Programme Specification and Curriculum Map for MSc Applied Clinical Health Psychology

|  |  |
| --- | --- |
| **1. Programme title** | Applied Clinical Health Psychology |
| **2. Awarding institution** | Middlesex University |
| **3. Teaching institution** | Middlesex University |
| **4. Programme accredited by** | N/A |
| **5. Final qualification** | MSc |
| **6. Academic year** | 2012/13 |
| **7. Language of study** | English |
| **8. Mode of study** | Full-time or part-time |

|  |
| --- |
| **9. Criteria for admission to the programme**  Students should normally possess a good honours degree (a high 2:2 or better) in an appropriate subject. You should also have some demonstrable knowledge or experience of research methods and of psychological principles. In addition to this, international students need to have obtained a minimum IELTS score of 6.5. |

|  |
| --- |
| **10. Aims of the programme** |
| The programme aims to:   * Equip students with an advanced and mature understanding of current concepts, theories and controversies within clinical health and health psychology and psychotherapy * Facilitate students’ ability to apply psychological skills, knowledge and values to clinical problems in complex and unpredictable situations using a range of psychological theories * Familiarise students with applications of clinical health psychology in a comprehensive range of settings * Equip students with advanced research skills covering research design, analysis and dissemination * Facilitate students’ development of a range of high level skills, such as designing and evaluating interventions and decision-making * Facilitate students’ development of high level communication skills enabling them to communicate effectively with patients from a variety of cultural and ethnic backgrounds * Facilitate students’ development of a range of high level transferable skills such as numeracy and team-working in order to aid employability * Equip students with an ethical and reflective approach to their practice. |

|  |  |
| --- | --- |
| **11. Programme outcomes** | |
| **A. Knowledge and understanding**  On completion of this programme the successful student will have knowledge and understanding of :  1. Psychosocial foundations of health, illness and disease;  2. Psychological processes of disease and long-term conditions;  3. Psychological processes of health care delivery;  4. Applications of health psychology;  5. Counselling and psychotherapy;  6. Advanced research methods in psychology | **Teaching/learning methods**  Students gain knowledge and understanding through interactive lectures and workshops (all outcomes) involving significant learner activity, which allows students to engage with the material and encourages a deep approach to learning.  **Assessment Method**  Students’ knowledge and understanding is assessed by a range of methods including formative assessments. Assessment includes essays (inc. one formative; outcome 1, 2 & 5), health behaviour change diary (outcome 1), psychophysiology lab worksheets (formative; outcome 2), case studies (outcome 3), designing and evaluating an intervention (inc. one formative; outcome 4), log book (inc. one formative; outcome 5), research report and in-class test (inc. one formative; outcome 6) |
| **B. Cognitive (thinking) skills**  On completion of this programme the successful student will be able to:  1. Reason analytically;  2. Discuss in-depth issues in clinical health and health psychology and psychotherapy by drawing on relevant evidence;  3. Comprehensively and critically evaluate research and theories in clinical health and health psychology and psychotherapy;  4. Evaluate research methodology;  5. Make decisions about implementing research and interventions in complex and uncertain environments  6. Reflect in depth on learning and development | **Teaching/learning methods**  Students learn cognitive skills through interactive lectures and workshops (all outcomes) involving significant learner activity, which encourages discussion and debate and encourages critical thinking and a deep approach to learning.  **Assessment Method**  Students’ cognitive skills are assessed by a range of methods including formative assessments. Assessment includes essays and case studies (outcomes 1-4), health behaviour diary (outcomes 1, 2 & 3), designing and evaluating an intervention and (inc. one formative; outcomes 3, 4 & 5), research report (outcomes 1, 3, 4, & 5), critical review (outcomes 1 & 4), log book (inc. one formative; outcome 6), dissertation (all outcomes) |
| **C. Practical skills**  On completion of the programme the successful student will be able to:  1. Plan, conduct and write-up research that addresses important and relevant applied clinical health psychology issues;  2. Analyse quantitative and qualitative data;  3. Design and evaluate health-related interventions;  4. Communicate effectively with patients from a variety of cultural and ethnic backgrounds;  5. Make decisions about patients’ needs and welfare through evidence-based reasoning.  6. Take physiological measurements  7. Take an ethical approach to their practice | **Teaching/learning methods**  Students learn practical skills through interactive lectures (outcomes 1-5 & 7), research and statistics workshops (outcomes 1, 2 & 3), psychophysiology workshops (outcome 6), team work (outcomes 3, 4 & 6), problem-based learning (outcomes 5 & 7) and role-play (outcomes 4 & 7). All of these methods will provide opportunities for experiential learning  **Assessment Method**  Students’ practical skills are assessed by a range of methods including formative assessments. Assessment includes psychophysiology laboratory worksheets (formative; outcome 6), case studies (outcome 5), designing and evaluating interventions (inc. one formative; outcome 3), research report (outcomes 1 & 2), log book (inc. one formative; outcomes 4 & 7), dissertation (outcomes 1, 2 & 7) |
| **D. Graduate Skills**  On completion of this programme the successful student will be able to:  1. Chart, plan and reflect on their personal and career development;  2. Learn effectively in order to be able to demonstrate mastery of issues in the field of clinical health psychology;  3. Communicate effectively with peers;  4. Work effectively as part of a team;  5. Use information technology to produce reports, search literature and analyse data;  6. Demonstrate advanced quantitative reasoning skills that are required to research and practice in the field of applied psychology | **Teaching/learning methods**  Students acquire graduate skills through a log book (outcome 1 & 2), statistical workshops (outcomes 5 & 6), team work when using psychophysiology equipment, and when engaging in role-play (outcomes 3 & 4).  **Assessment Method**  Students’ graduate skills are assessed by a range of methods including formative assessments. Assessment includes research report and in-class test (outcomes 5 & 6), oral and poster presentations (two formative; outcomes 3 & 6), log book (inc. one formative; outcomes 1, 2. 3 & 4), dissertation (outcomes 2, 3, 5 & 6) |

