Psychoeducational Module Development







Saeid Motevalli Postdoctoral Researcher in UPM Motevalli.saeid@gmail.com







the **intellectual** and **practical activity** encompassing the systematic study of the structure and behavior of the physical and natural world through **observation** and **experiment**.

Science= empirical + intellectual



Psychology: Scientific study of human behavior and mental processes





Definition

Case Studies Case study is an inquiry design found in many fields, especially evaluation, in which the researcher develops an indepth analysis of a case, often a program, event, activity, process, or one or more individuals. (Yin, 2009, 2012).

Purpose

The primary purpose of this design strategy is to evolve or "ground" a theory in the context in which the phenomenon under study occurs.

Definition

Grounded theory involves the collection and analysis of data to support theoretical explanation of a phenomenon.

The theory is "grounded" when actual data is supported by another set of theoretical explanation.

Purpose

The primary purpose of this design strategy is to evolve or "ground" a theory in the context in which the phenomenon under study occurs.

Definition

Action research is an approach in which the researcher and client collaborate in the diagnosis of the problem and the development of its solution.

Purpose

The purpose of action research is to identify helpful resources/techniques to guide the generation of ideas and development of alternative solutions to the problem.



https://www.facebook.com/EAGLENavigator.io/posts/qualitative-researchdesign-is-a-research-method-used-by-scientists-andresearch/3451940271483306/

Definition

Historical studies analyze the meaning of past events in an attempt to interpret the facts and explain the cause of events, and their effects in the present events.

Purpose

Historical

Studies

Phenomeno-

logical

Studies

Ethnography

Studies

The purpose of historical research is to reach insights or **conclusions** about past persons or occurrences. Historical research entails compiling, presenting, and interpreting factual information.

Definition

Phenomenological study is a design of inquiry coming from philosophy and psychology in which the researcher **describes the lived experiences of individuals** about a phenomenon as described by participants.

Purpose

The purpose of a phenomenological approach in research is **to clarify and enlighten how people understand and comprehend certain phenomena,** typically involves conducting interviews (Giorgi, 2009; Moustakas, 1994)

Definition

Ethnography is a design of inquiry coming from anthropology and sociology in which the researcher studies the shared patterns of behaviors, language, and actions of an intact cultural group in a natural setting over a prolonged period of time.

Purpose

The purpose is to **understand the** culture of a population through their behavior, artifacts, verbatim in their natural context data.

Grounded Theory Studies

Action

Research

Studies









Fundamental Research Grant Scheme (FRGS)

FRGS is a research grant from the Ministry of Education (MOE) it is to promote basic research to generate knowledge that can contribute to enhance intellectual level, the creation of new technologies and the proliferation of a dynamic culture in line with national aspirations.

Prototype Research Grant Scheme (PRGS)

Most of the prototype produced from researches cannot be commercialized since it is still in the early stage of the process. Therefore, PRGS is being introduced to bridge the gap between research discoveries and commercialization towards new technology invention in line with the K-Economy requirement and the New Economic Model implementation.



Long Term Research Grant Scheme (LRGS)

LRGS is a fundamental research, involving more extensive scope, a long period of time and requires a high commitment. LRGS can generate theories and new ideas that advanced in a strategic niche to expand the boundaries of knowledge.

INTRODUCTION TO: PSYCHOEDUCATIONAL MODULE FRGS+PRGS

The term "**psychoeducation**" was first employed by Anderson et al (1980) and was used to describe a behavioral therapeutic concept consisting of 4 **elements**: **1) briefing the patients about their illness**; **2) problem solving training**; **3) communication training**; **4) self-assertiveness training**.

Anderson, CM, Gerard, E, Hogarty, GE, Reiss, DJ. Family treatment of adult schizophrenic patients: a psycho-educational approach. Schizophr Bull 1980. ;6490–505.



INTRODUCTION TO: PSYCHOEDUCATIONAL MODULE FRGS+PRGS



Psychoeducation is an evidence-based practice that is an integration of psychotherapeutic and educational interventions to create a holistic approach that stresses health, collaboration, and adaptive coping that is empowering to the individual.







TWO IMPORTANT PHASES IN PLANNING RESEARCH





A FRAMEWORK FOR PLANNING RESEARCH



It is notable that the set of issues that constitute a framework for planning research will need to be interpreted differently for different styles of research.

