

Title	Study guide for Bachelor in Psychology B10 eHealth
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Responsible for the elective	Robin Niels Kok (RNK), Assistant Professor, PhD, Department of Psychology, SDU.
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## **1. About the study guide**

### ***Purpose of this study guide***

The study guide provides you with details of a specific module in your education, e.g. it describes what prerequisites you are expected fulfil, teaching and assignments and finally what the goal of the module is and what is expected of you in the exam.

The study guide also helps you find the resources required for the module including recommended and optional literature. Finally, it contains all the practical information you will need to complete the course.

### ***Structure of this study guide***

The study guide describes your activities in each week during the course.

**For each week, the following is stated:**

1. Lectures in the week with a brief description of the content of each lecture, location, time etc.
2. Group teaching and / or group work in the week together with a description of possible extra material on e-learn.
3. Literature for each lecture in the week.
4. Any homework in the separate activities in the week.

## **2. About the module**

### ***Module administrator***

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### ***Study administrative coordinator***

Charlotte Dickmeiss,

Phone: 6550 3432

### ***Teachers***

SDU: Robin Niels Kok, E-mail: [rkok@health.sdu.dk](mailto:rkok@health.sdu.dk), more to be announced

External: Kristian Kidholm (OUH), Lina Gega (University of York), more to be announced

### **Module duration**

Instruction for the module begins in week 36 (04-09-2017) and ends in week 51 (06-12-2017). There is no teaching in weeks 41 and 42. Link to the timetable:

<https://mitsdu.sdu.dk/skema/activity/3211201/e18>

### **Prerequisites**

None

### **Purpose**

eHealth is about how modern technology may improve physical and mental health for a broad group of people. eHealth is a multidisciplinary field almost by definition, bringing together many different fields of expertise. This class will take the student through all main phases of eHealth from the development of an intervention to the implementation of that intervention and everything in between. As eHealth is a multi-disciplinary class, attention will also be given to interfacing between the (often very different) ways of working between fields of expertise. External lecturers will give first-hand accounts of the possibilities and challenges when working in multidisciplinary environments. People who work with eHealth in practice will introduce us to wide array of tasks where eHealth may be part of the solution and we will explore the role of psychology in eHealth and the role of eHealth in psychology.

## **3. The module's subject area/content**

Throughout the elective, we will see how eHealth can and does work in practice – from the treatment of depression via the internet, to large scale eHealth interventions for people chronic somatic diseases. Within the scope of the elective, students will research, design and present short pieces of an eHealth intervention based on their personal interests. Every week, students will read state-of-the-art literature relevant to the lecture of that week, but also a multidisciplinary background research article on a specific field where eHealth is used – e.g., promotion of healthy lifestyles, treatment of depression and anxiety, etc. Ultimately, the student will know the broad current state of play for almost every field where eHealth is used.

Additionally, we will look into the nuts and bolt of research methodology as many aspects of eHealth are still poorly understood and require more research. At any rate, any new eHealth project being started should be based on prior research, and students will learn to do this quickly without compromising on methodological rigour. To make decisions in a complex, multidisciplinary environment, students should be able to seek, find and synthesize relevant information from research resources. Moreover, they should be able to assess this information in terms of methodological quality and interpret its results and shortcomings.

This extends from collecting information from primary sources (research), synthesised information (systematic reviews, meta-analyses) to collecting information themselves. Throughout the elective, group work is encouraged and group/individual presentations are a recurring item.

### **Thematic cycle**

The eHealth elective is based on a thematic cycle, which covers all the main phases of the development of an eHealth: from rough idea to implementation. By framing the elective in this cycle, the students will gain knowledge of the 'broader scope' of eHealth as it is currently used. Each lecture, we will stop at the individual phases and the multidisciplinary interconnections between these phases. Each week in the cycle consists of 2 lectures – usually one is more theory-oriented and the other is more practically oriented, with space for reflection in between.

### **Curriculum goals for the module**

This study guide describes what we expect the students should be capable of when they have taken the course, i.e. the student's competences.

### **Subject-specific objectives**

Please see the BA study program ("BA-studieordningen") and the BA-SF study program ("Studieordning for sidefagsuddannelsen") for an elaboration of the subject-specific objectives ("fagspecifikke målbeskrivelser") for this module.

### **General aim**

Please further see the BA study program ("BA-studieordningen") for an elaboration of the general aims ("generelle målbeskrivelser") of the Bachelor program.

### **Elective-specific learning objectives**

Specific learning objectives for this elective: after passing this elective, students are at least able to;

- Formulate and perform a "quick and dirty" literature search, and critically appraise eHealth literature in preparation of a project;
- Use theoretical models to maximize the potential efficacy of eHealth interventions;
- Have a working knowledge of the key elements of the different disciplines involved in eHealth;
- Communicate between these different disciplines to maximize cooperation, mutual benefit, and efficiency;
- Identify and engage the multidisciplinary stakeholders involved in eHealth projects;
- Critically appraise research literature on psychotherapy in general and literature on eHealth in particular;
- Recognize the limitations, drawbacks and logistic / legal / ethical issues surrounding eHealth;

- Research, adapt, design and execute a paper-and-pencil assessment instrument for use on the Internet;
- Be aware of the specific skill set needed in eHealth communication.