|  |
| --- |
| **12. Programme structure (levels, modules, credits and progression requirements)** |
| **12. 1 Overall structure of the programme** |
| The MSc is assessed at 180 credit points. The programme includes three 30 credit compulsory level 4 taught modules (Research methods in applied psychology, Psychological processes of illness and health care delivery, and Counselling and psychotherapy), two 15 credit compulsory level 4 taught modules (Applications of health psychology, and Psychosocial foundations of health and illness) and a compulsory 60 credit level 4 dissertation. In general, 30-credits represent approximately 300 hours of student study time, with two-four hours of contact time per week. In general, 30-credit modules run from October to May and 15 credit modules run from October to January or from January to April.  The MSc programme can be studied over 12 months full-time or 24 months part-time. Part-time students take 60 taught credits in year 1 and 60 taught credits in year 2. In addition, they begin planning their 60-credit dissertation from the outset of their studies and thus this module runs long and thin over 24 months for part-time students and over 12 months for full-time students.  Seventy-five credits (i.e. Applications of health psychology, Research methods in applied psychology and Counselling and psychotherapy) focus specifically on helping students to develop professional, research and graduate skills. These modules help students to develop research skills and prepare them for their dissertation, help them to develop counselling and communication skills, and help them to develop skills in delivering interventions. The dissertation module encourages students to work independently and develop expertise in a particular area of clinical health psychology.  If students are obliged to terminate their studies early, they may apply for the award of Postgraduate Certificate in Applied Psychology, assessed at 60 credit points. If students are obliged to terminate their studies before completion of the dissertation, they may apply for the award of Postgraduate Diploma in Applied Clinical Health Psychology, assessed at no less than 120 credit points. There are no special module requirements for either of these two exit awards. |

|  |  |
| --- | --- |
| **12.2 Levels and modules** | |
| Level 7 (4) | |
| COMPULSORY  Students must take all of the following: | |
| Psy4106  Psy4110  Psy4115  Psy4012  Psy4114  Psy4222 | Psychosocial foundations of health and illness (15 credits)  Psychological processes of illness and health care delivery (30 credits)  Counselling and psychotherapy (15 credits)  Research methods in applied psychology (30 credits)  Applications of health psychology (15 credits)  Advanced Dissertation in psychology (60 credits) |