- 1) A clear statement of the problem/need that has given rise to the research.
- 2) Constraints on the research (e.g. access, time, people, politics).
- 3) The general aims and purposes of the research.
- 4) The intended outcomes of the research: what the research will do and what is the 'deliverable' outcome.
- 5) How to operationalize research aims and purposes.
- 6) Generating research questions (specific, concrete questions to which concrete answers can be given) and hypotheses (if appropriate).
- 7) The foci of the research.
- 8) Identifying and setting in order the priorities for the research.
- 9) Approaching the research design.
- 10) Focusing the research.
- 11) Research methodology (approaches and research styles, e.g. survey; experimental; ethnographic/naturalistic; longitudinal; cross-sectional; historical; correlational; ex post facto).
- 12) Ethical issues and ownership of the research (e.g. informed consent; overt and covert research; anonymity; confidentiality; non-traceability; non-maleficence; beneficence; right to refuse/withdraw; respondent validation; research subjects; social responsibility; honesty and deception).



A FRAMEWORK FOR PLANNING RESEARCH

13) Politics of the research: who is the researcher; researching one's own institution; power and interests; advantage; insider and outsider research.

14) Audiences of the research.

15) Instrumentation, e.g. questionnaires; interviews; observation; tests; field notes; accounts; documents; personal constructs; role-play.

16) Sampling: size/access/representativeness; type: probability: random, systematic, stratified, cluster, stage, multi-phase; non-probability: convenience, quota, purposive, dimensional, snowball.

17) Piloting: technical matters: clarity, layout and appearance, timing, length, threat, ease/difficulty, intrusiveness; questions: validity, elimination of ambiguities, types of questions (e.g. multiple choice, open-ended, closed), response categories, identifying redundancies; pre-piloting: generating categories, grouping and classification.

18) Time frames and sequence (what will happen, when and with whom).

19) Resources required.

20) Validity: construct; content; concurrent; face; ecological; internal; external.

21) Reliability: consistency (replicability); equivalence (inter-rater, equivalent forms), predictability; precision; accuracy; honesty; authenticity; richness; dependability; depth; overcoming Hawthorne and halo effects; triangulation: time; space; theoretical; investigator; instruments.

22) Data analysis.

23) Verifying and validating the data.

24) Reporting and writing up the research.



A FRAMEWORK FOR PLANNING RESEARCH

Four main areas (Morrison 1993):
Orienting decisions
Research design and methodology
Data analysis
Presenting and reporting the results



A FRAMEWORK FOR PLANNING RESEARCH

Orienting decisions

Decisions in this field are strategic; they set the general nature of the research, and there are several questions that researchers may need to consider:

- * Who wants the research?
- Who will receive the research/who is it for?
- * Who are the possible/likely audiences of the research?
- * What powers do the recipients of the research have?
- What are the general aims and purposes of the research?
- * What are the main priorities for and constraints on the research?
- * Is access realistic?
- * What are the time scales and time frames of the research?
- * Who will own the research?
- * At what point will the ownership of the research pass from the participants to the researcher and from the researcher to the recipients of the research?
- Who owns the data?
- What ethical issues are to be faced in undertaking the research?
- What resources (e.g. physical, material, temporal, human, administrative) are required for the research?



HOW TO DEVELOP PSYCHOEDUCATIONAL MODULE

Refer to your previous observations Clarify your purpose Determine your methodology and design Identify your theoretical framework Identify your conceptual framework Create your problem statement Create your problem statement Create your hypothesis Clarify your deliverables



THREE PHASES TO DEVELOP PSYCHOEDUCATIONAL MODULE

- Phase 1 analysis phase
- Needs analysis in order to explore the nature of problem through qualitative research such as focused group interview and deep interview

- Design the primitive framework of the module
- Add formative evaluation that was conducted by experts
- Conduct the information of the Subject Matter and deliverable process to target group that was recommended by the expertsexpe to assist the development of the module
- •Develop the module

Phase 3 evaluation phase • Looked at the impact of the implementation of the module on the target group



THREE PHASES TO DEVELOP PSYCHOEDUCATIONAL MODULE

Analysis

I

Analysis of target groupAnalysis of content Design & Development

Design moduleDevelop module

Phase 3

Implementation & Evaluation

- Implement module
- Evaluate module









7



Saeid Motevalli; Samsilah Roslan, Sahandri Ghani Hamzah; Tajularipin Sulaiman Universiti Putra Malaysia

Contents Introduction:

