MSc Health Psychology

Programme Specification

Whether you’re starting out, moving up or starting again
WE’RE READY WHEN YOU ARE.
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## SECTION ONE: General Information

### Programme Specification

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>MSc Health Psychology</th>
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<tbody>
<tr>
<td>Approval of Specification</td>
<td>14/07/2016</td>
</tr>
<tr>
<td>Award Title &amp; Interim Awards</td>
<td>Masters in Health Psychology</td>
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<tr>
<td></td>
<td>Postgraduate Diploma in Health Psychology</td>
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<td></td>
<td>Postgraduate Certificate in Health Psychology</td>
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<tr>
<td>Mode of Study</td>
<td>Full-time: ☐ Part-time: ☐ E-learning: ☒</td>
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<tr>
<td></td>
<td>Distance:☐ Sandwich:☐</td>
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<tr>
<td>Programme Start Date &amp; Period of Validation</td>
<td>Start Date: August 12</td>
</tr>
<tr>
<td></td>
<td>Date of Last Update: Click here to enter a date.</td>
</tr>
<tr>
<td></td>
<td>5 Years: ☐ Indefinite: ☒ Other (Please state):</td>
</tr>
<tr>
<td>Awarding Institution</td>
<td>University of Derby: ☐ Other (Please State):</td>
</tr>
<tr>
<td>College Managing the Programme</td>
<td>University of Derby Online Learning</td>
</tr>
<tr>
<td>Institutions Delivering the Programme</td>
<td>University of Derby: ☒ Other (Please State): CLANS</td>
</tr>
</tbody>
</table>
| Relevant External Reference Points | QAA Benchmarking for Psychology  
This programme meets the framework for Higher Education qualifications level 7 descriptors. |
<table>
<thead>
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<tbody>
<tr>
<td>External Accreditation/Recognition</td>
<td>British Psychological Society standards for stage one Masters programmes in Health Psychology</td>
</tr>
<tr>
<td>JACS Code(s)</td>
<td>C841</td>
</tr>
</tbody>
</table>
SECTION TWO: Overview

Background/Context:

Health psychology is a dynamic and evolving profession and health psychologists must be equipped with a broad range of skills in order to meet these challenges. The MSc Health Psychology Programme at the University of Derby is designed for students who wish to access high quality health psychology education delivered by a team of experienced health psychologists. It fulfils the knowledge base required of Masters programmes by the British Psychological Society as part of the qualification for Full Membership of the Division of Health Psychology and Chartered Membership of the Society (CPsychol) and, with completion of Stage 2 training, eligibility for entry to the Health Care Professions Council (HCPC) register as a Health Psychologist. It also aims to equip students with a range of core and transferable skills central to health psychology practice in order to support progression to Stage 2 training and other areas of employment.

Overview of the Programme:

The programme is suitable for UK psychology graduates who hold Graduate Basis for Chartership (GBC) and non-UK psychology graduates who are eligible for GBC and wish to become Chartered Psychologists or Practitioner Psychologists in the UK. The programme is also suitable for UK and non-UK psychology graduates who wish to undertake postgraduate training in psychology but do not wish to become Chartered Psychologists or Practitioner Psychologists in the UK or who are not eligible for GBC having followed a non-accredited undergraduate degree (e.g. Psychological Studies or a Psychology joint honours degree).
### Key Characteristics:

The University of Derby Online Learning has a strong student focus and we believe that we demonstrate excellence in online teaching and student support. UDOL’s MSc in Health Psychology is:

1. Evidence-based, with demand-led future thinking curriculum. Staff keep up to date with health psychology theory and developments and content is reviewed and refreshed before the start of each trimester.
2. Responsive to British Psychological Society curriculum changes, key student demands and the requirements of local and international students.
3. Flexible, with a number of entry and exit points to best suit the needs of online learners, encouraging achievement and maximising retention. The programme is delivered over three trimesters and students can commence their studies in May, September or January.
4. Research-led, reflecting current developments in health psychology.
5. Underpinned by an in depth understanding of online learning pedagogy and the needs of online students.
6. Delivered by highly motivated and enthusiastic staff with a depth and breadth of subject expertise and an understanding of health psychology issues at local, national and international level.

