

De Montfort University

Course Template

1. Basic information

- Course Name: Psychological Well-being
- Course Code: PP187T
- Level (UG, PG): Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: Psychology
- PMB: APSS
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Master of Science
- All possible exit awards : Postgraduate Diploma; Postgraduate Certificate; Institutional Postgraduate Credit
- Award notes : The award of PG Cert will be available for students who have achieved 60 credits; the award of PG Dip will be available to those students who have achieved 120 credits. The award of MSc will be made to those students who have achieved 180 credits, inclusive of a 60 credit dissertation.

Students who successfully complete Route 2 will be awarded a Postgraduate Certificate in Perspectives on Well-being. These students are enrolled on a separate course code PP197W, programme code C84172.

Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Full-Time
Other MOA: Distance Learning; Part-Time
- Mode Notes: The programme will be available in both full- and part-time modes of study. All modules require attendance at the University. Students following full- and part-time modes will be taught together wherever practical, with adjustments made where the needs of the two cohorts differ.

The programme is generally of one-year duration in full-time mode. The programme may be followed on a flexible basis in part-time mode, providing that the period of registration does not exceed six years.
- Course leader: Diane Wildbur

2. Entry Requirements and Profile

An Honours degree in psychology or psychology and a second subject of 2:2 or above or equivalent.

Applications will be considered from students who hold a 2:2 Honours degree from a non-psychology based course.

Other appropriately qualified/experienced applicants with a science or social science background will be considered on the basis of the university's accreditation for prior learning/accreditation prior experiential learning procedures.

You must complete an occupational health check, declaration form and enhanced Disclosure and Barring Service disclosure application form.

(if you are overseas you will also need to submit a criminal records certificate from your home country), before starting the course, which need to be cleared in accordance with DMU's admission policy.

Contact us for up-to-date information. Applicants may be required to attend an interview as part of the selection process. If you are unable to attend, alternative arrangements may be made. If English is not your first language an IELTS score of 6.5 or equivalent when you start the course is essential. English language tuition, delivered by our British Council accredited Centre for English Language Learning, is available both before and during the course

3. Course Description

Characteristics and Aims

The programme consists of a unique portfolio of modules, which are designed to offer advanced level study of the ways in which psychological theory and research may be applied within a variety of domains (including education, work, health, social, and community settings), and contemporary mental health care practices. The programme draws together advanced conceptual and theoretical explorations of human well-being and lays the foundation for further academic and/or vocational training, specialised PhD study, or career enhancement.

The design of the programme has been informed by initial reference to the Subject Benchmark Statements for Psychology as set out by the Quality Assurance Agency (QAA, 2007). Qualification-specific reference has been made to the Framework for Higher Education Qualifications Descriptors at Level 7 (FHEQ, 2008), following consultation of its reference resource, Master's degree characteristics, also developed by the QAA (2010). Finally, although the present MSc programme does not lead to a qualification in Clinical Psychology, it is envisaged that some students may use it as a pre-requisite to Doctoral, Continuing Professional Development, or further study in this area; therefore, care has been taken in ensuring that, course-relevant academic standards as defined by the QAA (2004) in the Subject Benchmarks for Healthcare Programmes (Clinical Psychology), are additionally reflected.

The MSc programme is made up from four 15-credit theory-based modules designed to develop specialised knowledge about the factors that characterise and influence psychological well-being, and those that might threaten it (PSYC5401 Approaches to the Study of Wellbeing, PSYC5402 Well-being through the Lifespan, PSYC5403 Lifestyle, Wellness and Well-being, and PSYC5404 Well-being in Cultural, Social and Economic Contexts); one 30-credit module which focuses on the range of traditional and contemporary approaches that may be used in the alleviation of psychological distress (PSYC5406 Approaches to Psychological Problems); one 30-credit module that equips students with advanced skills in research methods and data analysis appropriate to applied psychology (PSYC5605 Research Methods and Data Analysis for Applied Psychologists); finally a 60-credit module in which students are required to prepare a Master's level dissertation and a related oral presentation (PSYC5608 Advanced Applied Psychology Dissertation). The modules PSYC5605 and PSYC5608 are shared with the MSc Health Psychology programme. Details of all modules are provided in Section 5. Students pursuing Continuing Professional Development (CPD) may wish to register, either solely or initially, for a Postgraduate Certificate award, rather than for the full MSc programme. Two routes to this award are available:

Route1 is a combination of two 15-credit theory-based modules and one 30-credit applied

module as follows: PSYC5406 Approaches to Psychological Problems (30-credits) in addition to one 15-credit Semester 1 module (either PSYC5401 Approaches to the Study of Well-being or PSYC5402 Well-being through the Lifespan) and one 15-credit Semester 2 module (either PSYC5403 Lifestyle, Wellness and Wellbeing or PSYC5404 Well-being in Cultural, Social and Economic Contexts).