Coole and Objectives	E E VDate Iable
Goals and Objectives	272 Constitue Annorach
Activity 1: Study Skills Training	
1.1. Title: Identify My Anxiety	2.7.5. Skills-Dencit Wodel
1.2. Time:	2.7.4. Study Skills Training (Study Habits)
1.3. Tools	2.7.5. Test-Taking Skills Training
1.4. Objectives	2.8. Conclusion
1.5. Rational	2.9. Appendix
1.6. Activity Procedure	2.9.1. Appendix 2.1
1.7. Discussion	Activity 3: Study Skills Training
1.7.1. Anxiety	3.1. Title: Importance of Academic Achievement and Long-term and
1.7.2 Normal and abnormal anxiety and	3.2. Time
173 Test Assists	3.3. Tools
17.5. Tex Analy	3.4. Objectives
1.7.4. State Anxiety	3.5. Rational
1.7.5. Trait Anxiety	3.6. Activity Procedure
1.7.6. Effects of Test Anxiety on Students	3.7. Discussion
1.8. Conclusion	3.7.1. About the pervious contents and terms
1.9. Appendix	3.7.2. Academic Achievement
1.9.1. Appendix 1.1 list of my anxiety for	3.7.3. What is Motivation?
1.9.2. Appendix 1.2 list of my state and t	3.7.4. Relationship between Test Anxiety and Motivation
Activity 2: Study Skills Training	3.7.5. Components of Motivation
2.1. Title: What is Study Skills Training?	3.7.6. Intrinsic versus Extrinsic Motivation
2.2. Time	3.7.7. What is Goal Setting?
2.3. Tools	3.7.8. Choosing Goals Wisely
2.4. Objectives	3.7.9. Setting Long Term Goals
2.5. Rational	3.7.10. Relationship between Goal Setting and Success?
2.6. Activity Procedure	3.8. Conclusion
2.7. Discussion	3.9. Appendix
2.7.1. About the pervious contents and t	3.9.1. Appendix 3.1
	3.9.1. Appendix 3.2

Activity 4: Study Skills Training.

4.1. Title: Time Management and Memory





2019

83

. 85

91

40 5.7.7. Tips and Strategies for Reading Efficiently 60 5.7.8. Muscle Reading as an Active Reading..... 61 5.7.9. PQ4R Method .. 62 5.8. Conclusion 63 5.9 Appendix 5.1 64 Activity 6: Study Skills Training ... 66 6.1. Title: Test Taking Skills I 66 6.2. Time ... 66 6.3. Tools ... 66 66 6.4. Objectives 6.5. Rational.. 66 6.6. Activity Procedure 67 6.7. Discussion .. 67 6.7.1. About the pervious contents and terms 67 6.7.2. What is the Test Taking Skills?. 67 6.7.3. Purpose of Test Taking Strategies... 68 6.7.4. Advantages of Test Taking Strategies ... 69 69 6.7.5. Some Strategies before the Exam... 6.7.6. Some Activities during the Test74 6.8. Conclusion . . 81 Activity 7: Study Skills Training 82 7.1. Title: Test Taking Skills II 82 7.2. Time 82 7.3. Tools 82 82 7.4. Objectives 7.5. Rational..... 82 7.6. Activity Procedure .. 82 7.7. Discussion . 83 83 7.7.1. About the pervious contents and terms.....

7.7.2. Matching Exams....

7.7.4. Open Book Exams

7.7.3. Essay Exams





2013

Cognitive Restructuring Therapy Module



Cognitive Restructuring Therapy (CRT) is one of the techniques in cognitive approach therapy where this approach is a learning process to disprove cognitive distortions, or fundamental of 'faulty thinking' with the goal of replacing one's irrational, counter-factual beliefs with more accurate and beneficial ones.

SAEID MOTEVALLI, SAMSILAH ROSLAN, SAHANDRI GHANI HAMZAH, TAJULARIPIN SULAIMAN Universiti Putra Malaysia 1/1/2015

