**Introduction**

This document explains the main requirements and assessment criteria for the coursework case study. In addition to this document, further guidance on preparing the case study is provided in the first seminar session on Wednesday 23rd September and then in subsequent seminar sessions throughout the module.

• This assignment contributes to 60% of your overall module mark.

• This is an individual piece of work.

• For this case study you are required to investigate, discuss and evaluate the application of a mind-body therapeutic intervention in a specific group of users (e.g. disadvantaged youths; dementia patients) or setting (e.g. school).

* You may choose which intervention and which group or setting on which to base your case study on. However, it is essential you check with and gain the **approval of your seminar leader** the precise details of the intervention group and/or setting you wish to research and write about before proceeding.

• It is expected the case study will primarily be based on reviewing relevant literature ‘secondary research’, as would be expected in a straight-forward essay, but students are also expected to include an element of first-person experience of the intervention (or personal experience in delivering it). Credit therefore will be given for case studies that incorporate some reporting of personal experience of a mind-body intervention.

• The minimum and maximum word limits for this case study are 2000 - 2400 words. This includes all in-text citations but excludes the title and reference section.

* Please note that these word limits are part of the assessment criteria. Marks for case studies that fall outside of this specified range will be adjusted accordingly.

• Submission for the case study is via ‘Turnitin’ on Blackboard only. Please do not try to submit a printed copy of your case study. Further details on submitting your coursework will be provided via Blackboard and in the lecture/seminar sessions.

• You are responsible for retaining a back-up copy of the coursework when the original is submitted for assessment.

**Rationale for the Case Study**

The main purpose of this coursework is to acquire in-depth information about a specific mind- body intervention through both researching the intervention through secondary research, as well as engaging with first person experience of the intervention.

• **‘Secondary research’** means finding out about your chosen intervention through mainly library-based research i.e. through books, journals, the Internet and other sources. This will encourage you to develop further the skills necessary to access academic information. The majority of the marks allocated to the case study will be drawn from this element of the case-study.

* In addition to sourcing information about your nominated intervention the case study is expected to include an evaluation of the relative benefits and possible disadvantages of such an approach being used. To make such an evaluation it is essential your arguments and observations have an empirical basis i.e. that they are supported with research evidence.

• Without the time-constraints of an exam, the case study is expected to display a more reflective and discursive style of writing with higher standards of literacy and presentation than examination essays.

• **First-person experience** involves gaining some knowledge and experience through your own engagement with your chosen intervention. You will need to discuss this with your seminar leader to check it is suitable for the assignment.

* This could be, for example, by joining a virtual yoga class, mindfulness group or something similar. Attending a series of classes is not necessarily essential so taking part in an introductory session for example, may be sufficient.
* Similarly learning and gaining experience of an intervention through a ‘self-help’ type programme, or through engaging with an intervention through a you-tube video or self-help book is another way to carry out your first-person experience.
* There are also some opportunities within the module itself, as there is a formative assessment on Focusing for example in which students keep a week long diary of their own experiences.
* Some students may have voluntary or paid work carrying out mind-body interventions. Personal reflections of delivering such interventions is also acceptable as the ‘first-person experience’ section.

**Learning Outcomes**

This case study assesses Learning Outcomes 3 and 4, with relevance also to Learning Outcomes 1, 2 and 5. (See below).

1) Demonstrate extensive knowledge of disrupted cognitive, emotional and physiological processes that underlie psychological disorders across the lifespan.

2) Critically evaluate the biological and psychological factors associated with different mind- body interventions on neuronal structure and function.

3) Describe in detail the clinical application and limitations of interventions such as mindfulness.

4) Review the current literature on the application and efficacy of mindfulness and other mind-body interventions within a clinical setting

5) Demonstrate an ability to convey complex concepts and detailed scientific information, in an engaging and accessible manner suitable for assimilation by both expert and non- expert audiences.

**Structure of the case study**

Your case study should be structured using the following headings and sub-headings:

***Title***

The case study should be headed with a title. The title should include the particular intervention being reported on and the group and/or setting you have chosen.

***Summary (brief)***

You should start with a summary of the case study as a whole. This should be concise. You may also indicate any key points, findings or lines of argument you are going to follow in the main body of the text. There is no set word limit for the summary but as a guide you should be able to present this section in a maximum of 250 words.

***Rationale for choosing the particular intervention and the client group and/or setting.***

Provide a brief account of your reasons for selecting this approach as well as the client group and/or setting. Part of this will be a ‘first-person’ account i.e. you can report your own personal preference for the selected intervention. Provide here a detailed description of the client group and/or setting you are reporting on. You can consider here whether your clients tend to use other interventions as well such as pharmacotherapy.

***History and philosophy of the intervention***

Include here some background information about the origins of the intervention including reference to any key figures in its development and the culture and context in which the intervention emerged. State here also not only the overall goals for this particular approach but any specific aims it has in relation to the specific user group and/or setting you have chosen. It is also important to consider to report here who the practitioners are e.g. what type of training and/or accreditation is required.