Route 2 comprises four 15-credit theory-based modules - PSYC5401 Approaches to the Study of Well-being, PSYC5402 Well-being through the Lifespan), PSYC5403 Lifestyle, Wellness and Wellbeing or PSYC5404 Well-being in Cultural, Social and Economic Contexts.

The principal aim of the programme is to provide students with an advanced and purposeful education in the applied area of psychological well-being and mental health. The course embeds a number of transferable skills, which will enhance students' employability within a variety of careers, facilitate Continuous Professional Development (CPD), and/or engender further study in this area. In achieving this over-arching aim, students will be provided with opportunities to: develop in-depth knowledge and critical understanding of the theory and research that underpin the study of psychological well-being; develop awareness of the cultural, socio-economic and individual factors that influence well-being; acquire knowledge about the range of traditional and contemporary approaches that may be employed in the prevention and alleviation of psychological distress. Further, the intention is to provide students with training in the applications of psychology professionally and ethically within a variety of well-being related domains. The final aim is to equip students with a number of subject-specific, transferrable and personal skills via formal academic training, inter-professional working and the demands of postgraduate study.

The specific aims of the programme are:

1. The systematic accrual and understanding of a critical body of knowledge pertaining to the study of psychological well-being and psychological difficulties across the lifespan, which reflects psychological theory and empirical evidence drawn from a range of perspectives;
2. The development of appropriate academic competencies that enable creative links to be made between concepts and ideas in psychology and good practice in the planning of multi-professional interventions related to well-being and mental health;
3. The facilitation of transferable, comprehensive and in-depth levels of understanding in quantitative and qualitative research methodologies in applied psychology;
4. The opportunity to autonomously conceive and plan an original research study; to independently conduct the study with due regard for appropriate ethical standards (including those of external agencies where appropriate); to write up the study in the form of a dissertation that is formatted and referenced according to discipline-specific conventions; to disseminate findings in a variety of media;
5. The development of a critically analytic and reflective awareness of the ethical concerns, responsibilities, implications and potential outcomes of applying psychology in well-being research within a variety of contexts;
6. Initial training in the communication skills related to assessment and intervention techniques; particularly those currently employed by contemporary practitioners in the alleviation of common psychological problems and the promotion of psychological well-being;
7. The fostering of an evaluative and critical understanding of the Cultural, Socio-economic, Education, Health, Work, and Community contexts within which well-being is promoted, either as a preventative measure or a solution to problems of health and illness;
8. The provision of opportunities to learn independently and collaboratively, alongside trainees from different areas of health and social care in inter-professional activities and to evaluate and reflect upon these activities;

9. The facilitation of students' creative decision-making skills to address complex and potentially unpredictable situations.

Teaching, Learning and Assessment Strategies

All Modes:

The approach of the programme team to teaching, learning and assessment builds on the principle of diversity, which is embedded in the Psychology undergraduate strategies. Hence, the key aim is to ensure that students experience a diverse range of teaching and learning methods that facilitate their development as postgraduate students. Subject-specific and key skills are embedded in teaching and developed through class or online activities, coursework and other forms of assessment, rather than being taught independently of the programme content. Programme content and assessment are identical across the on-campus and distance learning modes of study; key aspects of delivery are outlined below:

On-campus mode:

All teaching takes place in designated sessions at the Leicester City Campus. All modules (with the exception of PSYC5065: Research Methods for Applied Psychologists - see below) are taught in a series of two-hour sessions, which are organised flexibly and combine lecture, seminar-style and problem-based learning components appropriate to the specific subject matter. Lecture content is used to introduce students to the relevant theoretical aspects of their studies, and aims to facilitate knowledge and understanding of advanced concepts and principles. The consolidation of this knowledge takes place via associated seminar and workshop sessions, which facilitate an active learning experience, and hence, the development of advanced intellectual and cognitive skills. For example, in workshops, students may discuss standard and original solutions to seen and unseen problem sets, or in seminars may abstract, discuss, evaluate and derive conclusions from literature; such tasks will serve to enhance problem-solving skills, structured and independent reasoning skills, and the critical evaluation of information.