Introduction:	
What is Cognitive Restructuring Therapy?	
Rational Emotive Therapy	2.7. Discussion
Systematic Rational Restructuring	2.7.1. About the pervious contents and terms
Goals and Objectives	2.7.2. Cognitive Approach
Activity 1: Cognitive Restructuring Therapy	2.7.3. Cognitive Restructuring Therapy
1.1. Title: Identify My Anxiety	2.8. Conclusion
1.2. Time:	Activity 3: Cognitive Restructuring Therapy
1.3. Tools	3.1. Title: Cognitive Restructuring Therapy Worksh
1.4. Objectives	3.2. Time
1.5. Rational	3.3. Tools
1.6. Activity Procedure	3.4. Objectives
1.7. Discussion	3.5. Rational
1.7.1. Anxiety	3.6. Activity Procedure
1.7.2. Normal and abnormal anxiety and why do we need anxiety	3.7. Discussion
1.7.3. Test Anxiety	3.7.1. About the pervious contents and terms
1.7.4. State Anxiety	3.7.2. Process of Cognitive Restructuring Therap
1.7.5. Trait Anxiety	3.7.3. Cognitive Restructuring Worksheet
1.7.6. Effects of Test Anxiety on Students	3.7.4. Identifying Emotion-Causing Thoughts
1.8. Conclusion	3.8. Conclusion
1.9. Appendix	3.9. Appendix
1.9.1. Appendix 1.1 list of my anxiety form	3.9.1. Appendix 3.1
1.9.2. Appendix 1.2 list of my state and trait anxiety symptoms \ensuremath{ft}	3.9.2. Appendix 3.2
Activity 2: Cognitive Restructuring Therapy	Activity 4: Cognitive Restructuring Therapy
2.1. Title: What is Cognitive Restructuring Therapy?	4.1. Title: ABCDE model and Test Anxiety
2.2. Time	4.2. Time
2.3. Tools	4.3. Tools
2.4. Objectives	4.4. Objectives
2.5. Rational	4.5. Rational
2.6. Activity Procedure	4.6. Activity Procedure

4.7. Discussion ...

4.8. Conclusion .

4.7.1. About the pervious contents and terms

4.7.2. Cognitive Restructuring Therapy and ABCI



	٦.
26	
4.9. Appendix	
4.9.1 Appendix 4.1	
Activity 5: Cognitive Perturburing Therapy	
Activity 5: Cognitive Restructuring Therapy	
5.1. Title: Rational Emotive Therapy I	
5.2. Time	
5.3. Tools	
5.4 Objectives	
s.e. objectives	
5.5. Rational	
5.6. Activity Procedure	
5.7. Discussion	

5.7.1. About the pervious contents and terms 5.7.2. Rational Emotive Therapy and Test Anxiety 5.7.3. Thoughts and way of Thinking..... 5.8. Conclusion 5.9 Appendix..... 5.9.1. Appendix 5.1..... Activity 6: Cognitive Restructuring Therapy 6.1. Title: Rational Emotive Therapy II..... 6.2. Time 6.3. Tools..... 6.4. Objectives 6.5. Rational..... 6.6. Activity Procedure 6.7. Discussion 6.7.1. About the pervious contents and terms 6.7.2. Psychological Definition of Perfectionism..... 6.7.3. Relationship between Perfectionism and Test Anxiety 6.7.4. Causes of Perfectionism..... 6.7.5. Negative Feelings, Thoughts, and Beliefs are associated with Perfectioni 6.7.6. What to do about Perfectionism 6.8. Conclusion.....

6.9 Appendix.....



🗄 🚽 📑 Upd	late Table
6.9.1. Appendix 6.1	1 Negative Feelings, Thoughts, and Beliefs on Perfectionism
ctivity 7: Cognitive Res	structuring Therapy
7.1. Title: Systematic	Rational Restructuring
7.2. Time	
7.3. Tools	
7.4. Objectives	
7.5. Rational	
7.6. Activity Procedu	re
7.7. Discussion	
7.7.1. About the pe	ervious contents and terms
7.7.2. Systematic R	Restructuring Therapy
7.7.3. Self-Control	Rational Techniques
7.7.4. Imaginable P	Rehearsal
7.7.5. Task-Irreleva	ant and Task-Relevant Thoughts
7.8. Conclusion	
7.9 Appendix	



What is Study Skills Training?



- The curricular elements of current study-skills training programs typically focus on the following two related treatment components, briefly described:
- A) Study-skills training is designed to teach students how to study, in general, and prepare for tests, in particular. Study-skills training procedures aim at helping students to structure their study time more efficiently and become more proficient in encoding, organizing, processing, and storing information so that it can be retried more effectively and communicated clearly under test conditions. Common elements in study-skills counseling programs include study planning and time management techniques, monitoring study behaviors, enhancing reading and summarizing skills, acquiring useful techniques for studying for the exam, and learning how to use response management technique.
- B) Test-Taking-Skills Training is designed to impart techniques that help students comprehend test questions and follow test instructions so that the appropriate information can be retrieved, organized, and clearly communicated. Among the specific techniques for strengthening "testwiseness" are surveying the length of a test, seeing if certain sections count more or require more time than others, answering only one item at a time, and marking harder items in order to return to them later.





Goals and Objectives

Completing this module will help anxious students to understand what Study Skills Training (SST) is how it can help them to cope with test anxiety and improve the academic achievement. Also included are some strategies on study skills training that will be useful even if non anxious students want to use them to prepare themselves for test-taking situations.