***Efficacy of the intervention***

Here you should report on the research you have found that reports on the effectiveness (or otherwise) of this intervention. Assessing levels of ‘success’ in many therapeutic approaches is often problematic so include in this section the challenges in measuring the outcome of the intervention. This can also include consideration of how accessible the intervention is to your chosen group and how cost effective it is, particularly if it is available through public funding e.g. as an NHS intervention. The section should be evidence based and contain a clear evaluation element.

***First person account***

Here you can write about your own experience of the intervention. The marks allocation for this part of the case study is 25% of the total marks. It is strongly advised therefore that you limit this section to approximately 500 words as the majority (75%) of the marks you receive will be drawn from the other sections.

***Conclusion and final evaluation***

The case study should close with a concluding paragraph (or two) that restates the main observations and any other key points including an overall evaluation of the benefit of the intervention as it relates to your chosen client group and/or setting. You may take into consideration here your first person experience of the intervention.

**Assessment criteria for the case study**

Please remember that the assessment criteria will be based on:

• The degree to which an evaluative case study is produced. You are therefore encouraged to consult a range of sources from original journal articles and books, to basic textbooks to support the points that you make. Please remember that the evaluative content should be a balanced discussion of the strengths, weaknesses and other notable aspects of the intervention. Thus, while it is good to identify limitations and weaknesses it is equally important to highlight the strengths of the approach.

• The depth of information provided about the intervention including its history, its application, the practitioners and the client group and/or setting. This aspect of the case study will be largely descriptive. However, it is essential that the relevance of all the material you include is made clear.

• Your first-person account

• Presentation: The overall readability of the case study including sentence structure, grammar, spelling and academic style of writing.

* Make sure that your typescript is easy to read. Use at least Times Roman 12 pt. font (or equivalent), 1.5 line spacing and margins of 2.54 cm.
* Before submitting your work check your sentence structure, grammar and spelling.
* Ensure your paragraphing reflects the organization of the case study.
* Ensure you have adopted an academic style for writing.
* Make sure that the case study is not too short or too long, i.e. keep within the specified word limits.

**Citing and referencing your work**

• It is very important that you fully acknowledge the work of others in the appropriate way and do not simply copy information or ideas without citing and referencing the original sources.

• Remember also that in addition to citing the appropriate reference it is very important to show quotation marks and appropriate page numbers for text that is not written in your own words.

• If you copy words used from a book, journal or website and do not put that text in quotation marks along with the appropriate citations and page numbers this will be considered plagiarism. Please see the appendix (page five) for guidance on plagiarism and remember to follow the AWiP guidelines for citing your sources and presenting your references.

**Getting your mark and feedback**

Our aim is to provide you with the mark and feedback for your case study by 7th January. However, please do bear in mind that while every effort is made to return marks and feedback by this date there may be circumstances e.g. staff sickness that make it necessary to extend this schedule by a few days.

# Appendix

**Academic Integrity Policy for Taught Courses - Student Guidance on Plagiarism**

When you submit work for individual assessment, the work **must** be your own. If you have included sections of text from other sources without referencing them correctly, then you may be accused of plagiarism.

Plagiarism is defined as submission for assessment of material (written, visual or oral) originally produced by another person or persons, without acknowledgement, in such a way that the work could be assumed to be the student’s own.

Plagiarism may involve the unattributed use of another person’s work, including: ideas, opinions, theory, facts, statistics, graphs, models, paintings, performance, computer code, drawings, quotations of another person’s actual spoken or written words, or paraphrases of another person’s spoken or written words.

Plagiarism covers both direct copying and copying or paraphrasing with only minor adjustments. You must keep a careful record of all the sources you use, including all internet material. It is your responsibility to ensure that you understand correct referencing practices.

If you use text, data, drawings, designs or artefacts without properly acknowledging who produced the material, then you are likely to be accused of plagiarism. Here are some simple dos and don’ts, to help you avoid plagiarism:

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| **Do** | **Do not!** |
| Include references to all sources at the point where they appear in your text, either via adirect reference or foot note | Rely on citing sources in your bibliography without making clearwhere they appear in your text |
| Always use quotation marks to indicate someone else’s ideas | Take parts of other people’s sentences and incorporate them into your own writing without making clear that theyare not your own words |
| Reference diagrams, tables and other forms ofdata | Assume that plagiarism only refers towritten words in prose narrative |
| Include full website references which make clear exactly which page you referenced, e.g. <http://www.guardian.co.uk/education/2009/apr/1>8/university-life-academic-cheating | Simply cite the top-level page and expect your tutors to search for your source:<http://www.guardian.co.uk/> |

Always check with your Module Leader or Course Leader if you are unsure about subject- specific conventions concerning referencing and attribution (e.g. in design-based and creative subjects where there may be particular expectations about referencing and/or copyright). You can access a helpful tutorial about plagiarism in Blackboard. After signing in the tutorial can be accessed from any page in Blackboard by clicking on the Skills Resources tab. Please consult the relevant module leader or your course leader if you need advice.