



MSc Health Psychology

STUDENT HANDBOOK

2011-12

Welcome to the MSc Health Psychology

We are delighted that you have chosen the Psychology Department at Staffordshire University for your MSc Health Psychology. Our programme offers Stage 1 Training in Health Psychology, and a unique opportunity to gain experience and develop your professional skills in Health Psychology under the guidance of highly qualified and committed staff. Staffordshire University has a thriving Health Psychology research culture, with an excellent national and international reputation. As a Department we are committed to strengthening our already strong base in Health Psychology through the development of this programme.

In this handbook, we have put together all the information that you will need while you are on the programme. We have included information about the award itself, and also about the staff who will guide you through your MSc and the learning resources that will be helpful to you on the programme. Keep this handbook for reference to check points of detail as you move through the programme. Also, feel free to ask staff about anything that is unclear. We have provided e-mail addresses of all the Health Psychology staff in the handbook so that you can contact all of us easily.

I will be available for Office Hours **1-2 on Tuesdays and Thursdays** in my office (S217), or you can contact me on e-mail on s.c.grogan@staffs.ac.uk.

We hope that you find your studies in the Psychology Department at Staffordshire University valuable, challenging and enjoyable.

Sarah Grogan
Course Director

CONTENTS

Department Personnel	4
Term Dates	4
Staff Profiles	5-6
The Award	6
The Aims, Objectives and Learning Outcomes	8
The Role and Management of the Dissertation	10
Ethical Issues in Research	11
Assessment Issues	12
Appeals Procedure	17
Becoming a Member of the BPS	18
Modules	18
Guide to Skills and Assessment	22
Monitoring and Evaluation of Modules	22
Guidelines for writing research reports in APA Style	23
Departmental Policy on Research Publications	34
Information Resources	35
Health Psychology Test Bank	35
Library and Electronic Resources	35
Useful Web Site Addresses	39
Communicating with Staff	40
Personal Tutorials	41
Support Available for Students with Disabilities	41
DHP Postgraduate Sub-committee	44
Post Award Career Opportunities	45
Appendix 1: Learning Outcomes for Each Module	47
Appendix 2: Timetable 2011-12	49
Appendix 3: Assessed Coursework Deadlines 2012-12	50

DEPARTMENTAL PERSONNEL

Head of Psychology Department
Director of MSc Health Psych.
Deputy Director

Ms Judy David
Professor Sarah Grogan
Dr Emily Buckley

Other MSc Health Psychology Staff

Mrs Carol Austin
Prof. David Clark-Carter
Dr Mark Forshaw
Dr Rachel Povey
Dr Clio Spanou

Psychology Technicians

Paul Gallimore
Kathryn Booth

Departmental Admin. Assistants

Karen Simpson
Anne-Marie Thorley-
Walchester

OTHER USEFUL PEOPLE

Subject & Learning Support Librarians	Kathleen Morgan & Andrea Hatton x 4448
Student Counsellor	Student Support 4/5 Winton Square x 4977 College Road
Nurseries	Winton Square x 4981
Residential Services	x 4217

TERM DATES

Autumn Term	Tuesday 27 th Sept-Thursday 8 th December
Spring Term	Tuesday 24 th Jan-Thursday 29 th March
Summer Term	Tuesday 24 th April-Tuesday 11 th July.
Enrolment	Thursday 22 nd and Friday 23 rd September
Teaching starts	27 th September 2011

STAFF PROFILES

Sarah Grogan

e-mail: s.c.grogan@staffs.ac.uk

Sarah Grogan is **Course Director** for the MSc Health Psychology and head of the Centre for Health Psychology. She is a Chartered Psychologist and registered with the HPC as a Health Psychologist and a Sport and Exercise Psychologist. She is on the editorial boards of *Journal of Health Psychology*, *Community Work and Family*, and *Body Image*. Sarah's teaching areas are Core Issues in Health Psychology, Dissertation Preparation, Applications of Health Psychology, and Psychology Research Methods, and she is module leader for Dissertation Preparation, and for Core Issues in Health Psychology (jointly with Emily Buckley). Her main area of research interest is body image and its impact on health-related behaviours such as smoking, sunbathing, and anabolic steroid use.

Carol Austin

e-mail: c.a.austin@staffs.ac.uk

Carol has worked at the university since 1995. Her teaching areas are developmental psychology, individual differences in behaviour and health psychology at undergraduate and postgraduate levels. Carol's research interests are the psychological impact of serious illnesses, particularly cancer, its treatment and the side-effects of this. She runs the 'Communication in Health Care Settings' course. Carol also runs the Health Psychology Test Bank, which contains psychometric test materials related to health.

Emily Buckley

email: e.j.buckley@staffs.ac.uk

Emily is a Chartered Psychologist, is registered with the Health Professions Council as a Health Psychologist, and is Deputy Course Director for the MSc. She teaches on the Health Psychology Core Issues, Applications of Health Psychology, Impact and Experience of Long-Term Conditions and Psychology Research Methods modules and is module leader for Core Issues in semester 2. Her research focuses on health promotion, in particular sexual health, health inequalities, parental attitudes to the MMR vaccine, evaluation of health care service delivery, and reducing the harm associated with intravenous drug use. Emily was a member of the DHP Committee from 2003-9, and has been a member of the Board of Assessors in Health Psychology.

David Clark-Carter

email d.clark-carter@staffs.ac.uk

David is joint Programme Director for the Professional Doctorate in Health Psychology. He is a Chartered Psychologist and is registered with the Health Professions Council as a Health Psychologist. He joined us in 1989 from a research unit at Nottingham University, where he had been investigating mobility problems in visually impaired people. His main teaching area is Research Methods, and he is module leader for Psychology Research Methods. He has conducted meta-analyses looking at the psychological profiles of those with chronic conditions, a systematic review (with Rachel Povey) of dietary interventions with people with diabetes. In addition, he has worked with Sarah Grogan on the effects of appearance related interventions on intentions to smoke.

Mark Forshaw

email m.j.forshaw@staffs.ac.uk

Mark is a Chartered and Registered Health Psychologist and Chartered Scientist who has specific research interests in complementary medicine, and health knowledge. He is the author of *Essential Health Psychology*, *Advanced Psychology: Health Psychology*, *Understanding Headaches and Migraines*, *Your Undergraduate Psychology Project: a BPS Guide*, and *Easy Statistics in Psychology: A BPS Guide*, *Complementary Medicine and Health Psychology* (co-authored) and the forthcoming *Critical Thinking in Psychology: a BPS Guide*, *Health Psychology in Action*, and *Consulting for Psychologists* amongst other book projects. He is actively involved in work for the British Psychological Society, as past chair of the DHP Training Committee, and as Chair, Chief Supervisor and Registrar for the Health Psychology Qualifications Board, and Chair of the BPS Qualifications Standards Committee. He is a Visitor for the Health Professions Council, an elected member of Council of the Institute of Health Promotion and Education, and sits on the Quality Assurance Committee of the College of Podiatrists. He is currently involved in consulting for a number of NHS Trusts and Departments.

Rachel Povey

email: r.povey@staffs.ac.uk

Rachel is a Chartered Psychologist and is Registered as a Health Psychologist. Rachel is module leader for the Impact and Experience of Long Term Conditions, and Applications in Health Psychology modules. She also teaches on Core Issues. Rachel is joint Director of the Professional Doctorate in Health Psychology with David Clark-Carter. Her research areas are focused in two main areas: psychological perspectives on healthy eating and dietary change; and impact and experiences of living with diabetes.

Clio Spanou

e-mail: c.spanou@staffs.ac.uk

Clio is a Chartered Psychologist and Registered Health Psychologist. She is the module leader for the Applications in Health Psychology module and co-module leader for the Interventions module; Clio also teaches on Core Issues. Her research interests mainly lie in health behaviour change; specifically in designing, delivering and evaluating complex interventions looking at ways of improving communication between clinicians and patients when addressing lifestyle change using Motivational Interviewing and Brief Behaviour Change Counselling. Clio's PhD thesis was on the multi-factorial nature of accidents in older adults and she has also been involved in research within the field of wound healing, specifically chronic pain and adherence to treatment. As a practitioner she has worked in a variety of clinical settings (e.g. Nephrology & Transplant, medium security psychiatric hospital).

AWARD PHILOSOPHY

The award takes place in a nurturing health psychology community in the Centre for Health Psychology at Staffordshire University; one of the largest groups of Health Psychologists in the UK. The programme takes as its starting point the importance of giving students an overview of health psychology that is focused on the methodologies underpinning health research, including the importance of ethical research and practice. It is designed to equip students

with masters level knowledge of health psychology and research skills which can be used within health research, or can be transferred to other areas of applied research.

THE AWARD

Health psychology can be defined as the study of psychological processes and their application to health, illness and health care. This award follows closely the framework for training in health psychology which is set by the Division of Health Psychology of the British Psychological Society. Graduates from this award gain Stage One accreditation towards becoming a Health Psychologist registered with the Health Professions Council (HPC). The programme provides students with an overview of health psychology and has a specific focus on the methodologies underpinning health research. It is designed to equip students with knowledge of health psychology and research skills which can be used within health research, or can be transferable to other areas of applied research.

The named award in **Health Psychology** will operate within the general framework for the University Modular Masters Programme.

Certificate	60	credits
Diploma	120	credits
MSc	180	credits

Designated Routes for the Award

The **designated routes** for the award are presented diagrammatically in Fig. 1 and the formal requirements are as follows:

Postgraduate Certificate in Health Psychology

All students take two compulsory modules:

- Health Psychology Core Issues (30 credits)
- Psychology Research Methods (30 credits)

Postgraduate Diploma in Health Psychology

All students take five compulsory modules:

- Health Psychology Core Issues (30 credits)
- Psychology Research Methods (30 credits)
- The Impact and Experience of Long-term conditions (15 credits)
- Communication Issues in Health Care Settings (15 credits)
- Applications of Health Psychology (30 credits)

MSc Health Psychology

All students must complete a taught programme for the *Postgraduate Diploma in Health Psychology* (as outlined above)

and in addition submit:

- a 10-15,000 word *Dissertation* (60 credits).

demonstrating self-direction and originality, as well as the ability to communicate clearly to specialist and non-specialist audiences.

