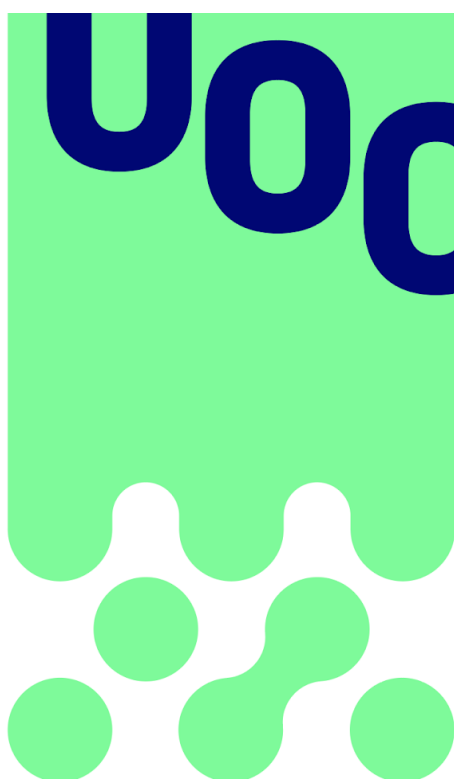


Doctoral Programme Guide

Health and Psychology



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Introduction

The Health and Psychology programme is run by the UOC Doctoral School and is closely linked with the research experience of the faculty and research staff at the Faculty of Health Sciences, the Faculty of Psychology and Education Sciences, the eHealth Center and the Internet Interdisciplinary Institute (IN3).

The programme's overall goal is to help students develop the competencies required to successfully work within its different research lines. More specifically, our goal is to train researchers who are capable of asking meaningful research questions and whose output contributes to **improving people's health and well-being**. In addition, we want them to be capable of developing research projects that pursue a truly **transformational purpose** and train them to provide **methodical, innovative and searching** answers to the questions raised.

The doctoral programme is divided into seven research lines which address the following topics: e-health; psychological aspects and tools; neuroscience and language disorders; nutrition and lifestyles; healthy work environments; community care and health; and gender, health and sociocultural models. Different thesis proposals are offered for each of the research lines and updated each year.

Admission profile

This doctoral programme is for those individuals looking to focus their career on research and who are creative, original and wish to advance in solving significant problems in their field of study.

Students wishing to be admitted to this doctoral programme must have a bachelor's degree in one of the health sciences (among others, Psychology, Nursing, Human Nutrition and Dietetics, Speech Therapy, Physiotherapy or Medicine). In addition, students must hold a university master's degree in the field of health sciences. However, candidates with related qualifications that the



programme's committee decides are appropriate (depending on the candidate's specific profile) will also be considered.

Academic Committee

This is a body whose members are professors/researchers, supported by a programme management assistant and the Doctoral School. This Committee is responsible for deciding the programme's study plan and making the programme's academic decisions.

Members of the academic committee

- Mercè Boixadós Anglès, PhD - Representative of the: Psychology: Tools, Interventions and Practices for Health
- Marina Bosque Prous, PhD - Representative of the Food and Lifestyle
- Núria Esteve Gibert, PhD - Representative of the Neuroscience and Language Disorder
- Pilar Ficapal Cusí, PhD - Representative of the Healthy Work Environments
- Israel Rodríguez Giralt, PhD - Representative of the Care and Community Health
- Francesc Saigí Rubió, PhD - Representative of the eHealth
- Milagros Sáinz Ibáñez, PhD - Representative of the Gender, Health and Sociocultural Models

Coordinador of the programme

Rubén Nieto Luna, PhD

Assistant to the programme manager

Miss Roser Alonso Hernández

(More information about research lines can be found in the website of the doctoral school)

Competencies

Basic competencies

- Systematic understanding of a field of study and mastery of the research skills and methods related to this field.
- Ability to conceive, design or create, put into practice and adopt a substantial research or creation process.
- Ability to contribute to expanding the frontiers of knowledge through original research.
- Ability to carry out a critical analysis and assessment and synthesize new and complex ideas.
- Ability to communicate with the academic and scientific community and with society in general regarding the student's areas of knowledge in the styles and languages commonly used by the international scientific community.
- Ability to foster, in academic and professional settings, scientific, technological, social, artistic or cultural progress in a knowledge-based society.

Personal abilities and skills

- Ability to come to conclusions by analogy in contexts where there is little specific information.
- Ability to find the key questions that must be answered to solve a complex problem.
- Ability to design and develop innovative projects.
- Ability to work both as part of a team and independently in an international or multidisciplinary setting.
- Ability to integrate knowledge, tackle complexity and formulate judgements with limited information.
- Ability to criticize and defend solutions from an intellectual viewpoint.
- Ability to set specific goals and, on the basis of these goals, organize and plan the tasks that must be performed to achieve them in a specified time.
- Ability to engage with other projects that are not specifically related with the subject of the thesis, but may provide significant learning or contribute value for the student.
- Ability to prepare and engage with teaching tasks that may contribute to the student's academic training.

Programme of study

The proposed training activities are listed in summarized form in the table below:

1st year. Semester 1 <i>Bridging courses</i> <i>Doctoral programme seminar</i> <i>Seminars and workshops</i>	Optional Optional* Optional
1st year. Semester 2 <i>Research plan</i> <i>Bridging courses</i> <i>Doctoral programme seminar</i> <i>Seminars and workshops</i>	Compulsory Optional Optional* Optional
2nd year. Semester 4 <i>Activity report</i> <i>Doctoral programme seminar</i> <i>Seminars and workshops</i>	Compulsory Optional* Optional
3rd year. Semester 6 <i>Activity report</i> <i>Doctoral programme seminar</i> <i>Seminars and workshops</i>	Compulsory Optional* Optional
4th year. Semester 8 <i>Activity report</i> <i>Doctoral programme seminar</i> <i>Seminars and workshops</i>	Compulsory Optional* Optional

* highly recommendable for all students and compulsory for full-time students

Apart from the activities listed in the table, priority will be given to mobility programme activities. These will be based on conference presentations and visits to research centres.