|  |  |
| --- | --- |
| ***12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)*** | |
| ***Module level*** | ***Module code*** |
| Psy4106 | Psychosocial foundations of health and illness |
| Psy4110 | Psychological processes of illness and health care delivery |
| Psy4114 | Applications of health psychology |
| Psy4115 | Counselling and psychotherapy |
| Psy4012 | Research methods in applied psychology |
| Psy4222 | Advanced Dissertation in psychology |

|  |
| --- |
| **13. A curriculum map relating learning outcomes to modules** |
| See Curriculum Map. |

|  |
| --- |
| **14. Information about assessment regulations** |
| Assessment regulations can be found in the University Regulations. Additionally, where all assessments on a module are required in order to demonstrate that all the module and programme learning outcomes have been achieved, then all assessments on a module must be passed in order to pass the module. |

|  |
| --- |
| **15. Future careers** |
| As well as providing access to the University Careers Service, the programme supports career development in a variety of ways. The programme itself emphasises the development of graduate skills such as communication, numeracy and team working, as well as subject specific professional skills such as designing and evaluating interventions and writing research proposals. These skills are all assessed and students are required to reflect on their learning and development in PSY4115.  Visiting external speakers working in the NHS, academia, public health and industry contribute to the programme in order to help students consider their future careers.  Career opportunities in the field of clinical health psychology are rapidly expanding. Areas of employment include health promotion in the workplace, the community or public health; smoking cessation; stress management; the management of chronic illness including pain, cardiovascular disease or HIV; research and teaching. Thus students may work in a variety of settings including the NHS, public health, industry and academia. In addition, post graduation, students who have GBC may also pursue further postgraduate training and/or study such as clinical training. |

|  |
| --- |
| **17. Particular support for learning** |
| Significantly research active staff and visiting external speakers working in the NHS, academia, public health and industry contribute to the programme and support effective learning and skills development.  Specific tutorial hours are available with the Programme Leader and the various Module Leaders to support learning on each module and all members of staff can be reached by telephone and e-mail.  The Learning Resources service provides a variety of support including English language development support, Numeracy support, and information technology workshops. The Learning Resources Centre also provides computer rooms (including a postgraduate room). The psychology department has three computer laboratories and a psychophysiology laboratory dedicated to psychology students.  Additional support required by disabled students, mature students, overseas students etc. is readily available to ensure that all students enjoy equality of opportunity at Middlesex (e.g. lecture notes can be made available in hard copy as well as on UniHub, assessment feedback can provided by email or in hard copy and/or students can meet with module leaders for verbal feedback). |

|  |  |
| --- | --- |
| **18. JACS code (or other relevant coding system)** |  |
| **19. Relevant QAA subject benchmark group(s)** | None at M-level but H-level QAA psychology subject benchmark statement |

|  |
| --- |
| **20. Reference points**   * Quality Assurance Agency (QAA) Framework for Higher Education Qualifications * QAA Code of Practice * QAA Master’s Degree Characteristics * QAA H-level Psychology subject benchmark statement * BPS National Occupational Standards for Psychology * BPS Division of Health Psychology Training Committee core curriculum * Health Professions Council Standards of Proficiency: Practitioner Psychologists * University Guide and Regulations * University Learning and Quality Enhancement Handbook |