The *Postgraduate Certificate in Health Psychology* enables students to demonstrate the ability to evaluate research critically, to appraise theories, to design research, and to analyse qualitative and quantitative data. At the end of this period of learning students will be able to:

1. Identify appropriate health psychology literatures via extensive search strategies, and to evaluate critically such literature.
2. Appraise psychological theories relating to health psychology.
3. Plan methodologically and ethically sound research in health psychology.
4. Analyse and interpret appropriately sets of qualitative and quantitative data
5. Reflect critically on the use of quantitative and qualitative methods in health psychology research.

The *Postgraduate Diploma in Health Psychology* enables students to show an awareness of problems and issues in the interrelation of theory and research, and the application of health psychology research to real- world problems. In addition to the Postgraduate Certificate learning outcomes above, students will be able to:

6. Demonstrate knowledge of the impact of chronic illness on psychological functioning, and to design an intervention to improve a specific psychological aspect of chronic illness
7. Demonstrate a developing awareness of the multi-faceted role of communication in patient care, including a critical appreciation of the overlap between medical and psycho-social aspects of health care.
8. Critically evaluate how theories of health psychology are applied to real world problems.

Masters graduates will possess the above competencies and capacities and, in addition, will have undertaken and completed an appropriate health-related research project. At the end of this period of learning, students will be able to:

9. Design, conduct, and analyse the results of an ethically and methodologically sound study to address a pertinent research question in health psychology.

Write professional reports of health psychology research.

Specific learning outcomes for each module can be found in Appendix 1.

THE ROLE AND MANAGEMENT OF THE DISSERTATION

The dissertation is the culmination of the Masters course and will consist of an extended project of academic work (between 10,000-15,000 words or the equivalent) by the student on an approved topic chosen by the student. The dissertation would normally involve the collection and appropriate analysis of original data.

In recent years, students have chosen dissertation topics as varied as ‘The application of psychological models to the study of reported adherence to anti-hypertensive medication’ to ‘Perceived self-efficacy, coping style and illness beliefs as predictors of well-being in people with Chronic Fatigue Syndrome’ to ‘Social Support, Locus of Control, and Quality of Life among HIV Positive Males’.

The assessment of the dissertation will particularly take into account:

- i. the clarity and power of the identification and specification of the chosen topic;
- ii. evidence of the library skills necessary to research previous literature on the chosen topic;
- iii. the quality of the selection and analysis of appropriate methodology for the topic;
- iv. the quality of the analysis and interpretation of data;
- v. the quality of the presentation of the report.

To achieve a distinction in the Dissertation students will, in addition to i - v, AT LEAST be expected to demonstrate the ability to:

EITHER

- vi. relate the chosen problem to a central theoretical issue or issues in health psychology;
- OR
- vii. provide novel insight or interpretation of a significant problem in health psychology
- OR
- viii. make a theoretical contribution through the reconsideration of different approaches to the chosen problem.

The report should also be of a standard approximating to that required to publish in an academic journal in the field or to present as a conference paper.

Each student will be allocated a dissertation supervisor and will:

- choose their project in consultation with an individual supervisor;
- obtain approval for a title and outline proposal and register this with the Awards course committee
- receive regular individual and group supervision.

Students enrolled on the MSc award will be provided with opportunities to give early consideration to the selection of their dissertation topic but final enrolment for the project will not be permitted until 120 credits have been achieved by the student.

All dissertations must be submitted in typescript, with two hard copies provided (at least one in hard binding).

Supervisors will provide a written report on your dissertation detailing any special circumstances that may have had a bearing on the quality of work (e.g. delays that are not the fault of the student, withdrawal of support from 'gate keepers'). The supervisor's report will also give an indication of the amount of help and guidance provided by the supervisor and the degree to which the dissertation reflects the independent efforts of the student. The dissertation will be marked by the supervisor and another member of the Department's academic staff and will then be sent to the External Examiner for comment and moderation of marks if necessary.

ETHICAL ISSUES IN RESEARCH

When you carry out research you are bound by the BPS Ethical Principles. You must ensure that you have read and understood these Principles before engaging in research design and data collection. Your supervisor will discuss these Principles with you when you are at the planning stages.

The Psychology Department has approved a procedure to ensure that proposals for research are scrutinised carefully with regard to ethical and risk issues before either participants are recruited or data collection begins.

1. A Department ethics form must be attached to the dissertation plan when it is handed in. A draft consent form, and a Project Checklist should also be attached to the plan. Your supervisor will pass the completed form to the Department Ethics Committee. The form should be submitted with the completed dissertation as one of the Appendices, along with any external ethics form approved by an outside agency (such as a hospital ethics form for instance).
2. The completed form will be submitted to the Departmental Ethics Committee for further comment and approval.
3. Where ethical approval has to be sought from an external Ethics Committee such as NHS Ethics Committees, you will require approval from the Independent Peer Review Panel. The submission to a LREC or MREC can only occur after the scrutiny and approval process within the University has been completed. For more information see the Faculty of Sciences Research Ethics Procedures on:

http://www.staffs.ac.uk/faculties/sciences/research/research_ethics/

4. Should any aspect of the design, methodology, materials etc change after granting of ethics approval (e.g. following piloting), you should discuss with your supervisor whether a revised Department ethics approval form then needs to be completed.

NO DATA COLLECTION MUST BE STARTED BEFORE ETHICS APPROVAL HAS BEEN OBTAINED.

EMPIRICAL WORK SUBMITTED ON THE BASIS OF RESEARCH CONDUCTED WITHOUT ETHICS APPROVAL WILL NOT BE ACCEPTED FOR MARKING

ASSESSMENT ISSUES

Submission of Assignments

You must hand in ONE hard copy of your work to the Module Tutor **between 1-2 pm in their office** on the hand in date. This is retained to be moderated by the External Examiner and subsequently kept by the University. Make sure that you complete a hand-in form (available from Sciences reception) and attach one to each assignment, keeping the appropriate part of the form as a receipt to confirm that your work has been handed in.

In addition to handing ONE hard copy of your assignment on the deadline date, you need to submit the assignment through Turnitin via the Blackboard system **by 4pm on the hand-in date**. We will tell you how to do this in induction. The only exceptions to this are the psychometrics assignment and the multivariate statistics assignments for Psychology Research Methods where we need you to hand in TWO hard copies in addition to the electronic copy so that we can return an annotated hard copy to you, and the dissertation.

Moderation of Marks

All pieces of work on the MSc are double-marked. This means that they are each marked independently by two members of staff. This ensures that our marking procedures are fair. All work is then moderated by an External Examiner to ensure parity between markers and with markers on other MSc courses.

Extenuating Circumstances

If there are factors beyond your control that have affected your work, you can apply for Extenuating Circumstances to be taken into account. Information about Extenuating Circumstances procedures may be found on http://www.staffs.ac.uk/images/extenuating_cir_tcm68-15855.pdf. Forms are available from the Sciences office on the ground floor of the Mellor Building. Where possible, you should discuss your Extenuating Circumstances with your personal tutor or with Sarah Grogan before completing the forms.

Plagiarism

Plagiarism means representing another person's writings as your own, and is taken very seriously by the University. Where plagiarism can be proved, that work will be awarded a grade of zero. You MUST ensure that any direct quotes taken from another person's work are fully referenced. The University regulations concerning academic misconduct can be found under the Student Information section of the University Web www.staffs.ac.uk/current/regulations/academic/index.php

Late submission of Assessed Work

A student who fails to submit assessed work by the published deadline will normally be deemed to have failed that assessment. Unless there are extenuating circumstances, work submitted late will be treated as a second attempt and a mark of 7 will be the maximum mark recorded.

Non-submission of Assessed Work

It is important that you attempt all the assessments that you are required to do, and you need to ensure that the appropriate coursework is submitted on time. Attempting all assessments is important because when assessments are not attempted then Examination Boards are unable to consider resit attempts on the module. This may then result in you being unable to progress on your award, or even failure of the award completely.

Assessment Criteria and Assessment Regulations For The Award

Postgraduate assignments at Staffordshire University are marked on a 1-15 scale.

FAIL

0 = Non submission

1 = Demonstrates many major errors of fact. Much necessary material is omitted. References are missing. There is no coherence and no evidence of understanding. There is no clear structure. There are no conclusions.

2 = Demonstrates some errors of fact. Facts are scant, anecdotal, confused or poorly expressed. Some necessary material is omitted. There is little coherence and only sporadic evidence of understanding. Supporting references are missing. There is no sense of direction and no conclusions.

3 = Demonstrates some awareness of theoretical perspectives and context but these are insufficiently articulated. Appropriate analysis is applied but inadequately. Organisation is weak. Supporting evidence is not fully available and referencing is weak. There is some sense of focus but this is not articulated in key questions. There is no sense of direction and no conclusions.

4 = Demonstrates some awareness of theoretical perspectives and context. Organisation is weak. Supporting evidence is not fully available and referencing is weak. There is some sense of focus and some sense of direction, but no clear conclusions.

5 = Demonstrates some awareness of theoretical perspectives and context. There is partial articulation of key questions. There is limited awareness of issues involved. Conclusions are present but do not always follow from premises. Lines of thought are discernible but weak.

6 = Demonstrates some awareness of theoretical perspectives and context. There is partial articulation of key questions. There is limited awareness of issues involved. Conclusions mostly follow from premises. Lines of thought are discernible but there are important areas of confusion in the arguments presented.

PASS

7 = Demonstrates a sound awareness and understanding of subject matter. Key questions are articulated demonstrating sound awareness of issues involved. Most conclusions follow from premises. Lines of thought are clearly discernible and there are reasonable connections between subsections of report. There is evidence of relevant reading with no major gaps in knowledge and no major areas of confusion.

8 = Demonstrates a sound awareness and understanding of the subject matter. Assignments are expressed reasonably and coherently. Work is academically sound, evidencing focused observations and acknowledging key questions. There is evidence of sound reading and thorough critical analysis of the available literature.

9 = Demonstrates a sound awareness of, and good understanding of subject matter. Assignments are expressed reasonably and coherently. Work is academically sound. Key questions are acknowledged. There is evidence of relevant reading and thorough critical analysis of relevant literature. Arguments are presented coherently with conclusions following logically from premises.

