

Health Policies and Medical Expenditure Planning

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Introduction

Forced human migration will be a defining feature of the 21st century and psychologists have unique opportunities to impact migration policies, processes and practices. The purpose of the current article is to provide insights into the forced migration process and explicate theoretical perspectives that those engaged in supporting resettlement processes, including psychologists, should consider. We specifically emphasize the value of colonial and intersectional feminist perspectives in rethinking and reinventing what migration and resettlement can look like in the 21st century. Decolonial analysis of the contemporary refugee resettlement process and the experiences of specific refugee communities sheds light on how historical inequities and beliefs about human worth and knowledge continue to create harm and precarity for migrants. Additionally, feminist perspectives provide an intersectional and relational lens to understand refugees' lived experiences and support the development of more just and inclusive policies and practices. We begin with an overview of which refugees and migrants are, as well as the contemporary resettlement process and its limitations from a socio psychological perspective. We then explain decolonial and feminist psychological perspectives and the benefits they can provide to deepening understanding of refugee experiences and practical implications to build culturally sensitive resettlement programs. Next, we explain frameworks guiding refugee resettlement and migrant integration, through the lens of decolonial and feminist psychology. Finally, we provide recommendations informed by existing research and theory to promote a more just resettlement and integration process. Intervention research entails the measurement of change in a situation or individual after a modification has been imposed. In sport and exercise psychology, interventions have been implemented in a variety of situations (e.g., performance, doping, physical activity, mental health) for a variety of individuals (e.g., athletes, coaches, sedentary people). Despite their widespread use, accruing evidence indicates that interventions in sport and exercise psychology have had less than anticipated success in instigating change. While some scholars have pointed to the need to confront the methodological challenges of intervention implementation, others have called for the creation of viable alternative forms of inquiry that can complement intervention research.

Description

The purpose of the present article is to propose an ontological shift from intervention to intravention in sport and exercise psychology. This shift is undertaken through the deployment of Barad's agential realist ontology. The paper is divided into six sections. First, the concept of interaction is situated as it forms the basis for how interventions are conducted. Second, the Baradian ontology of agential realism is explained, along with key concepts. Third, intravention is positioned in relation to five guiding principles that delineate the progression for conducting intravention inquiries. Fourth, alternate meanings are proposed for behaviour, change and knowledge. Fifth, examples are provided as to how intravention inquiries can be deployed in sport and exercise psychology. Sixth, concluding thoughts are offered. As an ontological becoming of interventions, intraventions are situated as open ended approaches to inquiry that can help researchers derive alternate understandings of existence and can take the psychology of sport and exercise in exciting and affirmative directions. An important aim of basic research in clinical psychology is to improve clinical practice (e.g., by developing novel interventions or improving the efficacy of existing ones) based on an improved understanding of key mechanisms involved in psychopathology. In the first part of this article, we examine how frequently this translation has happened in the past by reviewing all 40 evidence based psychological interventions recommended in current clinical guidelines for five important (groups of) mental disorders. Results show that only 23% of treatments showed a very strong link between basic research and the development of the intervention, and further 20% showed a strong link. These findings thus suggest that the route from basic research to clinical innovation may not be as strong historically as is commonly assumed. Important challenges for translational research in clinical psychology are reviewed, leading to the introduction of a new frame work and a discussion of possible solutions to overcome these challenges. Suggestions include increased attention to robust and replicable research findings, a stronger focus on experimental psychopathology research to establish causality of psychopathological mechanisms, a more systematic structural integration of basic and applied research in clinical psychology, a stronger emphasis on mechanisms of change and moderators of clinical interventions, increased attention to clinical subgroups, and emphasizing improvements

to existing interventions over the development of novel interventions. Positive Psychology Interventions (PPIs) have become an influential approach to foster teacher wellbeing; however, little research addresses the critiques and sustainability of PPIs. This study investigated teacher experiences of PPIs and the impact on their wellbeing in professional and personal contexts. Qualitative data were collected using multi-methods in a primary school in two settings: Staff meetings with 21 teachers and a self-interest group with 9 teachers. Results showed practising PPIs enhanced teachers' wellbeing multi dimensionally and produced positive impacts on others. The challenges experienced and plans for sustainable actions were identified. Insights into sustainable teacher wellbeing programmes and professional development are offered. The positive psychology and neuro diversity movements both aim to promote and improve wellbeing through strengths based approaches. However, little is known about how positive psychology can support the wellbeing of autistic people. The present study investigated character strengths profiles as a potential tool to identify strengths based interventions that could enhance wellbeing outcomes for autistic adults. To our knowledge, this is first study to use this method as a possible way of improving the wellbeing of autistic adults in the community in the UK. The scientific study of human behavior from a modern evolutionary perspective began in the 20th century with disciplines such as human ethology and behavioral ecology as well as sociobiology.

Conclusion

This early work focused on the characterization of a universal human nature that could be observed across all societies and cultures, one believed to have emerged in part from evolutionary processes. With the passage of time a newer evolutionary discipline, evolutionary psychology, emerged in the early 1990's and quickly flourished. The focus on human nature was retained from its forerunners, but the primary focus of the field underwent a decided shift. Gone was the emphasis on observable behaviors and in its place moved psychological and cognitive functioning? At the same time, the new field took an interesting departure from other branches of psychology by largely relegating the significance of individual differences across cognitive and personality styles (whether heritable or environmental in origin) to a minor role. In this paper, we review the primary original arguments for minimizing or ignoring the importance of individual differences in personality and cognition, all in the service of making the case that the study of human nature and evolutionary psychology more generally, is not at odds with individual differences research. The two fields have always been complementary, with one serving as a frequent source of insight for the other.