

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking [here](#).

Module Code:	HLT711
---------------------	--------

Module Title:	Dissertation in health, mental health and wellbeing
----------------------	---

Level:	7	Credit Value:	40
---------------	---	----------------------	----

Cost Centre(s):	GAHW	HECoS code:	100653
------------------------	------	--------------------	--------

Faculty	SLS	Module Leader:	Dr Sharon Wheeler
----------------	-----	-----------------------	-------------------

Scheduled learning and teaching hours	5 hrs
Placement tutor support	0 hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	10 hrs
Total contact hours	15 hrs
Placement / work based learning	0 hrs
Guided independent study	385 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MSc Health, Mental Health and Wellbeing	✓	<input type="checkbox"/>

Pre-requisites
None.

Office use only		
Initial approval:	20/05/2020	Version no: 1
With effect from:	28/09/2020	
Date and details of revision:		Version no:

Module Aims

Research in public health, mental health and wellbeing is vital for many reasons, including developing the evidence base for new and existing health improvement and promotion strategies, understanding people's lived experiences of health issues and services, and exploring health behaviours at individual, community and national levels in an evolving physical and social environment. This module will support students to undertake their own piece of research on a topic of their choosing related to public health, mental health and wellbeing, and disseminate their findings in a format suitable to their personal career needs and goals.

Module Learning Outcomes - at the end of this module, students will be able to

1	Undertake an original and ethical research study
2	Demonstrate comprehensive knowledge and understanding of a chosen area of research
3	Demonstrate comprehensive knowledge and understanding of a chosen methodology
4	Effectively disseminate research in a suitable written format
5	Effectively defend research orally to an appropriate audience

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	IA
Enterprising	I
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	IA
Organisation	IA
Leadership and team working	I

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Critical thinking	IA
Emotional intelligence	I
Communication	IA

Derogations
None.

Assessment:			
Indicative Assessment Tasks:			
<p>Student will be required to undertake one of the following extended pieces of work:</p> <ul style="list-style-type: none"> • Systematic literature review • Original piece of research* <p>The work should be written up in either a report or journal article format, both 8,000-words. Students will also be required to defend their work in the form of a 15-minute viva voce with their supervisor and second marker.</p> <p>*Students undertaking original research will be required to obtain ethical approval for their study prior to collecting any data and this will not be included in their word count</p>			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Dissertation	75%
2	5	Oral Assessment	25%

Learning and Teaching Strategies:
<p>Core aspects of the module will be delivered over the course of two weeks in a classroom setting (approx. 5 hours in total), which will be captured via lecture capture software such as Panopto. The software will capture the visual and audio aspects of the sessions and the recordings will be made available on the Virtual Learning Environment (VLE) to all students, alongside directed study. Students will be able to self-select which sessions they will attend face-to-face and which they will access by viewing online. It will be encouraged, but not required, that students attend a minimum of 2.5 scheduled learning and teaching hours relevant to the module, although they can study entirely online should they choose to.</p> <p>Learning and teaching activities in the classroom and VLE will include lectures, discussions, case studies, simulations, problem-based learning, workbooks, key readings and reflective activities.</p>

Learning and Teaching Strategies:

Following these sessions students will work with an assigned supervisor, who will support and advise them to undertake a research study and disseminate their work in written and oral formats. Students can expect a maximum of 10 hours of tutorials with their supervisor, which they will need to take responsibility for scheduling.

Syllabus outline:

The content will be updated regularly to reflect the evolving nature of the public health, mental health and wellbeing landscape, however, indicative content is as follows:

- Doing a dissertation
- Disseminating research in written and oral formats

Indicative Bibliography:

Essential reading

Booth, A., Sutton, A. and Papaioannou, D. (2016), *Systematic Approaches to a Successful Literature Review*. London: Sage.

Bowling, A. (2014), *Research Methods in Health: Investigating Health and Health Services*. Berkshire: Open University Press.

Bryman, A. (2016), *Social Research Methods*. 5th edition. Oxford: Oxford University Press.

McClean, S., Bray, I., Viggiani, N., Bird, E. and Pilkington, E. (2019), *Research Methods for Public Health*. London: Sage.

Other indicative reading

Bergin, T. (2018), *An Introduction to Data Analysis: Quantitative, Qualitative and Mixed Methods*. London: Sage.

Bruce, N., Pope, D. and Stanistreet, D. (2018), *Quantitative Methods for Health Research: A Practical Interactive Guide to Epidemiology and Statistics*. 2nd ed. West Sussex: John Wiley and Sons Ltd.

Creswell, J. and Creswell, D. (2018), *Research Design: Qualitative, Quantitative, and Mixed Methods*. London: Sage.

Davies, M. and Hughes, N. (2014), *Doing a Successful Research Project: Using Qualitative or Quantitative Methods*. London: Red Globe Press.

Indicative Bibliography:

Green, J. and Thorogood, N. (2018), *Qualitative Methods for Health Research*. London: Sage.

Greenhalgh, T. (2019), *How to Read a Paper: The Basics of Evidence-based Medicine and Healthcare*. Chichester: John Wiley and Sons Ltd.

Pope, C. and Mays, N. (2020), *Qualitative Research in Health Care*. West Sussex: John Wiley and Sons Ltd.

Ritchie, J., Lewis, J., Nicholls, C. and Ormston, R. eds. (2014), *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. 3rd ed. London: Sage.

Robson, C. and McCartan, K. (2016), *Real World Research*. 4th ed. West Sussex: John Wiley and Sons Ltd.

Walliman, N. (2016), *Social Research Methods: The Essentials*. 2nd ed. London: Sage.

Key Journals:

Community Mental Health Journal
Critical Public Health
European Journal of Public Health
Health & Social Care in the Community
Health Education & Behavior
Health Education Journal
Health Promotion International
Health Promotion Practice
International Journal of Public Health
International Journal of Qualitative Studies on Health and Well-being
Journal of Community Health
Journal of Health and Social Behavior
Journal of Public Health
Journal of Public Health Management & Practice
Journal of Public Health Policy
Mental Health & Prevention
The Lancet
The Lancet Child & Adolescent Health
The Lancet Global Health
The Lancet Public Health
Public Mental Health
Society and Mental Health