As would be expected at Master's level, students will also need to supplement their learning from taught sessions with independent study in the form of additional reading and activities, in order for them to achieve the depth of analytic and critical knowledge required.

Teaching and learning in research methods takes place in psychology laboratories, where students have access to appropriate facilities (e.g. resources for psychological research including experimental and data analysis software, psychometric instruments and psychophysiological equipment). Research methods sessions will be largely activity-based, and are timetabled in three-hour blocks to allow students to consolidate their understanding, and practice newly acquired skills. Students on the MSc Psychological Well-being programme will undergo their training in research methods alongside students taking the MSc Health Psychology within a shared-module arrangement. Teaching on this module is delivered by members of the two Master's programmes, all of whom have relevant skills and expertise in a range of quantitative and qualitative methodologies.

Electronic-learning is an essential tool in all psychology programmes, and as such, has been embedded within the curriculum at all stages. For example, the competent use of information technology is of paramount importance in the conducting of tasks such as database searching, data collation/organisation and analysis; also the completion of written and other assessed work. Other opportunities exist within the programme for students to develop additional skills, such as the construction of reflective 'blogs' (via the University's Virtual Learning Environment - 'Blackboard'), and the development of a Web-based showcase of some aspects of their work. Additionally, there are opportunities for students to develop expertise in other areas of e-learning such as the programming of psychology experiments using software such as Superlab. As the programme develops, it is envisaged that some modules may adopt a blended learning approach.

The principle of diversity is also evident in the broad range of assessments that students are required to undertake across their period of study, including: traditional essays, an academic review article, case studies, e-learning and problem-based activities, research reports,

presentations, project proposals and a substantial research project. Assessments have been discussed and considered by the programme team in order to ensure that the student experience is not only diverse, but also to ensure that the work is of an appropriate standard for Master's level, and to clearly engender an appropriate range of skills and competencies.

Distance learning mode:

The distance learning strategy is additionally underpinned by the principles of purpose, structure, pace and engagement (Rowntree, 1994; Eaden, 2003). Delivery of this mode of the programme is via the Blackboard Virtual Learning Environment (VLE). The range of teaching and learning opportunities employed by the programme team in order to convey online the content of the modules described above includes: Audio-enabled lectures, staff- and student-led online seminars, video-based practical sessions (e.g in the use of SPSS; case studies), individual academic and personal tutorials via email, telephone and/or Skype, interactive discussions via a programme specific forum and social media, online and direct dissertation supervision, guided reading and other forms of directed activity, and independent study.

Each of the four 15-credit theory modules (PSYC5401 Approaches to the Study of Well-being, PSYC5402 Well-being through the Lifespan), PSYC5403 Lifestyle, Wellness and Wellbeing or PSYC5404 Well-being in Cultural, Social and Economic Contexts) is delivered in a single semester and arranged within online, two-hour learning packages comprising online lectures in the form of audio-enabled PowerPoint presentations with accompanying lists of recommended reading, and related online learning and consolidation activities.

The online delivery of the research-based component of the programme (PSYC5605 Research Methods and Data Analysis for Applied Psychologists; PSYC5608 Advanced Applied Psychology Dissertation) is as follows:

- PSYC5605: Delivered across Semesters 1 and 2, module content follows the format of the theory-based modules described above with the exception that the material is arranged in three-hour learning packages.

- PSYC5608: Delivery of the four initial guidance session (on PSYC5605) during which the dissertation processes are introduced are available as online learning packages. The module leader for the dissertation is available to answer questions via telephone, email or Skype and a social media facility is available for the sharing of advice and for students to support each other. Up to two optional virtual seminars are hosted around the time of the sessions if students feel that this is beneficial.