MERIT

10 = Demonstrates a good awareness and understanding of the subject matter. Assignments are expressed cogently and lucidly. All conclusions follow logically from premises. There may be some minor defects but they have no significant impact on quality. Work is of good quality academically, evidencing well-focused observations and addressing all of the obvious key questions. There is evidence of sound reading and a thorough critical analysis of the available literature.

11 = Demonstrates a very good awareness and understanding of the subject matter. Assignments are expressed cogently and lucidly. Work is of good quality academically, evidencing well-focused observations and addressing all of the obvious key questions. All conclusions follow logically from premises. There is evidence of sound reading and a thorough critical analysis of the available literature, leading to an output which may have potential for wider use.

12 = Demonstrates a very good awareness and understanding of the subject matter. Assignments are expressed cogently and lucidly. Work is of very good quality academically, evidencing well-focused observations and addressing all of the obvious key questions. All conclusions follow logically from premises. There is evidence of extensive reading and a good critical analysis of the available literature, leading to an output which is likely to have potential for wider use.

DISTINCTION

13 = Demonstrates a very good awareness, and excellent understanding of the subject matter. Assignments are well argued and well organised. Work is academically excellent, evidencing perceptiveness, insight and demonstrating creativity. There is evidence of excellent reading and systematic review. Work at this level may be publishable.

14 = Demonstrates an excellent awareness and understanding of the subject matter. Assignments are well argued and excellently organised. Work is academically excellent, evidencing perceptiveness, insight and demonstrating creativity and originality. There is evidence of excellent reading and systematic review. Work at this level is very likely to be publishable.

15 = Demonstrates an outstanding, professional level of awareness and understanding of the subject matter. Assignments are excellently argued and organised. Work is academically outstanding, evidencing perceptiveness, insight and demonstrating creativity, originality, and a professional level of expertise in the area. There is evidence of excellent reading and systematic review. Work at this level is definitely appropriate for submission to refereed journals.

Criteria for Award Classification

Examination Boards have the discretion to make awards at Pass, Merit and Distinction grades at the Certificate, Diploma and Masters stages.

Your eligibility for awards with Pass, Merit or Distinction will be determined using the average grade point per 15 credits studied.

Postgraduate Certificate in Health Psychology

You will be eligible for a Pass at Certificate level if you have completed the required modules, have achieved a Grade Point 7 or above in all your modules, and your average grade point is 9.49 or lower.

You will be eligible for a Merit at Certificate level if you have completed the required modules, have achieved a Grade Point 7 or above in all your modules, and your average grade point is 9.5 to 12.49.

You will be eligible for a Distinction at Certificate level if you have completed the required modules, you have achieved a Grade Point 7 or above in all your modules, and your average grade point is 12.5 or above.

Postgraduate Diploma in Health Psychology

You will be eligible for a Pass at Diploma level if you have completed the required modules, have achieved a Grade Point 7 or above in all your modules, and your average grade point is 9.49 or lower.

You will be eligible for a Merit at Diploma level if you have completed the required modules, have achieved a Grade Point 7 or above in all your modules, and your average grade point is 9.5 to 12.49.

You will be eligible for a Distinction at Diploma level if you have completed the required modules, have achieved a Grade Point 7 or above in all your modules, and your average grade point is 12.5 or above.

MSc Health Psychology

You will be eligible for a Pass at Masters level if you have completed the required modules, have achieved a Grade Point 7 or above in all your modules, and your average grade point is 9.49 or lower.

You will be eligible for a Merit at Masters level if you have completed the required modules, have achieved a Grade Point 7 or above in all your modules, and your average grade point is 9.5 to 12.49.

You will be eligible for a Distinction at Masters level if you have completed the required modules, have achieved a Grade Point 7 or above in all your modules and your average grade point is 12.5 or above.

Failure and Opportunity to Retake Modules

In modules comprising more than one assessment students will be required to gain a pass on all assessment elements to satisfactorily complete the module.

Students will be permitted one retake on each element of assessment.

No compensation is allowed within modules. All assessments must be passed.

If the student successfully completes the required assessment(s) on referral the mark of 7R will normally be recorded, equivalent to the minimum pass mark.

If a student fails an assessment on referral, the Award Board has the discretion to allow the candidate to register on and take the complete module again with attendance, on one further occasion. If successfully completed, the grade point of 7R will be recorded against the module.

Attempting ALL Assessments

It is important that you attempt ALL assessments for all your modules.

You should ensure that the appropriate coursework is submitted on time and required presentations are attended.

The University has changed its regulations to minimise the number of students who do not complete modules. Now, your right to a second (referral) attempt at a failed assessment will be conditional on whether you have or have not made a first attempt (unless a successful claim for extenuating circumstances has been made) at the assessment.

What does that mean? It means that in most cases, unless a successful claim for extenuation is made, students who have not attempted assessments will not be allowed a referral for the module, and will therefore fail the module and fail the award. Attempting all assessments is therefore ESSENTIAL.

It is always better to submit a half-finished assignment than not submit anything or attempt a presentation you are not confident about than not attend. You may gain sufficient marks to pass the module.

If there are **extenuating circumstances** that prevent you from submitting / attending assessments then ensure you gather evidence to support an extenuating claim. Again, submitting a draft assignment by the required deadline is better than nothing and if the extenuation claim is successful a further assessment opportunity can always be offered. If you are unable to attend a presentation due to an extenuating circumstance you should also **inform Sarah Grogan or Emily Buckley the earliest opportunity** and then make an extenuation claim.

APPEALS PROCEDURE

If you are unclear why you were awarded a particular mark on an assignment, you should discuss your assignment with the module leader in the first instance. The module leader will be able to explain why you have attained the marks you have attained. If you are dissatisfied with the explanation provided, you should refer to Professor Sarah Grogan, the Course Director. All work is moderated by the External Examiner, and Sarah can alert her to specific cases when necessary. If you want to make a complaint, you may follow the University Appeals Procedure on:

[http://www.staffs.ac.uk/assets/Review%20of%20Exam%20Bd%20Decision%20\(2\)%20tcm44-26765.pdf](http://www.staffs.ac.uk/assets/Review%20of%20Exam%20Bd%20Decision%20(2)%20tcm44-26765.pdf)

BECOMING A MEMBER OF THE BRITISH PSYCHOLOGICAL SOCIETY

If you are not already a member of the British Psychological Society, you are strongly recommended to join. If you are intending to become a Chartered Psychologist then you MUST join. To find out about joining, access the British Psychological Society web pages at <http://www.bps.org.uk>. Click on 'Applications And Fees' which gives you details of different options depending on your past qualifications and experience. Once you are a BPS member you will automatically get *The Psychologist*, and the *BPS Appointments Memorandum* (which is really useful when you come to look for jobs at the end of the course). You may also want to apply to join the Division of Health Psychology as an In Training member. For more information, access the BPS Division of Health Psychology (DHP) web pages at: <http://dhp.bps.org.uk/> These pages also tell you about current issues in the Division, and are an important source of information for anyone entering Health Psychology. Once you are a member of the Division you will automatically get *Health Psychology Update* which will keep you informed about issues and events going on in health psychology in the UK. To find out more about postgraduate issues and the PG sub-committee, log on to:

http://dhp.bps.org.uk/dhp/pss2-trainees/pss2-trainees_home.cfm

MODULES

Below are the outlines of each module on the Course. Further details regarding each module's structure, content and assessment will be provided in individual Module Handbooks.

Please note that topic areas for each piece of assessment should be different except for the critical review assignment for Core Issues and the Dissertation which may cover the same issues.

Semester One:

Health Psychology: Core Issues (30 credits)

This course introduces students to the core curriculum of health psychology. It considers the context and perspectives of the discipline, the epidemiology of health and illness, mechanisms of health and disease, health related behaviours and cognitions, individual differences in health and illness, stress, chronic illness, pain, lifespan, gender and cultural issues in health, the treatment context. It aims to advance students' theoretical and practical knowledge of health psychology and to develop their critical and evaluative skills to apply to health related research. Students move from a basic coverage of the relevant

literature to an appreciation of the methodological and theoretical issues underpinning research in the health setting. **Students are required to attend at least 80% of Department Seminars and ALL of the health-related Department Seminars as part of this module.**

Mode of assessment:

1. A critical review (up to 3,500 words) of an area of health research (50% of mark)
2. An outline grant application (up to 3,500 words) to fund an empirical study (50% of mark)

Psychology Research Methods (30 credits)

This module will cover efficient searching of electronic information retrieval systems, data extraction for systematic review purposes and their synthesis through meta-analysis. The main methodologies employed by psychologists will be examined, with a focus upon methods frequently employed within health research. The module will examine the philosophical underpinnings of research approaches and the difficulties of conducting research and practice under experimental and non-experimental conditions, including ethical issues in psychology, and will examine how measures are created and used. The module will provide an overview of quantitative methods of analysis and introduce more advanced uses of analysis of variance (ANOVA), as well as analysis of covariance (ANCOVA), multivariate analysis of variance (MANOVA), multiple regression and factor analysis. It will introduce issues of reliability and validity, particularly of questionnaires and psychometric instruments. A range of qualitative techniques will be introduced, including content analysis, protocol analysis, discourse analysis, IPA and grounded theory. The use of 'industry standard' statistical software such as Statistical Package for the Social Sciences (SPSS) will be introduced.

Mode of Assessment:

1. Report of 2000 words prepared for a specified consumer group evaluating and making recommendations about the adoption of particular psychometric instruments (20%).
2. Research report of 3000 words reporting the use of one of the quantitative techniques covered in the module (40%)
3. Report of 3000 words, analysing a set of interview data using one of the qualitative methods taught on the module, and discussing ethical issues (40%).

SPSS

You are entitled to a copy of SPSS for your own machine for the time you are studying on the course. See Terry Harvey, Paul Gallimore or Kathryn Booth for advice on this.

Communication Issues in Health Care Settings: (15 credits).

This module examines the role of communication in patient care. The perceived difficulties, which arise both between patient and health professional and between health professionals themselves, will be examined with a particular focus on the impact of communication deficits. A wide variety of outcomes appear to be affected, ranging from patient satisfaction, compliance and treatment adherence to rate of recovery and adaptation to altered health states. An overview of some of the general issues will be followed by a focus on specific client groups and their particular communication needs. Discussions surrounding the methodologies utilised in the cited research will feature throughout the module.

Mode of Assessment. An essay of not more than 3000 words.

