



MODULE SPECIFICATION

Code: USPJVG-60-M **Title:** Psychology and Health Dissertation **Version:** 1

Level: M **UWE credit rating:** 60 **ECTS credit rating:** 30

Module type: Project

Owning Faculty: Health and Life Sciences **Department:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** May 2011

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:
None

Co-requisites:
USPJF4-20-M Qualitative and Quantitative Methods in Psychology

Entry Requirements:
N/A

Excluded Combinations:
USPJM8-60-M Dissertation in Psychology

Learning Outcomes:

The student will be able to:

- identify appropriate research questions in health psychology;
- create a search strategy to locate appropriate literature;
- select and critically evaluate relevant literature;
- analyse and synthesise findings presented in the literature;
- identify gaps in knowledge within the chosen area of health psychology;
- design a research protocol or small scale study addressing knowledge gaps;
- communicate the findings of the work verbally and through a written report demonstrating an in depth understanding of the chosen area of study.

Syllabus Outline:

Key skills in literature searching and critique of scientific literature will be taught in group sessions. Primary contact will be through one to one supervision with a named supervisor with expertise in the relevant topic.

Teaching and Learning Methods:

Seminar work will be used to develop new skills, and project management and subject specific development will be supported through one to one supervision with a named supervisor.

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop

their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

Crombie, I. (1996) *The Pocket Guide to Critical Appraisal*. Wiley-Blackwell. Short, accessible and useful.

Giere, R. N. (1996). *Understanding Scientific Reasoning* (5th ed.). Fort Worth: Holt, Rinehart and Winston, Inc. Very clear overview of the fundamentals of scientific reasoning. Basic literacy in scientific methodology.

Greenhalge, T., (2010) *How to Read a Paper: The Basics of Evidence-Based Medicine (HOW - How To)* Wiley-Blackwell. Modern and clear analysis.

Ridley, D., (2008). *The Literature Review: A Step-by-step Guide for Students* (SAGE Study Skills Series) Provides a good recipe book for literature reviewing.

Assessment:

Weighting between components A and B (standard modules only) A: 100% B: 0%

FIRST ATTEMPT

First Assessment Opportunity

Component A <i>(controlled)</i>	Element Wt (Ratio)
Description of each element	<i>(within Component)</i>
CW1 Presentation of Research Proposal	<i>Final Assessment</i> 1
CW2 Structured literature review (max. 12,500 words)	4

Component B	Element Wt (Ratio)
Description of each element	<i>(within Component)</i>

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A <i>(controlled)</i>	Element Wt (Ratio)
Description of each element	<i>(within Component)</i>
CW3 Presentation of Research Proposal	<i>Final Assessment</i> 1
CW4 Structured literature review (max. 12,500 words)	4

Component B	Element Wt (Ratio)
Description of each element	<i>(within Component)</i>

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

Specification confirmed by **Date**
(Associate Dean/Programme Director)