The final, applied component of the programme (PSYC5606 Approaches to Psychological Problems), is delivered in Semesters 1 and 2 and delivery follows the format of the theory-based modules described above. This module also involves mandatory participation in two designated and related inter-professional (IPE) training events involving a total of three days attendance at timetabled events. Students who have difficulties attending these specific events, such as international students, will also have the option of participating in a scheduled online version of these practical events. This opportunity will be discussed individually with students according to their submitted evidence for non-participation at the scheduled workshops above.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> • Knowledge & understanding 	<p>Upon successful completion of the MSc Programme, students should be able to demonstrate systematic and scholarly, evaluative and critical, integrative and reflective knowledge and understanding of the following areas of psychological well-being and mental health:</p> <ul style="list-style-type: none"> · The primary approaches employed in order to conceptualise, explain and research

	<p>psychological well-being;</p> <ul style="list-style-type: none"> · Conceptualisations of human psychological development and psychological difficulties across the lifespan, their theoretical foundations and applicability to well-being research; · The complex interface between theory and practice in applying psychology to enhancing mental health and promoting well-being within educational, health, occupational, community, and socio-economic contexts. · The diverse range of theoretical perspectives that inform the application of psychology to the enhancement of psychological well-being, mental health and mental health care. · The key concepts and theories used by psychologists to predict and explain lifestyle behaviours and their effects on psychological well-being; · The range of measurement techniques, methodologies and analytic procedures used in research in contemporary applied psychology; · The ethical and related matters involved in applying psychology to the measurement and promotion of psychological well-being and their challenges; · The current role of applied psychologists within the fields of promoting and enhancing psychological well-being, and in mental health care.
<ul style="list-style-type: none"> • Cognitive skills 	<p>Upon successful completion of the course, students can be expected to have developed the ability to:</p> <ul style="list-style-type: none"> · Comprehend, analyse, evaluate and present complex primary and secondary research data effectively; · Select, retrieve, organise and synthesise complex information effectively; · Evaluate primary source material critically and with originality; · Reason systematically and solve problems by clarifying questions, considering diverse solutions and evaluating outcomes; · Apply the principles of well-being and mental health models and research to real or imagined case study material in a creative and evaluative manner.
<ul style="list-style-type: none"> • Subject specific skills 	<p>Upon completion of the course, students should be able to demonstrate the following transferable skills in relation to psychological well-being and mental health:</p> <ul style="list-style-type: none"> · The critical evaluation of traditional and contemporary concepts, theories and research methods in psychology applied to

	<p>psychological well-being, mental health and mental health care;</p> <ul style="list-style-type: none"> · The integration and appraisal of multiple theoretical perspectives and research to inform suggested or actual assessment and intervention; · The application and evaluation of assessment techniques relevant to an understanding of psychological well-being and mental health; · The ability to independently generate appropriately grounded and coherent research questions, with their subsequent investigation within an ethical framework that involves the selection and application of sophisticated research and data analytic techniques; · The awareness and ability to manage the implications of ethical dilemmas and related issues, and work proactively with others in order to formulate solutions; · The ability to conduct research within specialised, complex and possibly unpredictable contexts, whilst keeping in mind an overview of the issues governing good practice, particularly in mental healthcare contexts; · The ability to show initiative and personal responsibility, and to make appropriate adjustments when planning and conducting research; · The communication of complex research analyses and outcomes, advanced theoretical concepts and psychological approaches/interventions in written format; · The communication of complex research analyses and outcomes, advanced theoretical concepts and psychological approaches/interventions orally.
<ul style="list-style-type: none"> • Key Skills 	<p>The successful completion of the MSc programme will provide evidence that students are able to:</p> <ul style="list-style-type: none"> · Utilise a full range of learning resources; · Work independently, setting appropriate goals and time management; · Demonstrate competence with course and research relevant technologies, including various forms of computer-mediated communication; · Work effectively and collaboratively with others (both within the discipline and with those in other fields) in group activities; · Work ethically and reflectively with clients/patients, peers and other trainees; · Abstract, evaluate and synthesise appropriate research findings; · Engage confidently in academic and professional communications with others; · Produce written and oral work that is

	clear, coherent and appropriately original, evaluative and analytical; · Demonstrate a developed awareness of, and sensitivity to matters relating to economic, social and cultural diversity; · Work effectively with complex sets of data (both qualitative and quantitative); · Solve problems creatively and independently across a broad range of contexts.
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5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>		<u>Semester</u>	<u>Locations</u>
PSYC5401	15.00	5	Both	1	DM	
PSYC5402	15.00	5	Both	1	DM	
PSYC5403	15.00	5	Both	2	DM	
PSYC5404	15.00	5	Both	2	DM	
PSYC5406	30.00	5	Both	1, 2	DM	
PSYC5605	30.00	5	Both	1, 2	DM	
PSYC5608	60.00	5	Both	2, 1, X	DM	