The Impact and Experience of Long-Term Conditions (15 credits)

This module aims to provide a thorough introduction to the literature that assesses the psychological impact and experiences of people who have been diagnosed with a long-term condition. Individual differences in the impact of long-term conditions will be discussed in terms of the different emotional reactions to diagnosis, the different methods of coping with long-term conditions, and issues associated with the measurement of and impact on quality of life. The impact of patient illness perceptions upon treatment adherence will also be discussed. Specific interventions in the management of long term conditions will be critically evaluated. Finally, the role of the health psychologist within an environment that deals with the needs of people with long term conditions will be discussed.

Mode of Assessment

1. A group (≥ 3 students) oral presentation (10%) showing:
 - a) A brief description of a specific long-term condition and its impact on psychological functioning
 - b) A critical evaluation of interventions designed to improve a particular psychological aspect of the long-term condition (e.g. quality of life, coping, illness representations, emotional reactions).
 - c) The design of an intervention to improve the specific psychological aspect of the long-term condition (see b) and methods of evaluating its outcome.

Each student will be required to contribute verbally to the 20-minute presentation.

2. A written 2500 word summary of the whole presentation (90%)

Semester Two

Health Psychology Core Issues (30 credits)

This is the second half of the Health Psychology module described above.

Psychology Research Methods (30 credits)

This is the second half of the Methods module described above.

Applications of Health Psychology (30 credits)

This module covers a variety of applications of health psychology, focusing in particular on interventions to improve health. It will include applications of social cognition models in health psychology; the role of the family in promoting health; family adjustments and role of family members when significant medical conditions affect children, parents and older family members; coping strategies and individual differences in family adjustments; promoting health through positive body image, including increasing self esteem and perceptions of control, effects of moderate exercise and healthy eating, resistance to normalization pressures, and prevention of drug use; applications of cardiovascular psychophysiology; interventions to facilitate recovery from myocardial infarctions; and neuropsychological evaluation of cardiac patients.

Mode of Assessment

1. Poster Presentation covering one application of health psychology (25%).
2. Critical Review (up to 5000 words) of evidence of the efficacy of one specific type of intervention with one client/patient group (75%).

The Dissertation (60 credits)

Students will work independently, under supervision, to research a topic of their own choosing. The criteria for assessment will particularly take into account the clarity and power of the identification and specification of the chosen topic; the quality of the selection of appropriate theoretical methodological and empirical approaches relevant to the topic. The quality of the analysis of the data collected and the quality of the presentation of the report. The dissertation will normally be around 10,000-15,000 words in length.

GUIDE TO SKILLS AND ASSESSMENT

Modules at postgraduate level are designated Level M. Level M modules will be assessed broadly in line with the following criteria:

- A. Critical analysis/interpretation**
e.g. to what extent does the assignment address the title and demonstrate the ability to identify and analyse underlying issues, problems and questions, examine their implications, relate these to one another and place them within a wider context?
- B. Coherence/structure**
e.g. to what extent does the assignment form a coherent statement, develop in a logical and convincing way, address the relationship between theory and practice, cover the subject comprehensively?
- C. Source material**
e.g. to what extent is the assignment informed by knowledge of relevant and up to date literature and/or other source material appropriately used, supported by well selected evidence?
- D. Research work/practical investigation**
e.g. to what extent is any research work/practical investigation designed and executed in a realistic and rigorous way (critically assessing the appropriateness and limitations of any chosen methodology), and integrated properly into the study as a whole?
- E. Presentation**
e.g. to what extent does the assignment reflect appropriate standards and academic conventions in relation, for example, to style, tone, spelling, syntax, paragraphing, sectioning of the text, proof reading, referencing?

MONITORING AND EVALUATION OF MODULES

The award is managed by the Course Team which comprises the key staff involved with the delivery of the teaching, and student representatives from the course. Two students must be elected from the group to sit on the MSc Course Committee (part-time and full-time). The team meets at least twice a year to discuss student issues and course management. Each module is organised by a module leader whose responsibility it is to ensure efficient delivery of the module.

All modules are designed and evaluated in accordance with Departmental policy and to assist our course development. Students are required to complete a feedback form for each module they study, or provide comments through alternative methods. The process also provides an opportunity for students to reflect on their own learning and evaluate their own approach to studying. Students are requested to complete the forms in as detailed a manner as possible, as the information provided by you is very valuable to us.

Each year a Course Monitoring Report is produced which is scrutinised at Departmental, School and University level.

GUIDELINES FOR WRITING RESEARCH REPORTS IN APA STYLE

APA style refers to the conventions for writing research reports that are specified in the Publication Manual of the American Psychological Association. As its name implies, the APA Manual is largely written for researchers who are intending to submit their work for publication in academic journals. The guidelines contained in this section of the handbook describe the main aspects of the APA format that are relevant to you as a postgraduate psychology student. You will find a copy of the APA Manual in the Health Psychology Test Bank.

The assessment of APA style in your research reports

The formatting style of research reports that you submit for assessment will be graded according to *the guidelines outlined in this handbook*. Therefore, it is important that you follow these guidelines carefully when preparing your work.

BASIC REQUIREMENTS

- All text must be double-spaced
- You must leave a margin of at least 2.5 cm on all sides of the text
- Pages must be numbered consecutively from the Abstract (page 1)
- Font must be clearly legible (e.g., Palatino, Times) and no smaller than 12 point.

Title page

The title page must contain

- The title of your project.
- Your name
- Your affiliation (your university or place of business).

The title should be no longer than *ten words*. This is not as simple as it may seem. For example, "Pubs and divorce" is certainly short - but it doesn't tell us anything about what the study was actually about. On the other hand, "A report on the effects of the frequency of pub visitation on the divorce rates of middle-aged married couples in the Bangor area" tells the whole story, but it is unnecessarily long and detailed. It is also unnecessary to point out to the reader that this is a report. What else could it be? The trick is to say a lot without being long-winded. An appropriate title for this study might be "The effects of pub visitation frequency on divorce rates" - this gives enough information to be unambiguous, but not so much that the reader's coffee goes cold before they turn the page.

In most cases the best title will state the relationship between *the independent variable* and the *dependent variable*, or in a relational study, *the factors being correlated*:

Experimental studies: "The effects of X on Y ..."

Relational studies: "The relation between X and Y ..."

Abstract

The Purpose of the Abstract is to provide a very short *summary* of the research described in your report.

Place the Abstract on the second page of your report. You should have the heading "Abstract" centred at the top of the page.

The key to the Abstract is economy: It must be no more than *200* words. Too few words, and you are probably missing something, too many and you are including too much details. Your Abstract must include *a brief* statement describing:

- The *theoretical issue* being examined.
- The *hypothesis or research question* being tested.
- The main aspects of the *method*.
- A synopsis of the main *results and conclusions*.

Although the Abstract is the first section, it is a sensible idea to *write it last*, after you have written the rest of the report, so that you have the necessary information right in front of you.

Introduction

The purpose of the Introduction is to describe what your research project is about.

Start the Introduction on a new page. *There is no heading called "Introduction" in a research report.*

When writing your Introduction, follow the policy of *starting broad and ending narrow*. The Introduction should be logically structured, including a general introduction to the research topic, a description of the specific issue that your study aims to examine, and a summary of the *relevant* background research (showing how and why your particular study came about). The Introduction should end with a clear statement of the specific theoretical hypothesis that you are going to examine, how you plan to examine it (i.e., a brief summary of the experimental method), and the predictions (what results the hypothesis predicts you should observe in your experiment).

Try to develop a scholarly writing style. Write in the third person, and avoid saying things like "I did this" or "We did that". Finding the right tone and style is one of the most difficult aspects of scientific writing. A good way to learn about the writing style of scientific reports is to read research articles that are published in psychology journals.

- The Introduction should not contain an exhaustive review of the literature. Describe only the main findings and methods of previous work that are directly *relevant* to your study.
- All terminology should be clearly defined the first time it is referred to in the text, no matter how familiar you think it might be to the reader (e.g., positive reinforcement, local thinking style).
- Avoid unsubstantiated claims, such as "Recent research has shown that salt is good for you". Always cite appropriate references to support your claims. For example, "Recent research has shown that salt is good for you (Carlyle 1998)"

Using quotations

You must always acknowledge the original source when quoting text written by other people. The following rules apply:

- Quotations of four lines or fewer should be integrated into the text and set off with quotation marks. Include the reference to the original source of the text in parentheses, including the page number. For example "For if we are capable of knowing what is where in the world, our brains must somehow be capable of representing this information - in all its profusion of colour and form, beauty, motion and detail" (Marr, 1982, p.3).
- Quotations that are longer than four lines should begin on a new line and be indented five character spaces from the left margin:

Faculty psychology is getting respectable again after centuries of hanging around with phrenologists and other dubious types. By faculty psychology I mean, roughly, the view that many fundamentally different kinds of psychological mechanisms must be postulated in order to explain the facts of mental life. Faculty psychology takes seriously the apparent heterogeneity of the mental and is impressed by such *prima facie* differences as between say, sensation and perception, volition and cognition, learning and remembering, or language and thought. (Fodor, 1983, p.1).

How to cite references in the text.

The proper citation of references in the text is an important part of the APA format. It is also one of the most difficult things to master. Here are the basic rules that you must follow:

- It is a common mistake to cite references in the following way "Wills and Roberts in 2011 showed that ...". References to published sources should be either of the form "Wills and Roberts (2011) showed that ..." with the names of the authors in the text and the publication date of the article in parentheses, or with both the names of the authors and the date of publication in parentheses following the statement. For example, "Previous research suggests that most adults require eight hours of sleep per day (Aiken & Jenkins, 2010; Thompson, Roberts & Stoat, 2009)".
- Use the symbol ampersand (&) to separate the name of the final author when citing references in parentheses (e.g., Holmes, Richards & Frith, 2009). Separate references cited in parentheses using a semicolon (;) - (Buntly & Redwood, 2010; Straw, Short & Trollop, 2011)
- Citations containing more than one reference should be ordered *alphabetically* by the surname of the first author (e.g., Atkins, 2011; Roberts, Smith & Hughes, 2009; Wills & Kennedy, 2010), and *not* by the year of publication.
- When citing several papers by the same author, put single author papers by that author first (sorted by year of publication, earliest first), followed by their multiple author papers ordered alphabetically by the second author (e.g., Wills, 2008; Wills, 2010; Wills, Blunkett & Stoke, 2008; Wills & Thomkins, 2009).
- When citing references to papers containing more than one author, always cite the names of all of the authors the first time you refer to the paper (e.g., Morris, Trump, Given & Hughes, 2011), and on subsequent occasions list the first author's name followed by the abbreviation et al - and others (e.g., Morris et al., 2011). The exception to this is where there are more than five authors. In which case, write et al the first time you refer to such a work unless there could be confusion with another work with a similar authorship which was published in the same year.
- Sometimes you may have to use references to works that you have not read yourself but only read about in another (secondary) source. In such cases you should cite both the original reference and secondary source in the text. For example, "Thomas and Robert's study (as cited in Bloggs, Cottie & Atkins, 2011). In the Reference Section you must give the reference for the *secondary* source only.
- Websites should also be referenced in the text in the same format (Author and Date), the web address should only ever appear in the Reference Section at the end, never in the text itself.