### Programme Aims:

This programme has four key aims which are to:

1. Provide students with an in depth knowledge of health psychology that is necessary and sufficient for the academic component of the route to becoming a Chartered Psychologist with the British Psychological Society and/or Practitioner Psychologist with the Health Care Professions Council.
2. Provide students with the skills to critically evaluate theories, findings and methods relevant to the field of health psychology.

3. Provide students with the necessary skills in order to design, conduct, analyse and report empirical psychological research relevant to the field of health psychology.

4. Provide students with the professional skills to support progression towards health psychology practice within multi-professional health care contexts or other relevant areas of employment.

SECTION THREE: Programme Learning Outcomes

Programme Aims

Knowledge and Understanding

On successful completion of the taught elements of the programme (PG Certificate and PG Diploma) students will have knowledge and understanding of:

1. The scientist-practitioner perspective and the multidisciplinary context of health psychology teaching, research and consultancy
2. Current issues and developments in the discipline and implications for the applicability of the models and methods they are using.
3. The implications of working in applied contexts and the application of legal and statutory obligations and restrictions on health psychology practice such that they can recognise the limits of their own competence at this stage of training.
4. The social, political and organisational contexts in which health psychologists work and the effect these have on service delivery.

In addition to the above, on completion of the independent research element of the programme (MSc) students will have knowledge and understanding of:
The process of undertaking advanced scholarship in the discipline through the application of research methods applied to a specific area of health psychology

Dissemination strategies appropriate to the communication of research outcomes in the field of health psychology

**Intellectual skills**

On successful completion of the taught elements of the programme (PG Certificate and PG Diploma) students will be able to:

1. Critically analyse, interpret, synthesise and evaluate psychological and other relevant evidence
2. Apply critical thinking, reasoning and reflection
3. Identify and address issues relevant to the field of health psychology.

In addition to the above on completion of the independent research element of the programme (MSc) students will be able to:

Identify and articulate pertinent research questions appropriate to the field of health psychology

**Subject-Specific Skills**

On successful completion of the taught elements of the programme (PG Certificate and PG Diploma) students will be able to:

1. Draw upon a broad range of psychological expertise based on academic knowledge, skills, and a range of qualitative and quantitative research methods, relevant to the field of health psychology.
2. Make explicit links between the empirical and theoretical background to their work and its practical application, thereby developing a scholarly and critical approach to the scientific foundations of health psychology.
3. Use effective communication skills, both spoken and written, to disseminate psychological knowledge, approaches and interventions to others including academic audiences, clients and key stakeholders as and when appropriate.
4. Plan a continuing extension and development of their own skills and knowledge base, in order to support the development of their professional identity as a trainee health psychologist, or as relevant to other areas of employment.

In addition to the above on completion of the independent research aspect of the programme (MSc) students will be able to:

1. Systematically review literature relevant to the discipline of health psychology
2. Design and develop an appropriate empirical research protocol with regard to relevant ethical guidelines
3. Undertake intensive study and empirical research in their own area of specialism.

**Transferable Skills**

On successful completion of the programme students will be able to:

1. Communicate effectively in a range of written and oral formats
2. Demonstrate competent observation and listening skills
3. Demonstrate competence in the application of number including advanced statistical analysis
4. Competently use information technology including database and data analysis software
5. Demonstrate advanced problem solving skills
6. Work productively with others and understand the value of collaborative and multidisciplinary working
7. Effectively manage their own learning and professional development
SECTION FOUR: Programme Structure & Curriculum

Structure and curriculum

All modules are written, taught and assessed at Level 7. In order to obtain the Masters in Health Psychology, students must complete and pass the Induction and Enrolment module and gain 180 credits by undertaking all 7 modules offered on the Programme. All modules are worth 20 credits and consist of 200 hours of study, apart from Research Project in Health Psychology, which is equivalent to three standard 20 credit modules, is worth 60 credits and consists of 600 hours of study. There are no optional modules.

Students can also graduate with a Postgraduate Certificate in Health Psychology if they wish, stepping off after successfully completing three standard modules (60 credits), or they could step off after successfully completing six standard modules (120 credits) and graduate with a Postgraduate Diploma in Health Psychology.

Study patterns

The standard of rate of study is three years, with the Research Project in Health Psychology take in the final year of study. The accelerated rate of study is two years, with the Research project taken alongside modules. There are three entry points to the programme: Autumn, Spring and Summer trimesters.