Structure

Structure notes

1 In line with the University's Taught Postgraduate Programme Regulations, the modules specific to each award are 'Must Take' and 'Must Pass;' compensation between modules is not permitted. With the exceptions of PSYC5605 Advanced Research Methods and Data Analysis for Applied Psychologists and PSYC5608 Advanced Applied Psychology Dissertation (see the following section), compensation is allowed between assessed components within these modules as long as a minimum threshold mark of 45% is attained on any failed component(s).

Students who initially elect to register for an award of PG Cert will take:
 Either: PSYC5406, in addition to one Semester 1 module (either PSYC5401 or PSYC5402), and one Semester 2 module (either PSYC5403 or PSYC5404);
 Or: PSYC5401, PSYC5402, PSYC5403, and PSYC5404.

Students who initially elect to register for an award of PG Dip will take all modules with the exception of PSYC5608.

Because PSYC5608 is primarily an independent module, students will be working on this in collaboration with their academic supervisor at different points of the academic year, depending on whether they are enrolled in a full- part-time or distance learning mode of study. Initial preparation for the dissertation, including an assessed, dissertation research proposal takes place as a part of the module PSYC5605. An additional series of support workshops (taught and online) are delivered at the start of Semester 3. These workshops are shared with students taking the MSc Health Psychology and are repeated as required for part-time students.

Course Specific Differences or Regulations

1 PSYC5605 Research Methods and Data Analysis for Applied Psychologists is shared with students taking the MSc Health Psychology; on the latter programme, assessment on this module comprises three components, each of which is 'Must Pass.' The assessed components are: (1) A Quantitative Portfolio (2) A Qualitative Report (3) A Research Proposal. In common with the MSc Health Psychology programme, a key learning outcome of the MSc Psychological Wellbeing programme is that students are required to demonstrate M-Level competency in the range of measurement techniques, methodologies and analytic procedures used in contemporary applied psychology. In this module, assessed components (1) and (2) each make a unique contribution to the achievement of that learning outcome, and assessed

component (3) represents a key pre-requisite for the dissertation module. For these reasons, within-module compensation will not be permitted and all three assessed components are 'Must Pass.'

PSYC5608 Advanced Applied Psychology Dissertation is also shared with students taking the MSc Health Psychology, and assessment similarly comprises three must pass components; namely: (1) A Dissertation Report (2) A reflective portfolio (3) An oral or online presentation. As is the case for PSYC5605, each of these components makes a unique contribution to the learning outcomes for the module; moreover, to the key aim of the assessment for this module, which is to equip students with the research and professional skills necessary for a career in research, further vocational training in Psychology or PhD study. Because all three elements of assessment are encompassed within this aim, and the MSc award is dependent on the successful completion of its dissertation module, within-module compensation will not be permitted and all components are 'Must Pass.'

Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

1

6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

The Programme Leader, together with the programme team, will be responsible for ensuring that quality assurance procedures are conducted in accordance with the requirements of the University. A range of monitoring and evaluation activities, both formal and informal, will be employed to enable the team to determine whether the quality of the provision in terms of appropriateness of programme content and the effectiveness of learning and teaching strategies is maintained. In addition to enhancing quality, these activities also serve as a means of identifying and rectifying shortcomings, and include formal activities (e.g. the maintenance of a Programme Enhancement Plan (PEP) which identifies key quality issues for reflection, action and improvement, and the External Examiner system); the monitoring of student progress and marking standards (e.g. analysis of student destinations on completion of the programme, internal and external moderation of students' work); the student experience (e.g. the use of student feedback questionnaires, incorporating items relating to students' experience of technologies on at least an annual basis and the presentation of collated data at the HLS Postgraduate Board; the election of a student representative who attends the HLS Postgraduate Board in management mode, and who meets with members of the programme team at least once in each semester. Other quality procedures include annual Review and Planning events for staff and annual staff appraisal.

Course Handbook Descriptor