Method

The purpose of the Method Section is to provide all the information that is necessary for your readers to know exactly what your study involved, and, if they so wish, to undertake a replication. You also use the Method Section to justify the design of your study. The keys to a well written Method section are thoroughness and precision.

This section begins with the centred header "Method" (no new page) and should be divided into four sub-sections (see below). Each sub-section has a different heading. The headings should be aligned on the left of the page.

Design

The purpose of this section is to *describe* and *justify* the design of your study.

- Describe the design - don't just mention it. Describe the independent variables, the dependent variables, or, in a relational study, which factors are being correlated. You must also explain how the participants were assigned to each experimental group, what the conditions in the experiment were and, if appropriate, how many trials there were in each condition. Also describe any controls that were built into the design of the experiment (e.g., counterbalancing).
- Justify your design decisions. For example, why was a within-subjects design
- used rather than a between-subjects design? Why was counterbalancing employed?

NB: In qualitative work it is NOT usual to include a Design section.

Participants

The purpose of this section is to describe the *relevant* characteristics of the participants who took part in your study.

You must give the following information:

- The total number of participants who took part in your study.
- A justification for your choice of sample size.
- The population from which they were drawn (for example, from first year students at Staffordshire University).
- Selection procedures, if any (were your participants randomly chosen, were they volunteers, etc.)
- Any other details that are *relevant* to the design and possible outcome of the study - sex, age, education, knowledge of participants.

N.B. For qualitative work where you have interviewed 20 or fewer participants, it is common to provide a table of the key characteristics of each participant (age, gender etc.) by pseudonym.

Apparatus/Stimuli/Materials/Measures

The purpose of this section is to describe any pieces of equipment, stimuli, materials or measures (e.g., questionnaires) that you used in your study.

There are several possible headings for this sub-section depending on the type of study you carried out (*Apparatus*, *Stimuli*, *Materials* or *Measures*). Use the heading *Apparatus* to describe any items of electrical or mechanical equipment that you used for stimulus presentation and data collection (e.g., computers, tape recorders). Use the heading *Stimuli* to describe the experimental stimuli that were presented to participants (e.g., word lists, picture lists, flash cards). The heading *Materials* should be used to describe any non-mechanical forms of data collection (e.g., scoring sheets, interview schedules). The heading *Measures* should be used to describe questionnaires (see below).

You may have to use more than one sub-section. For example, if you carried out an experiment in which you used a computer for the presentation and recording of responses to items on a word list, you should have separate *Apparatus* and *Stimuli* sections. The sub-section *Apparatus* would be used to describe the computer. A separate sub-sections *Stimuli* would be used to describe the word lists (e.g. their contents and how the lists were constructed). If you use another level of sub-sections, indent the second sub-section heading from the left-hand margin so that it can be more easily distinguished. Make sure you use the correct heading/s for each sub-section.

Do not simply *list* the items of equipment, stimuli or materials that you used, *describe them*, so that a reader has enough information to obtain or construct an identical set-up. This is particularly important if you used non-standard equipment. It may be helpful to include in the body of the text a figure depicting the apparatus as seen from the participants' viewpoint. If you used tape recorders, VCRs or any other gadgets to record your data it should be mentioned.

Questionnaire studies

For studies that use a questionnaire, you should include the following information under the heading *Measures*:

- The name of the questionnaire that you are using (e.g., The Sex-Role Inventory).
- A reference to the author of the questionnaire if it has already been published (e.g., Bem, 1974).
- State what the questionnaire is designed to measure.
- How many items it contains.
- How the items are scored (e.g., Likert Scale, etc).

- You should also include information about the reliability and validity of the questionnaire.

Procedure

The purpose of this section is to describe how the data were collected - what the participants were asked to do, and what happened in the course of the study.

- Describe *all relevant* events as presented to the participant during the experimental session. For example, if your experiment had several trials, describe exactly how each trial was structured, what the subjects had to do, and how their responses were recorded.
- Include a description of any written or verbal instructions that were given to the participants.

The Procedure is an important part of your report, as it is a comprehensive account of what you, the experimenter, actually did. Therefore it is an essential section for someone who wishes to *replicate* your study. Describe everything as clearly as possible. It is a good idea to read over your Procedure Section and ask yourself "Could I run this study if I knew nothing about it, simply from reading the Procedure?" If the answer is no, then revise it.

Results

The purpose of this section is to present the results of your experiment. This section begins with the centred header "Results".

- The Results Section must be written in prose - in *full sentences*. It should not consist simply of a list of numbers or unexplained tables and figures or quotes from interviews/focus groups.
- For qualitative data, you will need to present your themes, discourses or categories under appropriate headings. You will need to use quotes to illustrate your themes/discourses/categories but make sure that you do not rely on these to tell the story. The quotes are there to support the narrative rather than the other way around.
- For quantitative data, the Results Section must only refer to *summaries* of the data (e.g., mean and standard deviation for each condition), descriptive statistics and appropriate statistical analyses (e.g., t-tests, ANOVA). Do not include raw data (e.g., the scores for each participant) in the Results Section. Raw data should only be included in an Appendix at the end of the report. Results from inferential statistical tests must be properly formatted and written in prose form. Do not simply paste in a copy of the results table obtained from your statistics software. As a general rule your description of the statistics test results must state which data were analysed in the test (i.e., the conditions or

factors), the values of the critical statistic (e.g., F or t), the degrees of freedom and the probability of significance. For example, "A two-way ANOVA by subjects with stimulus orientation and object type as repeated factors showed significant main affects of stimulus orientation, $F(7,665) = 3.39$; $p < .001$, object type, $F(1,95) = 70.46$, $p < .001$, and a significant interaction, $F(7,665) = 2.39$, $p < .01$." Always report an appropriate effect size, e.g. η^2 for ANOVA.

- The clearest way to present summary quantitative data in the Results Section is by using carefully constructed figures and tables. Figures and tables that show results must be included in the Results Section and not attached to the back of the report, or placed in an Appendix. Information that is contained in a table or figure must not be duplicated in the text (e.g., you should not simply list in the text values of means or standard deviations that are contained in a figure or table). Also, make sure that your figures and tables do not show the same information. However, you must explain the contents, and the most relevant aspects of the figures and tables in the text to the reader (e.g., "Figure 1 shows the mean RTs for each group. Figure 1 clearly shows that RTs were faster in Group 1 than Group 2"). All Figures and tables must be numbered consecutively, (e.g. Figure 1, Figure 2, or Table 1, Table 2).
- All Figures and tables must be titled and properly labelled (including both the X and Y axes on a figure). Titles and legends for figures should appear centred underneath the figure. Titles and legends for tables should appear centred above the table.

Some examples of the required format for the presentation of figures and tables are shown below. For the table note that horizontal lines are used to clearly separate information in different rows.

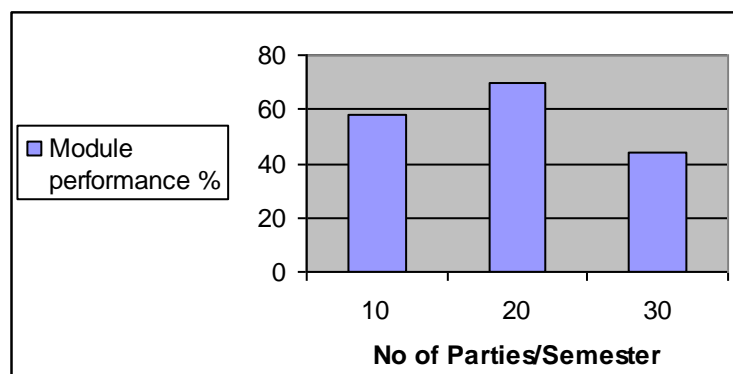


Figure 1: Mean module performance at different levels of party attendance.

Table 1: Means and standard deviations (in parentheses) of module performance (%) at different levels of party attendance per semester for males and females.

	Number of Parties Attended		
Sex	10	20	30
Male	50(7)	67(5)	40(5)
Female	57(12)	63(2)	48(2)

Discussion

The purpose of the Discussion is to *interpret* the results.

This section begins with the centred header "Discussion".

Describe the relevant results from the study, and explain how they relate to the predictions set out in the Introduction of your report. In turn, relate the findings to any theoretical hypotheses from which the predictions were derived (e.g., "The results were as predicted: Mean RTs increased as a function of stimulus intensity. This finding is consistent with the hypothesis that ..."). When you have discussed the results in relation to the specific hypotheses you set out to test, or in relation to the research question that you were investigating, try to consider any limitations of your study (e.g., methodological flaws in the study, weaknesses in the statistical analyses or the internal and external validity of your questionnaire). Discuss how these limitations might be overcome in future research. You should also consider any wider theoretical or applied implications of your findings (e.g., how they might relate to other areas of research, or practical issues in areas such as health and education).

A few tips

- Do not ignore unusual results. If you have carried out your procedure carefully, and your design is foolproof, there is no such thing as a wrong result. You should consider wayward results very carefully - they may have important theoretical implications for future research.
- Avoid phrases such as "These results prove that ..." . The results of studies can never show anything with absolute certainty. At best, they can only show that something is likely to be the case with some degree of probability. Use phrases like "These results suggest that ...". While you should be unambiguous in your conclusions, do not say things that cannot be supported by your data. Aim to provide a balanced discussion, highlighting both the implications and limitations of your findings.