By completing this module, anxious students will:

- a) Understand about the anxiety, test anxiety, and the effects of test anxiety on the academic achievement;
- b) Identify two components of test anxiety (state anxiety and trait anxiety);
- c) Determine two techniques of study skills training (Study Skills and Test-Taking Skills);
- d) List some techniques of study skills to improve academic achievement and decrease test anxiety; and
- e) List some methods of test-taking skills to improve academic achievement and decrease test anxiety.

ils Training Monhie

2019



Content Validaty for Study Skills Training

Instruction:

Below are items related to the Study Skills Training (SST) Module that need to be validated by you. Please circle to the number to represent your response.

	Items	Stron	ngly Di	Strongly Agree								
1	The module content is appropriate for the target groups.	0	1	2	3	4	5	6	7	8	9	10
2	The module content can be implemented perfectly.	0	1	2	3	4	5	6	7	8	9	10
3	The module content is appropriate to the tallocated time.	0	1	2	3	4	5	6	7	8	9/	10
4	The content module is able to help the high school students in coping their anxiety.	0	1	2	3	4	5	6	7	8	2	10
5	The module content is able to change their anxiety level and improve their academic achievement.	0	1	2	3	4	5	6	7	8/	9	10

Feedbacks

egyed Aliprohammad Monsavi	
(Signature)	(Date)
The second secon	
Start Starting.	Paraina de la companya

Content Validaty for Study Skills Training

Instruction:

Below are items related to the Study Skills Training (SST) Module that need to be validated by you. Please circle to the number to represent your response.

	Items	Stron	gly Di	sagree	e		Strongly Agree					
1	The module content is appropriate for the target groups.	0	1	2	3	4	5	6	7	8	9	10
2	The module content can be implemented perfectly.	0	1	2	3	4	5	6	7	8	9	10
3	The module content is appropriate to the tallocated time.	0	1	2	3	4	5	6	7	/8	9	10
4	The content module is able to help the high school students in coping their anxiety.	0	1	2	3	4	5	6	7	8	/9	10
5	The module content is able to change their anxiety level and improve their academic achievement	0	1	2	3	4	5	6	7	8	9	10

Feedbacks



Content Validaty for Study Skills Training

Instruction:

Below are items related to the Study Skills Training (SST) Module that need to be validated by you. Please circle to the number to represent your response.

	Items	Strongly Disagree									Strongly Agree			
1	The module content is appropriate for the target groups.	0	1	2	3	4	5	6	7	8	9	10		
2	The module content can be implemented perfectly.	0	1	2	3	4	5	6	7	8	9	10		
3	The module content is appropriate to the tallocated time.	0	1	2	3	4	5	6	7	8	9	10		
4	The content module is able to help the high school students in coping their anxiety.	0	1	2	3	4	5	6	7	8	9	10		
5	The module content is able to change their anxiety level and improve their academic achievement.	0	1	2	3	4	5	6	7	8	9	10		

Feedbacks

Nanse! Official Stam



(Signature)

(Date)

Adaptation from Sidek Mohd Noah & Jamaludin Ahmad. (2005). Pembinaan modul: Bagaimana membina modul latihan dan modul akademik. Serdang, Selangor: Penerbit Universiti Putra Malaysia.

Content Validaty for Study Skills Training

Instruction:

Below are items related to the Study Skills Training (SST) Module that need to be validated by you. Please circle to the number to represent your response.

	Items	Stron	aly Di	sagree						S	trongly /	Agree
1	The module content is appropriate for the target groups.	0	1	2	3	4	5	6	7	8	×	10
2	The module content can be implemented perfectly.	0	1	2	3	4	5	6	7	8	9	20
3	The module content is appropriate to the tallocated time.	0	1	2	3	4	5	6	7	8	R	10
4	The content module is able to help the high school students in coping their anxiety.	0	1	2	3	4	5	6	7	8	9	20
5	The module content is able to change their anxiety level and improve their academic achievement.	0	1	2	3	4	5	6	7	8	X	10

Feedbacks

Official Stamp:

Hanan shan Estandabad (Signature) Name Frazzan Shans Estandabad



* Adaptation from Sigek Mohd Noah & Jamaludin Ahmad. (2005). Pembinaan modul: Bagaimana membina modul latihan Selangor: Penerbit Universiti Putra Malaysia.



Saeid Motevalli Postdoctoral Researcher UPM Motevalli.saeid@gmail.com