Module availability

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Psychology of Health and Illness</td>
<td>Health promotion and behaviour change</td>
<td>Advanced Qualitative methods</td>
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<tr>
<td>Living with Long term conditions</td>
<td>Professional skills in health psychology</td>
<td>Advanced Quantitative methods in Health Psychology</td>
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<tr>
<td>Research project in health psychology (runs for three trimesters)</td>
<td>Research project in health psychology (runs for three trimesters)</td>
<td>Research project in health psychology (runs for three trimesters)</td>
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</tbody>
</table>
SECTION FIVE: Learning & Teaching

Development of knowledge and understanding

All modules offered on the programme are based on the standard 20 credit module, or multiples thereof, where 20 credits reflects 200 learning hours encompassing engagement with study materials, participation in interactive activities, directed reading, self-directed reading, reflection and preparation for assessment. The learning and teaching methods have been developed to introduce students to key health psychology theory and debates and to help students make the transition between theoretical knowledge and its application in practice.

Development of skills

Transferable skills are embedded and developed within all modules taught on the Programme. Communication skills are developed via group discussions and are also assessed via oral presentations. Research methods modules develop students’ ability to work with numbers, solve problems and use IT. Problem solving is also assessed in case study work. Self-directed study and the ability to manage one’s own learning are also promoted in each module, particularly for the Research Project in Health Psychology.

Ethics

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people. Information on these principles can be found on the University web site at [www.derby.ac.uk/research/ethics](http://www.derby.ac.uk/research/ethics)

In addition, students at the University of Derby within the subject area of psychology are required to adhere to the Ethical Principles for Conducting Research with Human Participants as outlined by the British Psychological Society (BPS). These are available to download from [www.bps.org.uk](http://www.bps.org.uk). All students are required to gain ethical clearance for their independent scholarly activity, whichever form that takes, from the Psychology Research Ethics Committee. Full details of the ethics submission requirements for students on the programme are detailed in the Programme Handbook.

Furthermore, different professional bodies and organisations have differing ethical procedures. Ethical procedures within the health service for example are particularly
rigorous. Students must make sure they are aware of the particular ethical procedures that may pertain to environments in which they work and should plan to conduct only research which will also be approved by the appropriate bodies. Research involving clinical populations or those falling under the remit of NHS ethics will only be permitted if a student can demonstrate a pre-existing relationship with the population and/or service and has the support of the host organisation and clinical lead responsible for the service to undertake the research (including clinical needs assessments and audit). Students will be strongly advised to identify areas for investigation involving non-clinical populations due to the timeframe for obtaining NHS ethics.

Students who breach ethical or research governance guidelines will be automatically stopped from continuing with their research whilst the nature of the breach is investigated. Students who are deemed to have committed a serious breach of ethical practice will not be permitted to complete their research and will automatically fail the module. Depending on the nature of the breach students may or may not be permitted to redeem the failure.

SECTION SIX: Assessment

The programme operates within the University's Postgraduate Assessment Framework and conforms to its regulations on assessment. Students are also required to adhere to the British Psychological Society's code of ethics and maintain confidentiality at all times in assessed work. Failure to do so will result in a fail in that piece of work. The programme is assessed via 100% coursework. Assessments are matched to the individual module learning outcomes, which are derived from programme aims and programme learning outcomes. All modules will require critical reasoning and evaluation in order for students to pass learning outcomes. Given the design of the programme there are no group assessments, however students are encouraged to discuss their learning and assessment preparation with their peers on the programme.

The majority of assessments require students to integrate and critically evaluate the knowledge and skills covered in each module with additional information and evidence they have identified using their research literacy skills. Knowledge and Understanding and Intellectual Skills are assessed through a range of techniques including traditional essays and case studies as well as more innovative assessments such as online oral presentations and intervention implementation plans. Effective communication of ideas,
critical evaluation and synthesis of knowledge is an important criterion in assessing all areas of work at this level.
Practical skills, including a range of methodological and analytical techniques, are assessed through the completion of practical reports to demonstrate competency across a range of areas. More advanced subject specific skills are assessed through the application of methodological knowledge for example through developing or critiquing research proposals and conducting independent scholarship.