However, the specific training activities proposed will be based on each student's **personalized study plan**. This plan will define both the activities and their timing; it will be designed by the tutor and the thesis supervisor on the basis of each student's prior knowledge and research skills. It should be stressed that there are no training activities that are compulsory for all students.

Bridging courses

Doctoral students will take the bridging courses agreed in the study plan with the thesis supervisor, in order to comply with the requirements established by the Academic Committee. These bridging courses may focus on training for research, specific training related with the line of study or they may have interdisciplinary content. In any case, they consist of master's degree courses that are related with the doctoral programme, generally with a high degree of specificity, that may help students progress in their research.

Seminars and workshops

These are short-duration training activities designed by the Doctoral School and which students from different programmes may find useful (although each programme can also have its own activities). These are usually on-site or online activities that are regularly updated to align with the students' identified needs. They may be given by experts in specific subject areas and they can be given at different times during the programme. The difference between seminars and workshops is that the latter have a more practical approach.

Within this section, we highlight the research programme seminar for the doctoral programme in Health and Psychology. This seminar is intended as an on-site and online meeting space that is held regularly with the aim of sharing doctoral students' different work and topics for cross-disciplinary debate among students belonging to the same cohort and the faculty members involved in giving the doctoral programme.

Mobility activities

Within the programme's learning activities, interdisciplinary mobility activities are also proposed with the goal of encouraging and enabling students to take part in congresses, dissemination activities and research stays abroad



Thesis supervisory committee

Appointed by the programme's Academic Committee, its members are the thesis supervisor – who is also the Committee's president – and another two faculty members or researchers, both holders of doctoral degrees and with proven research experience. The members of this committee will issue progress reports on the student's doctoral research for the programme's Academic Committee, so that it may better monitor and assess the activity carried out by each doctoral student. In its reports to the Academic Committee, the thesis supervisory committee will also assess the research plan prepared by the doctoral student and will propose its approval or not, giving the reasons in either case. However, the decision on this and other assessments corresponds solely to the programme's Academic Committee.

Tutor

This is the person who welcomes the doctoral student (after they have been admitted to the programme), proposes a personalized study and research plan (based on the student's prior experience and training) and helps the student find a thesis supervisor during the first few weeks after starting the programme. The tutor must be a doctoral degree holder and member of the UOC's staff and must have been approved by the programme's Academic Committee. The tutor will identify the professor or researcher who may perform the functions of the thesis supervisor for the doctoral student. However, in most cases, the tutor initially assigned to the student ends up taking on the functions of the thesis supervisor, when the thesis' subject and the student's interests are so required.

Thesis supervisor

The thesis supervisor works with the doctoral student, first of all, to present and obtain approval of the research plan and, subsequently, to write and defend the doctoral thesis. The thesis supervisor monitors the doctoral student's research plan at regular intervals, guiding the student in its development. As the student progresses in the development of the plan, the thesis supervisor encourages the student to take the initiative and work more independently. The thesis supervisor ensures that the plan is original, formative and innovative, and can be completed within the time proposed, and also that it is consistent with the research line it is affiliated with. In short, the thesis supervisor is the student's main point of academic reference at the University, once the student has completed the

activities that may have been included in the personalized study plan during the doctoral programme's first year.

In the case of full-time doctoral students who have received one of the UOC grants for performing doctoral theses or other competitive predoctoral grants, the thesis supervisor is also responsible for the activity performed by the grant holder within the institution.

Research plan

Supervised and guided by the tutor and the thesis supervisor, each student must develop a research plan during the first semester, which will be assessed during the first academic year. This document should contain a first outline of the student's study subject, how it will be approached and the expected results. It should also include a timeline of the activities that will be carried out to achieve the proposed objectives. Obviously, this document may undergo changes as the activities related with the thesis are completed. However, the goal is to provide the student, the thesis supervisor and the tutor with a map that will guide them through the process.

As part of the development of the research plan, the student will be required to review the relevant literature and follow the thesis supervisor's instructions. The research plan will be assessed by the thesis supervisory committee and two independent assessors. The process ends with approval of the research plan by the Academic Committee.

Activity report

Having completed the research plan, the next step will be to submit the activity report for the annual monitoring assessment.

The activity report is an instrument that includes all the activities performed by the student. In this document, the student must give detailed information about the specific research training received: cross-disciplinary training; research plan; changes in thesis supervisor; justified pauses in the activity (temporary absences approved by the Academic Committee); agreements; stays; grants and financial support; participation in conferences, workshops or seminars; publications, etc.

The training and research activity carried out by the doctoral student during each academic year will undergo an annual monitoring assessment performed by the thesis supervisory committee (and must be approved by the Academic

Committee). Obtaining a favourable result in this assessment is a necessary prerequisite for continuing with doctoral studies.

Assessment

Each year, the programme's Academic Committee supervises students' progress on the basis of the research plan, the reports issued by the thesis supervisory committee and the students' activity report. The Committee will perform an individualized assessment of students' progress, taking into account their specific goals and giving priority to the scientific quality of their work and their training as a future researcher.

At the time of submitting the thesis and based on the reports issued by external experts, the Academic Committee will state whether students have met all the requirements specified in the study plan and the research plan. If they have, students will be authorized to defend their thesis.

In this doctoral programme, we recommend presenting the thesis as a compendium of scientific publications. You will find the rules applicable to this and the rules concerning thesis submission on the Doctoral School's website.