- Do not speculate about issues which you could answer by further analysis of the data which you already have; for example, 'it may be that females had higher internal locus of control' when you have collected a measure of locus of control.

References

The Reference Section must be started on a new page with the heading centred at the top of the page. The references are listed in alphabetical order according to the surname of the first author. All sources cited in the text should be written in full in this section.

References are one of the most difficult parts of a manuscript for new students to do properly. Research reports and essays submitted should follow the referencing style described below (which you will also see in any published research article in a psychology journal).

- Author names must appear before initials (except for book editors, when you are referring to a chapter in the book).
- The first line must be flush against the left-hand margin with following lines indented (sometimes referred to as a hanging paragraph).

Journal titles, volume numbers and book titles must be *italicised*.

Journal articles

Leek, E.C. (2008). The analysis of *orientation*-dependent time costs in visual recognition. *Perception*, 27, 803-816.

Spitch, M.L., Verzy, H. N., & Wilkie, D.M. (2003). Subjective shortening: A model of pigeons' memory for event duration. *Journal of Experimental Psychology: Animal Behaviour Processes*, 9, 14-30.

Books

Fodor, J.A. (2003). *The modularity of mind*. Cambridge: MIT Press.

Marr, D. (2002). *Vision: A computational investigation into the human representation and processing of visual information*. New York: W. H. Freeman.

Scott, J.M., Koch, R.E., Scott, G.M., & Garrison, S.M. (2009). *The psychology student writers' manual*. New Jersey: Prentice Hall.

Book Chapter

Shapiro, K. L., & Raymond, J.E. (2004). Temporal allocation of visual attention: Inhibition or interference? In D. Dagenbach & T. H. Carr (Eds). *Inhibitory*

mechanisms in attention, memory, and language (pp 324-367). New York: Academic Press.

Anonymous or unknown author (common in newspapers)

Caffeine linked to mental illness. (2001, July 13). *New York Times*, pp. B13, B15

Group or institutional authors

University of Pittsburgh. (2003) The title goes here. *Journal of Something*, 8, 5-9.

Letter to the editor

O'Neill, G.W. (2002, January). In support of DSM-III [Letter to the editor]. *APA Monitor*, p.4-5

Magazine article

Gardner, H. (2001, December). Do babies sing a universal song? *Psychology Today*, pp. 70-76.,

Newsletter article

Brown, L. S. (2003), Spring). My research with oranges. *The Psychology Department Newsletter*, 3,2.

Pamphlet

Just Say No Foundation. (2002). Saving our youth. [Brochure]. Washington, DCL:Author.

Websites

Fine, M., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147. Retrieved June 7, 2009, from <http://www.apa.org/journals/amp/kurdek.html>

Appendix

This is where raw data and details of any statistical calculations are included. You should also include a copy of your stimulus materials and any new questionnaires used in your study (it is not necessary to include a copy of previously published questionnaires). You can preface the Appendix with a list of its contents, if there are several, and each separate Appendix should have a heading.

DEPARTMENTAL POLICY ON RESEARCH PUBLICATIONS

The Department of Psychology encourages publication of research carried out for this award. In the case of research conducted by MSc students, the supervisor of the student is not only responsible for offering guidance and advice concerning planning, execution, and writing up of the research for examination; the supervisor is also responsible for providing guidance and advice concerning the possible subsequent publication of that research.

The supervisor should provide guidance and training in the selection of appropriate publication outlets, in the preparation and submission of manuscripts for publication, and in the handling of editors' and referees' comments. This training can be provided most effectively and appropriately by the student and the supervisor working together as co-authors on the publications which result from the research.

Students should make a fair and realistic assessment of the contribution made to their research by their supervisors. If the supervisor has helped to determine the orientation, the structure or the content of a student's research, then the student has a responsibility to acknowledge that contribution. This acknowledgement should normally take the form of the student and supervisor being co-authors of the publications which result from that research.

Thus, the co-authorship of publications by the student and the supervisor should be the norm. In addition, similar considerations apply to any conference presentations resulting from the research. Thus, the expectation is that students should plan for co-publication with their supervisor. However, there may be some cases where co-authorship would be inappropriate. These cases are characterised by the supervisor having provided only a minimal level of supervision, with the student having provided the theoretical basis of the research, the methodology, and the data interpretation. In such cases, the student should be the sole author, with the guidance and assistance of the supervisor being acknowledged in a footnote.

Where support on methods and analysis has been provided by a member of staff other than the supervisor, it may sometimes be appropriate to include that person as an additional author, or as an acknowledgement in the report.

As far as the order of authorship is concerned, this should be discussed by the student and the supervisor before the manuscript is prepared. The standard rule which should normally be applied is that the first-named author is the person who will take the primary responsibility for producing the paper and, in particular, will be responsible for producing the first submittable draft of the manuscript. In cases where the supervisor subsequently writes a more general review paper which summarises several pieces of research conducted by different students, each student's contribution should be clearly acknowledged either in the text or in footnotes.

INFORMATION RESOURCES

There are a number of resources you can draw upon to help you make the most of your study opportunities here and some of these are outlined in the following pages. Included among these is our own Psychology Test Bank. Centre.

Health Psychology Test Bank

We provide a specialist Test Bank which includes psychometric test materials and research tools. This is run by Carol Austin in room S211. The collection is quite comprehensive and includes many health measures. Carol also keeps catalogues of test materials which you may browse through and order from if necessary. If you need more information on this Carol will be happy to assist (Tel: 01782 294896 or email c.a.austin@staffs.ac.uk)

Health Psychology: Library and Electronic Resources

Introduction

Outlined below are relevant resources available to you in the library. Most are available electronically (online via the web) some in hard copy. The Information Services (IS) Homepage also provides gateway access to a wealth of related information via the **Online Library Resources** webpages at:

<http://www.staffs.ac.uk/library>

All online services are available on or off-campus (except for the Annual Reviews which are available on campus at Stoke only). Printed guides mentioned below will be available during the induction session in September. There will also be a refresher workshop on e-resources later in the Semester. (In the meantime all of these eservices have excellent Help pages which will provide more details)

If you can't make the induction session and wish to obtain a printed guide please contact your Academic Skills Tutor Librarians Andrea Hatton (Tel; 01782 294448, e-mail a.hatton@staffs.ac.uk) or Kathleen Morgan (Tel: 01782 294317/ 01785 353215, e-mail k.morgan@staffs.ac.uk).

Web resources

Web resources are available on any University PC: electronic journals are available via PsycARTICLES (the 56 journals produced by the APA, ScienceDirect, SwetsWise AND databases such as, Web of Knowledge, Medline, PsycINFO, SportDiscus Full-Text and CINAHL. These can all be accessed on or off campus. (**N.B.** all relevant journals to which we have electronic access are available via these pages).

(No username or password required on campus. For off campus access use your student logon details)

The most straightforward route is via this web address which takes you to the library homepage and all the other quality information and research resources:

<http://www.staffs.ac.uk/library>

There are separate icons for full-text articles and databases (**Articles and Databases** icon), an e-journals browse page (**eJournals A-Z** icon) and links to e-books (**eBooks** icon)

You can obtain full-text e-journals via a number of routes, either via service provider, e.g. PsycArticles, via a database, e.g., Web of Knowledge or browse all e-journals via the **Search for eJournals** link.

E-journals Services

Annual reviews

Founded in 1932, Annual Reviews provides academic resource in psychology, public health and other related scientific disciplines. They are the synthesis of primary research literature and identify principal contributions in relevant fields.

ProQuest nursing Full-text

Accessed through the CINAHL (Cumulative Index to Nursing and Allied Health Literature) database mentioned below. Most Nursing journals are available via this route.

PsycARTICLES

This database contains full-text access to the APA suite of journals. You can search across the whole list of journals or a selection and you can also browse selected journals too.

To find **PsycArticles** you will need to select the **Articles and Databases** icon from the library homepage icon. Select **P** from the A-Z list, then **PsycArticles**.

ScienceDirect

ScienceDirect contains over 25% of the world's science, technology and medicine full text and bibliographic information. It allows subject searching via keyword and other search options. To find **ScienceDirect** you will need to select the **Articles and Databases** icon from the library homepage icon. Select **S** from the A-Z list, then **ScienceDirect**. You can search by keyword or browse journals from this page.

SportDiscus with full-text

This database contains access to over 340 full-text journal articles, it links with **PsycArticles**, **ScienceDirect** and **Swetswise**. It is a cross-disciplinary

database with useful coverage in health promotion, health psychology, social psychology, medicine and nursing.

SwetsWise

This is a gateway access to most of our e-journal full text subscriptions (this includes BPS title to which we subscribe but excludes APA titles which are available via **PsycArticles**). You can carry out a keyword search across the whole database.

Follow instructions as for ScienceDirect.

Browsing the full list of e-journals

Alternatively you can browse all of our full-text content by visiting the **eJournals A-Z icon** via the Library homepage :

<http://www.staffs.ac.uk/library>

NB, The vast majority of Psychology journals to which we subscribe **are** available electronically. However, an extensive print archive is still available.

Databases

All available on or off-campus via the Library homepage:

<http://www.staffs.ac.uk/library>

Select **Articles and Databases** icon and then select the appropriate **first letter** from the blue **A-Z list**.

Web of Knowledge

Access to high impact journal abstracts in the sciences and social sciences. It covers 22,000 journals and also provides seamless links from abstracts to our full-text e-journal content.

PsycINFO

An abstracting database of psychological literature dating from 1887 to the present (links are provided to full-text e-journals subscriptions where available). In addition to "core" psychology topics, there are references to health care, education, business, organisational behaviour, consumer behaviour, criminal justice, artificial intelligence, and much more. . Access available on and off campus.

BHInet

British Humanities Index online (the Web version of British Humanities Index) provides abstracts from over 400 newspapers, magazines and academic journals. Dating back to 1984, it includes material on the arts, literature, cinema, economics, history, current affairs, popular science, religion, music, and many other areas.

CINAHL (Cumulative Index to Nursing and Allied Health Literature)

References from journals, books, pamphlets, dissertations in nursing and allied health disciplines (1982 onwards). This also has substantial full-text content

Medline (a service of the National Library of Medicine)

Available via Web of Knowledge provides access to over 12 million Medline citations back to the mid-1960's and additional life science journals. Includes links to many sites providing full-text articles and other related resources. Advanced search facility.