SECTION SEVEN: Admission

Entry requirements
Applicants are required normally to have at least a 2:1 Honours Degree in Psychology, which is recognised by the British Psychological Society for Graduate Basis for Chartership (GBC). A 2:2 Honours Degree may be accepted if the applicant has relevant work experience or can demonstrate an ability to study at Level 7 through the completion of other postgraduate study. Applicants with a Joint Honours Degree in Psychology or with an undergraduate degree that contains at least 60 credits of psychology may also be considered.

The UK equivalence of qualifications for applicants with overseas qualifications is checked by our dedicated Online Learning Admissions Advisor (OLAA) for the programme using the National Academic Recognition Information Centre (NARIC), to ensure the applicant’s degree reaches our entry requirements. Additionally, if their degree was not completed in English, students are required to demonstrate their ability to cope with the demands of postgraduate study through having a minimum IELTS score of 6.5 (with a minimum of 6.5 in each component).

Students without GBC

All applicants with a psychology degree that does not confer GBC are advised by the Online Learning Admissions Advisor before enrolment to check independently with the BPS for their GBC eligibility status prior to starting the course.
**Order of training and the Graduate Basis for Chartered Membership**

The programme team has welcomed the Society's recent change to enable individuals who do not have the Graduate Basis for Chartered Membership (GBC) to follow the pathway to qualification more flexibly.

Students who undertake the programme but are not eligible for the GBC are advised before enrolment that they may complete studies that would enable them to gain eligibility for the GBC *after* completing their MSc, without having to repeat this Stage One training. Applicants are also advised that they must do so *prior* to commencing Stage Two training if they intend to progress towards practitioner psychologist status.

We have welcomed the Society's recommendation that students who enter an MSc without GBC may require additional support in getting up to speed on key theoretical material. As such, we have added introductory learning materials on health psychology and the key health behaviour models to the programme page to support this, which students can access to prior to the programme start. Applications for RPL and RPEL will also be considered under the regulations of the University of Derby.

We consider all applications for Recognition of Prior Learning (RPL) and Recognition of Prior Experiential Learning (RPEL) in accordance with University of Derby Academic Regulations. Applicants for RPL are required to demonstrate how any prior Level 7 learning maps against the programme and module learning outcomes. Where there is demonstrable overlap between prior taught curriculum and module specific learning outcomes, we can consider awarding RPL up to a maximum of 60 credits. RPL or RPEL is only awarded in cases where it is clear that the core knowledge base for BPS Stage One health psychology training in that area is fully encapsulated by the prior learning and awarding of credits. Applications for RPL against the Research Project in Health Psychology module are not considered.

Applicants with overseas qualifications are strongly advised to establish the UK equivalence of their qualifications. Due to the demands of postgraduate study a minimum IELTS score of 6.5 (with a minimum of 6.5 in each component) is required for entry to the programme for non-native English speakers. UK equivalency of qualifications will be checked by the Online Admissions Advisor using NARIC.
SECTION EIGHT: Student Support & Guidance

Providing appropriate support and guidance to students undertaking online distance learning is an important aspect of the programme. The Academic Lead, assisted by the programme management team, oversees all students enrolled on the programme to ensure their experience of and progression through the programme is optimal. A combination of programme and university level support is provided and students are strongly encouraged to make use of all the sources of support that are available to them, depending on their personal needs.

Enrolment and Induction

The programme contains a bespoke enrolment and induction module which is designed to support students in joining the programme, ensure they have a good introduction to the programme and the technology used to deliver the programme. An important part of the induction process is to check that students’ PC and internet facilities are sufficient to support their engagement with the programme. The enrolment and induction module includes a variety of exercises to check students can navigate their way around the learning environment (Blackboard), the University’s online resources and can access all the learning technologies utilised within the programme. Early engagement identifies any immediate issues and promotes successful engagement. Every student is allocated a personal tutor, in line with the BPS standards. In addition, module leaders are in place to support the students’ learning on each module.

SECTION NINE: Post Programme Opportunities

The programme supports progression in terms of further qualifications and employment. The Personal Development Planning (PDP) element of the programme has a clear focus on CPD and on developing independent active learners. Students are encouraged to think about how their current learning fits in to their short, mid and long term plans. Evidence suggests that postgraduate education often leads to increased career opportunities as a result of developing knowledge, skills and confidence in one’s own abilities. Subject to the successful accreditation of the programme as fulfilling the requirements for the MSc Health Psychology/Stage One Qualification in Health Psychology, students will be eligible to proceed onto BPS/HPCP accredited Stage Two programmes to fulfil their training to be a Chartered Psychologist (if they hold Graduate Basis for Chartership with
the British Psychological Society) and a Practitioner Psychologist (registered with the Health Care and Professions Council).