### Relevance to B10 learning objectives

The eHealth elective fulfils the B10 module learning objectives in the following ways:

- Collecting relevant knowledge and information to the solution of limited problems. (covered in #3 explicitly and throughout the elective)
- Analysing and understanding complex societal problems – here under the role of the psychologist in a multidisciplinary collaboration. (covered in #8, #10 explicitly)
- Using psychological knowledge in the analysis and in the solution of complex problems. (covered in #5 explicitly and several other lectures besides)
- Collaborating with fellow students in the solution of smaller problems related to 'real life' problems. (covered in each lecture)
- Presenting psychological knowledge, analyses, and results to a multidisciplinary audience. (covered in several different lectures)

### Teaching methods and activities

The class consists of 15 ECTS and will include 48 hours of lectures: 38 by Robin Niels Kok, and approx. 10 by a combination of lecturers. Students will also participate in group presentations, individual presentations, two workshops and use of e-learning modules in BlackBoard.

Education type:	Number of lessons:
Lectures, including group work	74 hours
Supervision & feedback, Q&A	6
<b>Total:</b>	<b>80 hours</b>

## 4. Week plans for lectures

The following is a short description of the key information for all lectures. As most lectures are 3 hours long, it is impossible to give an exhaustive overview of all topics covered, but the key themes and relevance to the field are noted. Some changes in literature may occur; these will be communicated well in advance. For every lecture, literature is provided that should be read before the next lecture. This literature will then be shortly discussed in the lecture.

### Module week 1 (Week 36)

- **Lecture #1: Introduction to eHealth**
- **Lecture #2: Introduction to eHealth (continued), introduction to the Project**

### Module week 2 (Week 37)

- **Lecture #3: Before starting: finding and appraising evidence, and how to spot bad science**
- **Lecture #4: Group work on finding and appraising evidence**

*NOTE: this week, the two lectures are shared with the B10 political psychology students.*

### Module week 3 (Week 38)

- **Lecture #5: eHealth design – where to start?**
- **Lecture #6: Computerised CBT: Therapy online**

### Module week 4 (Week 39)

- **Lecture #7: Guest lecture (To be confirmed)**
- **Lecture #8: This will be a “strange” lecture:** the lecture is attending the inaugural address of professors Matt Burg and Per Carlbring at the university. For more information on this, see:  
[https://www.sdu.dk/en/om\\_sdu/institutter\\_centre/institut\\_psykologi/nyheder2/inaugurationmatthewburgpercarlbring](https://www.sdu.dk/en/om_sdu/institutter_centre/institut_psykologi/nyheder2/inaugurationmatthewburgpercarlbring)

### Module week 5 (Week 40)

- **Lecture #9 & #10 combined: Possible field visit - To be confirmed**

**NO LECTURES IN WEEK 41 AND 42!**

### Module Week 6 (Week 43(!))

- **Lecture #11: Designing eHealth for Real People**
- **Lecture #12: Group work: user-centred and participatory design**

### Module Week 7 (Week 44)

- **Lecture #13: Content development & Designing for behaviour change**
- **Lecture #14: Group work: creative co-designing of student project contents**

### Module Week 8 (Week 45)

- **Lecture #15: Usability of eHealth interventions**
- **Lecture #16: Midway presentations of project**

### Module Week 9 (Week 46)

- Lecture #17: Web-based assessments and questionnaires: Measurement Magic
- Lecture #18: Group-work: measurements

### Module week 10 (Week 47)

- Lecture #19: Multidisciplinary work: “The Other People”
- Lecture #20: Cost-effectiveness and the Bottom Line of eHealth

### Module Week 11 (Week 48)

- Lecture #21: From Research to the Real world – when eHealth meets clinical reality  
(*guest lecture Kristian Kidholm, OUH*)

### Module Week 12 (Week 49)

- No lecture – possibility for individual feedback on projects.

### Module Week 13 (Week 50)

- Lecture #22: Synthesis, wrap-up, question time, finishing touches to the projects.

### Module Week 13 (Week 51)

- Lecture #23: Final presentation of student projects.

## 5. Exam

### Rating

The course is scored on a pass/no pass level. To pass the course, students should attend at least 80% of all lectures, actively participate in the group work, and present during the group presentation. Attendance will be kept with an attendance list, to be signed at each lecture.

The re-exam is a 48-hour case study. It will take place in the second half of June 2019.

## 6. Literature

**Literature:** eHealth is a young and quickly evolving field. We have therefore decided **not to use a textbook** for the eHealth part of the elective, as there are few textbooks available and much of it is out of date as soon as the book is published. **The literature list will be finalised**

**in July/August**, but since the relevant literature changes so rapidly in this field, some changes might occur during the elective. Priority is given to Open Access publications.

## **7. Module evaluation**

All modules on the bachelor in psychology get continuously evaluated. The evaluation is anonymous and not mandatory but we strongly recommend all students to take part in this work. The purpose of the evaluation is to improve the education quality and the education will among other things be adjusted according to these evaluations.