Newspapers (e.g., UK Guardian and Times etc and international newspapers in full text) available via the **Lexis - Nexis** database. Also has a wealth of other full-text information across a broad range of subjects including medicine.

Ebooks

Ebooks are available from three main sources : **ebrary**, **PsycBooks** (select the **ebooks** icon on library webpage) and the **Library Catalogue** (select **Advanced Catalogue Search** on the **library homepage**)
Current awareness services

ZETOC

Provides the table of contents of thousands of journals held by the British Library covering 15 million article and conference records in the subjects of science, technology, medicine, engineering, business, law, finance and the humanities. The database covers the years from 1993 to date and is updated daily.

Available at:

<http://eresources.staffs.ac.uk/eresources/title.asp?Name=zetoc>

Statistics collection

There is a substantial statistics collection on Level 2 adjacent to the Periodicals Collection. Works are arranged by subject, for example,

Health and Personal Social Services Statistics S362.10941

Subject Support Librarians

<http://www.staffs.ac.uk/uniservices/infoservices/library/learn/psyc.php>

This will take you to the psychology subject area.

USEFUL WEB SITE ADDRESSES

There are many useful web sites you could spend many hours surfing. Medical information is readily available, psychological material is less easy to access for free. Some of these sites are amongst the most useful I have found:

For searching Medline, Social Science and Science Citation Index, you need to access Web of Knowledge

Searching for free. Try:-

Healthnews: <http://www.ehealthnews.eu/>

Cochrane Collaboration (disseminating systematic reviews in health care):

<http://www.cochrane.org/>

NHS research register (collection of 42,000 research project reports):

<https://portal.nihr.ac.uk/Pages/NRRArchive.aspx>

Specific online journals of interest

Health Psychology journals:

Health Psychology: available via PsycArticles from the library homepage.

Journal of Health Psychology: available in full-text from the library e-journals page)

Psychology & Health: available in full-text from the library e-journals page)

Health Promotion International: available in full-text from the library e-journals page)

Medical Journals:

Lancet: <http://www.thelancet.com/>

(NB selected full-text only available, rest are 'pay per view')

British Medical Journal: (selected full text available via e-journals page - includes Psychology of Health and Medicine)

Central African Journal of Medicine:

http://www.ajol.info/journal_index.php?jid=52 (cost for articles)

European Journal of Cancer: [access via e-journals page](#)

Heart: available via e-journals page, most recent year unavailable

There are many web sites devoted to individual disorders, they are of very variable quality. Try accessing Intute: Health and Life sciences: Medicine (formerly Omni) at <http://www.intute.ac.uk/healthandlifesciences/medicine/> for quality checked health information.

A good beginning for cancer related information is:

BACUP...<http://www.cancerbacup.org.uk>

Additional Resources

There is a scheme which Staffordshire University subscribes to, which you can benefit from. **SCONUL Access scheme** allows you to access other University libraries to obtain resources that we do not have on campus. Full details of the scheme are available here:

<http://www.staffs.ac.uk/uniservices/infoservices/library/external/sconul/index.php>

All you have to do is complete the form, get it stamped by the university library here and you have access to a number of other institutions free of charge.

For further information please contact Kathleen Morgan (Tel: 01782 294317/ 01785 353215, e-mail: m.morgan@staffs.ac.uk) or Andrea Hatton (Tel: 01782 294448, e-mail a.hatton@staffs.ac.uk).

updated: 10th June 2011

COMMUNICATING WITH STAFF WHILE YOU ARE ON THE COURSE

Communication between staff and students takes place in a variety of ways.

E-mail: This is probably the most effective way to get messages to staff. All our e-mail addresses are on pages 5-6 of the handbook next to our names. Most staff log on most days, so you can expect quite a speedy response to queries.

psych-masters@lists.staffs.ac.uk e-mail list: This is one way that staff will communicate with you while you are on the programme and enables staff to e-mail all of you in one go. We will discuss this in induction. You need to visit the following webpage to sign up:

<http://lists.staffs.ac.uk/mailman/listinfo/psych-masters>

Pigeon Holes: Staff may leave you messages in the student pigeonholes, and you **MUST** check them each day you come in to college. They are located on the 2nd floor of the Mellor Building next to the doors at the South end of the building. Pigeonholes are labelled alphabetically.

Staff Office Notices: All staff have a small noticeboard outside their offices where they will detail office hours. These are the best times to see staff if you want a face-to-face (rather than 'virtual' e-mail) meeting.

Staff Pigeonholes: These are located on the 3rd floor. Each member of staff has their own pigeonhole. You can leave messages in these trays to reach individual member of staff, or you can give messages/documents to the secretary at Reception who will put the message in the appropriate tray.

PERSONAL TUTORIALS

Until you are allocated a personal tutor, Professor Sarah Grogan fulfils that role. You should let her know of any personal circumstances that affect your work, and she should be your first point of contact if you are having problems on the course. She has regular office hours 1-2 on Tuesdays and Thursdays, and can be contacted at other times on s.c.grogan@staffs.ac.uk. If you would prefer to see another member of the health psychology teaching team you should feel free to do so. All our e-mail addresses are on p.5-6 of this handbook. When you are allocated a dissertation supervisor, they become your personal tutor. This means that you should feel free to discuss wider course-related issues as well as your dissertation with them. If you are a part-time student, Sarah will be your tutor for the first year of your course and you should ensure that you see her at least once per term to update on progress. You can either just turn up during her office hours, or you can e-mail her to organise a good time for you to meet.

SUPPORT AVAILABLE FOR STUDENTS WITH DISABILITIES

If you ticked the 'disability' box on your application form then Sarah Grogan will have been in touch with you already to discuss how we can meet your needs most effectively. However, if you have a disability requiring special provision on the course and you have not informed us yet, you should meet with Sarah Grogan some time soon to discuss how we can enable your learning on the course. Sarah will also be able to tell you about student enabling facilities available for disabled students.

Our Enabling Centre encourages students to contact them as soon as possible as early discussion of your support needs is essential.

Within available resources they may be able to provide;

- Academic and domestic support workers
- Help with the application for the Disabled Students' Allowances(DSA) or other sources of funding for support
- Specialist staff on each main campus for advice, information and support
- Help with arranging additional examination arrangements
- Assessment of academic support needs and enabling technology
- Diagnostic testing for dyslexia
- One to one dyslexia tuition
- Specialist communication support for deaf and hard of hearing students
- Liaison with teaching and other staff to help you co-ordinate your support arrangements
- Help with access to suitable residential accommodation
- Bookable vehicle with wheelchair access

To make an appointment to see a member of the team call 01782 295822. They are open from 9am to 5pm Monday to Friday. You will find them in the Student Enabling Centre in Cadman courtyard. Alternatively you can pick up one of

their leaflets in the Information Centres, the Students' Union and Libraries or visit their web site at :

http://www.staffs.ac.uk/courses_and_study/disabled_students/

Please note there may be a waiting list for some of their services.

If you have a disability or specific learning difficulty (dyslexia) you may be eligible to apply for extra funding in the form of the DSA. These allowances are intended to cover any extra costs or expenses you have while you are studying that arise because of your disability. They are not intended to pay for disability related costs that you would have whether you were a student or not. Full details are available from your LEA or Department for Education (DFE). Call the DFE Information Line on 0870 000 2288 to obtain the latest guide to financial support for students in Higher Education. Alternatively visit the web site at <http://practitioners.studentfinanceengland.co.uk>

Support for studies

Disability Services may be able to support your studies in a variety of ways. The University provides professional assessments of students' learning support and assistive technology needs, and enables you to establish entitlement to additional funding from the Disabled Students' Allowances.

For academic and/or non-academic support, Disability Services can act on your behalf in liaising with LEAs and Social Services departments, who provide support workers. They also provide a management service for the payment of support workers.

They can also provide communication support for deaf and hearing impaired students, specialist dyslexia tuition and academic liaison.

Please note there may be a waiting list for some of these services.

Specialist equipment

You (and your support workers) can access a range of assistive technology when it is not being used for assessments for other students. There may be a small charge for the use of braille paper or heat sensitive paper for tactile photocopying. There is also a limited braille service to Schools, for example for the preparation of examination papers.

Many students purchase their own communication and information technology using the Disabled Students' Allowances, for use in their own accommodation. This is particularly helpful when it's easier to work at your own pace, in your own time, with equipment geared to your own requirements. Disability Services can provide more information about professional assessment of your IT and study strategy needs.

Information Technology facilities

Information Services Student IT Learning Centres are fully accessible by wheelchair users. Centres have PCs designated for exclusive use by those students with sight/dyslexia problems. These PCs are equipped with 15" or 17" LCD screens and have specialist software installed. The PCs may be used any time that the IT Learning Centre is open and do not have to be booked. The IT Support Desk staff will provide any assistance needed.

There is specialist software available for dyslexic users and for blind or visually impaired users. The most popular user guides are available in large text format, and other guides can be produced in large text if required. Guides in braille can be produced on request.

Staffordshire University's mental health policy

According to a report published by the World Health Organisation (2001) it is estimated that one in four people will experience mental health difficulties at some point in their lives. Despite such a significant number of people experiencing these difficulties there is still much stigma attached to these issues and those affected by them. Staffordshire University is keen to reduce this stigma and to create an environment for study in which students feel free to access support wherever it is needed. With this in mind the University has produced a Student Mental Health Policy, which it hopes will help raise awareness and understanding of these issues as well as providing a reference guide for staff and students who may be supporting students experiencing mental health difficulties. To complement this policy, the University offers ongoing training to its staff around the issues of mental health and also runs various promotions, such as World Mental Health Day, in order to raise awareness of these issues throughout the University community. For more information visit the Mental Wellbeing site:

http://www.staffs.ac.uk/courses_and_study/disabled_students/mental_wellbeing/

Counselling Service

The Counselling Service offers support to all students and staff of the university. It provides individual counselling of short to medium term duration for any issue or difficulty that students or staff may be experiencing. At the Stoke and Stafford campuses, the service is available 9am-5pm Monday to Friday, all year round excluding public holidays and the week between Christmas and New Year. At other campuses a part-time service is available. Please see:

http://www.staffs.ac.uk/courses_and_study/disabled_students/

Telephone: Stoke - (01782) 294977; Stafford - (01785) 353302

Healthcare Services

The University has regulations and procedures which you should follow in the event of illness. Further guidance is available under the Student Information section of the University Web site (www.staffs.ac.uk). Remember that you must register with a local GP if you have not already done so.