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

**Curriculum map for MSc Applied Clinical Health Psychology**

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

**Programme learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| Knowledge and understanding | | Practical skills | |
| A1 | Psychosocial foundations of health, illness and disease; | C1 | Plan, conduct and write-up research that addresses important and relevant applied clinical health psychology issues; |
| A2 | Psychological processes of disease and long-term conditions; | C2 | Analyse quantitative and qualitative data; |
| A3 | Psychological processes of health care delivery; | C3 | Design and evaluate health-related interventions; |
| A4 | Applications of health psychology; | C4 | Communicate effectively with patients from a variety of cultural and ethnic backgrounds; |
| A5 | Counselling and psychotherapy | C5 | Make decisions about patients’ needs and welfare through evidence-based reasoning. |
| A6 | Research methods in applied psychology; | C6 | Take physiological measurements |
|  |  | C7 | Take an ethical approach to their practice |
| Cognitive skills | | Graduate Skills | |
| B1 | Reason analytically; | D1 | Chart, plan and reflect on their personal and career development; |
| B2 | Discuss in-depth issues in clinical health and health psychology and psychotherapy by drawing on relevant evidence; | D2 | Learn effectively in order to be able to demonstrate mastery of issues in the field of clinical health psychology; |
| B3 | Comprehensively and critically evaluate research and theories in clinical health and health psychology and psychotherapy; | D3 | Communicate effectively with peers; |
| B4 | Evaluate research methodology; | D4 | Work effectively as part of a team; |
| B5 | Make decisions about implementing research and interventions in complex and uncertain environments | D5 | Use information technology to produce reports, search literature and analyse data; |
| B6 | Reflect in depth on learning and development | D6 | Demonstrate advanced quantitative reasoning skills that are required to research and practice in the field of applied psychology |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Module Title | Module Code  by Level | Programme outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 | D6 |  |  |
| Psychosocial foundations of health and illness | PSY4106 | X |  |  | X |  |  | X | X | X |  |  | X |  |  |  |  |  |  |  |  | X |  |  | X |  |  |  |
| Psychological processes of illness and health care delivery | PSY4110 |  | X | X | X |  |  | X | X | X |  | X |  |  |  |  |  | X | X | X |  | X |  | X | X |  |  |  |
| Research methods in applied psychology | PSY4012 |  |  |  |  |  | X | X |  |  | X |  |  | X | X |  |  |  |  |  |  |  |  |  | X | X |  |  |
| Counselling and psychotherapy | PSY4115 |  |  |  | X | X |  | X | X | X |  | X | X |  |  |  | X | X |  | X | X | X | X | X | X |  |  |  |
| Applications of health psychology | PSY4114 |  |  |  | X | X |  | X | X | X |  | X |  |  |  | X | X |  |  |  |  | X |  |  | X |  |  |  |
| Advanced Dissertation in psychology | PSY4222 |  |  |  | X |  | X | X | X | X | X | X |  | X | X |  |  |  |  | X |  | X | X |  | X | X |  |  |

**PGCert Applied Psychology learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| Knowledge and understanding | | Practical skills | |
| A1 | Health or clinical health psychology theory; | C1 | Apply health or clinical health psychology theory to practice; |
| A2 | Applications of health or clinical health psychology; | C2 |  |
| Cognitive skills | | Graduate Skills | |
| B1 | Reason analytically; | D1 | Learn effectively in order to be able to demonstrate mastery of issues in the field of Clinical Health or health Psychology; |
| B2 | Discuss in-depth issues in clinical health or health psychology by drawing on relevant evidence; | D2 | Use information technology to produce reports, search literature and analyse data; |
| B3 | Comprehensively and critically evaluate research and theories in clinical health or health psychology; |  |  |

**PGDiploma Applied Clinical Health Psychology learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| Knowledge and understanding | | Practical skills | |
| A1 | Psychosocial foundations of health, illness and disease; | C1 | Plan, conduct and write-up research that addresses important and relevant applied clinical health psychology issues; |
| A2 | Psychological processes of disease and long-term conditions; | C2 | Analyse quantitative and qualitative data; |
| A3 | Psychological processes of health care delivery; | C3 | Design and evaluate health-related interventions; |
| A4 | Applications of health psychology; | C4 | Communicate effectively with patients from a variety of cultural and ethnic backgrounds; |
| A5 | Counselling and psychotherapy | C5 | Make decisions about patients’ needs and welfare through evidence-based reasoning. |
| A6 | Research methods in applied psychology; | C6 | Take physiological measurements |
|  |  | C7 | Take an ethical approach to their practice |
| Cognitive skills | | Graduate Skills | |
| B1 | Reason analytically; | D1 | Chart, plan and reflect on their personal and career development; |
| B2 | Discuss in-depth issues in clinical health and health psychology and psychotherapy by drawing on relevant evidence; | D2 | Learn effectively in order to be able to demonstrate mastery of issues in the field of clinical health psychology; |
| B3 | Comprehensively and critically evaluate research and theories in clinical health and health psychology and psychotherapy; | D3 | Communicate effectively with peers; |
| B4 | Evaluate research methodology; | D4 | Work effectively as part of a team; |
| B5 | Make decisions about implementing research and interventions in complex and uncertain environments | D5 | Use information technology to produce reports, search literature and analyse data; |
| B6 | Reflect in depth on learning and development | D6 | Demonstrate advanced quantitative reasoning skills that are required to research and practice in the field of applied psychology |