Post-programme academic and career advice will be provided to graduates of the programme through continued contact with personal tutors. Programme page announcements will provide students with information about post programme opportunities and health psychology events.

**Appendix**

**Curriculum map**

<table>
<thead>
<tr>
<th>Programme Learning Outcomes</th>
<th>Programme modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>LWTC   PHI   HPBC   PS   AQM   AQMHP   RHIP</td>
</tr>
<tr>
<td>The scientist-practitioner perspective and the multidisciplinary context of health psychology teaching, research and consultancy</td>
<td>✓</td>
</tr>
<tr>
<td>Current issues and developments in the discipline and implications for the applicability of the models and methods they are using.</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>The implications of working in applied contexts and the application of legal and statutory obligations and restrictions on health psychology practice such that they can recognise the limits of their own competence at this stage of training.</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>The social, political and organisational contexts in which health psychologists work and the effect these have on service delivery.</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>The process of undertaking advanced scholarship in the discipline through the application</td>
<td>✓ ✓ ✓</td>
</tr>
</tbody>
</table>

15
University of Derby Online Learning

<table>
<thead>
<tr>
<th>Intellectual skills</th>
<th>LWLTC</th>
<th>PHI</th>
<th>HPBC</th>
<th>PS</th>
<th>AQM</th>
<th>AQMHP</th>
<th>RHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyse, interpret, synthesise and evaluate psychological and other relevant evidence.</td>
<td>✔</td>
<td></td>
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<tr>
<td>Apply critical thinking, reasoning and reflection</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<td>✔</td>
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<tr>
<td>Identify and address issues relevant to the field of health psychology.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Identify and articulate pertinent research questions appropriate to the field of health psychology (MSc)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<thead>
<tr>
<th>Subject-Specific Skills</th>
<th>LWLTC</th>
<th>PHI</th>
<th>HPBC</th>
<th>PS</th>
<th>AQM</th>
<th>AQMHP</th>
<th>RHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw upon a broad range of psychological expertise based on academic knowledge, skills, and a range of qualitative and quantitative research methods, relevant to the field of health psychology</td>
<td>✔</td>
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<tr>
<td>Make explicit links between the empirical and theoretical background to their work and its practical application, thereby developing a scholarly and critical approach to the scientific foundations of health psychology.</td>
<td>✔</td>
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<tr>
<td>Use effective communication skills, both spoken and written, to disseminate psychological knowledge, approaches and interventions to others including academic audiences, clients and key stake-holders as and when appropriate</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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</tbody>
</table>
Plan a continuing extension and development of their own skills and knowledge base, in order to support the development of their professional identity as a trainee health psychologist, or as relevant to other areas of employment

Systematically review literature relevant to the discipline of health psychology (MSc)

Design and develop an appropriate empirical research protocol with regard to relevant ethical guidelines (MSc)

Undertake intensive study and empirical research in their own area of specialism (MSc)

<table>
<thead>
<tr>
<th>Transferrable skills</th>
<th>LWLTC</th>
<th>PHI</th>
<th>HPBC</th>
<th>PS</th>
<th>AQM</th>
<th>HP</th>
<th>AQM</th>
<th>PHIP</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate competent observation and listening skills</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Demonstrate competence in the application of number including advanced statistical analysis</td>
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<tr>
<td>Competently use information technology including database and data analysis software</td>
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<td>✔</td>
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<tr>
<td>Demonstrate advanced problem solving skills</td>
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<tr>
<td>Work productively with others and understand the value of collaborative and multi-disciplinary working</td>
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<td>✔</td>
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<tr>
<td>Effectively manage their own learning and professional development</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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Module key
LWLTC = Living with Long term conditions
PHI = Psychology of Health and Illness
HPBC = Health Promotion and Behaviour Change
PS = Professional Skills in Health Psychology
<table>
<thead>
<tr>
<th>AQM</th>
<th>Advanced Qualitative Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQMHP</td>
<td>Advanced Quantitative Methods in Health Psychology</td>
</tr>
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<td>RHIP</td>
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