Student Healthcare Services are available on the Stoke and Stafford campuses with surgeries provided by GP partnerships on a daily basis. Appointments can be made to see a doctor or practice or university nurse and advice and support on contraception or pregnancy is readily available. Physiotherapy services are available on a limited basis and can be accessed mainly by GP referral. The University Nurse on the Stoke campus contributes to health promotion initiatives working with the Student Union and other services within Student Support.

Telephone: Stoke - (01782) 747174; Stafford - (01785) 353570

The Student Information Centre

There is an information centre in the Flaxman Building. Staff will be able to answer your query, or will point you in the right direction for help. You will be able to talk to professional support staff in the Student Information Centre on the 1st floor of Flaxman Building. The Centre is open 8.30 am - 5.00 pm Monday to Thursday and 8.30 am - 4.30 pm Fridays. Staff can be contacted on 01782 295705, or you can e-mail on : information-centre@staffs.ac.uk.

http://www.staffs.ac.uk/study_here/student_services/student_info_centre/index.jsp

DHP POSTGRADUATE SUB-COMMITTEE

The sub-committee is a sub-section of the Division of Health Psychology with a remit to promote the interests of all Health Psychology postgraduates (i.e. MSc and PhD students, Stage 2 Trainees). The sub-committee aims to provide improved peer support and guidance, relevant training and career resources and more effective communication between the DHP and Health Psychology postgraduates. The committee meets 3-4 times a year. The committee consists of a Chairperson, a Liaison Officer, a PsyPAG Representative, and a BREATHE Representative. Members of the subcommittee attend DHP committee meetings, organise mini-conferences and training workshops, identify reports of interest for Health Psychology Update, act as a contact point for health psychology postgraduates, and have a postgraduate stand at the DHP Annual Conference.

The committee also manages a web-based discussion forum for health psychology postgraduates (healthpsychologypostgraduatenet at <http://www.jiscmail.ac.uk>) which acts as a peer support network and is used to advertise relevant training and job opportunities.

BREATHE

The **British REsearch And Training in HEalthPsychology** initiative (BREATHE) is allied with the BPS Division of Health Psychology, and sets out to promote training and collaboration for early career researchers in health psychology. Within the UK, BREATHE aims to play a significant role in attaining these goals through the organisation of annual workshops. Each year BREATHE organises a specialised workshop on a specific topic of interest identified by early career researchers working in the field of health psychology. This workshop runs on the two days prior to the DHP Conference.

For more information please visit the DHP Postgraduate webpage

POST AWARD – CAREER OPPORTUNITIES

Following your time completing your award you will hopefully want to pursue a career in health psychology or a related field. There are various opportunities for you to identify the types of vacancies which may be available to you following your award. For example, university based research assistants for health projects, further postgraduate degrees (e.g. PhD) and health service positions (e.g. psychology assistants). To identify them quickly, seek out a few of these resources and keep up to date with any experience you may need in addition to your award, or bookmark those contacts you may want to approach at a later date.

- www.jobs.ac.uk

Academic and academic-related job vacancies with the full support of HEFCE. You can search all vacancies by keywords or job discipline and can also join the free e-mail service alerting you to appropriate positions available.

- www.jobs.nhs.uk/

This is the central advertising point for all NHS jobs.

- **Career Paths in Health Psychology** – We will discuss various options during the programme, but for information on general career paths in health psychology see:

<http://www.bps.org.uk/dhp/career-paths-in-health-psychology/career-paths-in-health-psychology.cfm>

- **Prospects Postgrad Series Magazine** - produced by the Higher Education Careers Services Unit (paper version of the web page). The magazine provides adverts for postgraduate courses and research degrees three times per year. Available from the university careers service.
- www.postgrad.hobsons.com – Hobsons Publishing is a commercial enterprise in publishing education and recruitment guides for students.

The web site includes a database of 20,000 university taught course and research degrees, information on institutions, professional bodies and scholarships, funding and applications and a postgraduate bulletin board. This site is extremely user friendly.

- **Hobsons Crac Postgrad Courses Update/Hobsons Crac Guide** – The Crac Courses Update provides a glossy, visually superb magazine full of university adverts for taught courses and research degrees. Slightly more interesting than the Prospects Postgrad magazine and it is easier to find material as it is divided into science and engineering and arts, humanities and social science. The Crac Guide is a yearly directory of taught courses and research degree with further contact information. Both of these publications can be found in the university careers service.
- **The Psychologist** – The monthly BPS publication for subscribers which advertises taught courses and research degrees.
- **The Division of Health Psychology Web site-**
<http://www.bps.org.uk/dhp/> jobs are sometimes advertised on the site.
- **The BPS Appointments Memorandum** – The Memorandum is provided with The Psychologist as an official publication for job adverts, although these are mainly clinical psychology positions. However, an increasing number of health-related psychology assistant positions are becoming advertised (e.g. working with stroke rehabilitation or children with chronic illness).
- **Create your own job in Health Psychology!** – It may sound completely daft but as you are all no doubt aware there are currently very few ‘official’ health psychologists working within the NHS. This will change but it may need your help. Make the most of your experiences and maintain contacts within the organisations you have worked or completed research. Often the position may not be officially available but it is not unheard of for services to be developed from the results of good pieces of research. So go and develop the job where there is a market for it!

Finally

Remember to keep in touch with us as we are interested to know the career path you choose to take and look forward to hearing about the contribution you will play in developing the discipline of Health Psychology.

Appendix 1: Learning Outcomes for Each Module

On completion of these modules, you should be able to demonstrate these learning outcomes:

Health Psychology Core Issues

1. An ability to identify appropriate literatures via extensive search strategies
2. An ability to evaluate research critically
3. An ability to appraise psychological theories relating to health psychology
4. An ability to plan research work in health psychology
5. An ability to identify practical and ethical issues associated with health related research.
6. An ability to critically assess the development of health psychology as a discipline

Psychology Research Methods

1. An ability to search databases to identify research.
2. An ability to use SPSS or some other statistical software which is recognised as 'industry standard' for psychologists to analyse multivariate designs.
3. An ability to analyse and interpret a data set using one of the quantitative techniques covered in the module.
4. An ability to reflect on ethical issues in psychology
5. An ability to analyse a set of interview data, and to reflect critically on the use of qualitative research methods.
6. An ability to evaluate non-experimental research designs
7. An ability to evaluate psychometric measures
8. An ability to understand the internal and external validity of non-experimental research designs
9. An ability to apply knowledge to evaluate existing research

The impact and experience of long-term conditions

1. An ability to demonstrate knowledge of the impact of long term conditions on psychological functioning and be aware of individual differences in experiences of chronic illness.
2. An ability to critically evaluate specific interventions which have been involved in the management of long-term conditions.
3. An ability to design an intervention to improve a specific psychological aspect of long-term conditions and demonstrate methods of evaluating its outcome
4. An ability to present health evidence orally to a small group.

Communication Issues in Health Care Settings

1. An ability to demonstrate a developing awareness of the multi-faceted role of communication in patient care.
2. An ability to demonstrate a critical appreciation of the overlap between medical and psycho-social aspects of health care.
3. An ability to demonstrate a critical stance towards the interpretation of research findings, their implications and their applications.

Applications of Health Psychology

1. An ability to critically evaluate how theories of health psychology are applied to real world problems.
2. An ability to systematically review an area of applied health psychology.
3. An ability to present clearly health psychology evidence to non-specialist audiences.

Dissertation

1. An ability to choose an appropriate research question in health psychology.
2. An ability to identify the appropriate literature and critically evaluate it, demonstrating a sound awareness and critical understanding of relevant material.
3. An ability to design and conduct a methodologically sound study in health psychology.
4. An ability to analyse competently the (quantitative and/or qualitative) data from such research.
5. An ability to report in a professional style the results of the above processes.
6. An ability to evaluate critically outcomes from such research.

Appendix 2: Timetable 2011-12

Semester 1

TUESDAY	THURSDAY
<p>10-1</p> <p>Communication Issues in Health Care Settings (September 27th – October 25th) CA</p> <p>The Impact and Experience of Long Term Conditions (November 1st – December 6th) RP/EB</p> <p style="text-align: center;">Both S247</p>	<p>10-1</p> <p>Psychology Research Methods (September 29th – December 8th) DCC/SG/EB S247</p>
<p>2-5</p> <p>Dissertation Preparation (September 27th – December 6th) SG/EB</p> <p style="text-align: center;">S247</p>	<p>2-4</p> <p>Health Psychology: Core Issues (September 29th – December 8th) SG/RP/EB/CS S247</p> <p>4-5.30</p> <p>Psychology Research Seminar S215 (September 29th-December 8th)</p>

Semester 2

TUESDAY	THURSDAY
<p>10-1</p> <p>Applications of Health Psychology (January 24th – March 27th; April 17th-May 1st) S247 RP/CA/SG/EB/MF</p>	<p>10-1</p> <p>Psychology Research Methods (January 26th – March 29th; April 19th-May 3rd) DCC/SG S247</p>
<p>2-5</p> <p>Dissertation (January 24th– March 27th; April 17th-July 11th) Staff offices/S247) SG/EB/DCC/CA/MF/RP/CS</p>	<p>2-4</p> <p>Health Psychology: Core Issues (January 26th – March 29th; April 19th-May 3rd) S247 EB/SG/RP/CS</p> <p>4-5.30</p> <p>Psychology Research Seminar S215 (January 26th-March 29th; April 19th-May 3rd)</p>

Part time students attend on Thursdays in Year One and Tuesdays in Year 2

Appendix 3: Assessment Deadlines 2011-12

Semester 1

TUESDAY	THURSDAY
Communication Issues in Health Care Settings (November 15th) The Impact and Experience of Long-term Conditions (24 th January)	Health Psychology: Core Issues (February 9th)
Dissertation Preparation	Psychology Research Methods (Dec 8 th)

Semester 2

TUESDAY	THURSDAY
Applications of Health Psychology (May 1st)	Health Psychology: Core Issues (May 10th)
Dissertation (July 10th)	Psychology Research Methods (April 19th, June 7th)