://www.associationfornutrition.org/Default.aspx?tabid=91</p>

<p>NICE Behaviour Change Guidance – this is the key document for NHS and Local Authority Public Health delivery of behaviour change interventions; it recognises the necessity to have staff with the skills to facilitate behaviour change http://www.nice.org.uk/PH6</p>
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<p>Public Health Skills and Career Framework – defined competencies for Health Improvement include supporting individuals to change their behaviours http://www.phorcast.org.uk/page.php?page_id=44</p>

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2013

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	24/09/2013	22/04/2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	Y
If yes, please give details of the employer institution(s) below	

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	20%
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	