

School of Healthcare

FACULTY OF MEDICINE AND HEALTH



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Study Skills and Assignment Information Booklet
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Study Skills Guide & Assignment Information

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Introduction

This Study Skills Guide and Assignment Information booklet is issued to all Leeds Addiction Unit students at the School of Healthcare to help you and your learning during the programme of study that you have chosen to undertake.

Each individual has a different way of learning so it is important to identify your style of learning.

This guide is to help you along your pathway in conjunction with group discussions and structured tutorials to develop academic skills.

If you feel that there are any particular skills that you would like to develop, or any further advice that you need, please speak with your personal tutor.

Aim and objectives of this guide

Aim

To encourage effective study and learning skills with the emphasis on student centred learning.

Objectives

You will be:

motivated to explore issues and ideas related to successful study

able to identify and implement time management strategies related to individual learning

encouraged to seek enjoyment and personal achievement by developing study skills

able to identify and utilise learning resources effectively

Personal goals

The way you study is influenced by your decision to begin a programme of study. It is important to identify your personal goals in relation to why you are studying. Take some time to identify your personal goals and relate these to your learning.

How do we learn?

Learning is the gaining of, over a period of time, skills, knowledge, experience or attitudes. Learning is generally agreed to be the process of changing your behaviour so that you will be able to do or know something that you were unable to do or know before the learning took place.

Your existing experiences of different situations in which you have found yourself, and the behaviour of different people you have observed and worked with, form the base for your new learning. From such experiences and observations you can reflect on your own abilities and identify your particular strengths and weaknesses.

Reflect back on the learning that took place on the most recent learning experience and/or course you have undertaken and determine particularly successful learning situations. Think about what it was that made that learning successful for you in an academic situation and in a practical situation.

The following are brief notes on generally agreed principles of learning:

Easy to learn what is enjoyed

Learning is almost effortless if you are particularly interested in the subject - this may be because you have already experienced success in this particular area.

Motivation matters

If you really want to learn something you will in spite of the apparent difficulties. The motivation to succeed in practical situations is paramount. Built into this is the sometimes painful experience of becoming more self aware - the ability to see yourself as others see you.

Success breeds success

If you are good at something, or find on the course that you do particularly well in some new subjects, it is natural to want to practise the skill or study the subject further.

Repetition is important

Just as sportspeople or musicians need to practise frequently, academic skills also improve with practice. While aspects of clinical practice will be introduced in the theoretical context, opportunity to practise and reflect on them is integral to the planned fieldwork/practical work experience. Communication and interpersonal skills underpin the practice element. Feedback from others as well as repetition is fundamental.

Learning by imitation

Much of our learning comes by watching other people, followed by practice, especially when learning skills e.g. social, interpersonal, and professional.

Experiential Learning

Practical on-the-job experience is particularly valuable, giving opportunity for putting into practice professional skills, and giving opportunity for 'reality' as well as reflection on practice.

Discussion

Talking to others about a learning task or problem can be a great help. Colleagues, practitioners and tutors can throw new light on situations.

Good teaching

Clear explanations and giving of new information in appropriate language, plus appropriate visual aids, plus planned practical experience to consolidate some of this new learning.

Books are important

As indeed are journals and other written information e.g. internet - as an aid to learning. Ability to use referencing and reviewing the literature skills are of great importance here.

Organising study time

Studying at home

Efficient study at home depends upon well-planned management of your space and time.

A space of your own

Is there an under-used room or an area in your home where you can study uninterrupted? Once you have a space, think about some of the conditions, which you would find conducive to study. Some of these may include:

Peace and quiet - away from people, television

Warmth and good ventilation

A table/desk and a comfortable chair

Adequate lighting

Somewhere to store books, files, card indexes and stationery equipment - notepaper, pens, hole punch, stapler, highlighters, paper clips etc.

To be able to leave all your papers and books out on the table ready to pick up where you left off. This can save a lot of time having to clear up after each study period!

A second-hand filing cabinet/bookcase or stacking boxes may be worth considering for safe storage of all your materials.

Planning to study at home

Have you thought about how you will find time to study?

While it is inevitable your lifestyle will change when undertaking this course, it may be quite useful at this stage to think about how you might organise and allocate your time. Effective planning of time is the key to success.

With an overall plan:

Commitments will not begin to pile up.

Assignment work can be paced appropriately so that you can do your best work and avoid last minute panics.

An unexpected event/crisis can be coped with much better if you have until then kept on schedule with your plan of action.

Support at home

Try to allocate study periods that fit in with your life and with those with whom you live. Friends and family can be a useful source of help and support while you are studying. Other support will be peers, colleagues and tutors. Never be afraid to ask for help, keep names, addresses, telephone numbers and email addresses handy, after all, this is very much a part of the learning process.

Time management

Time is very precious and irreplaceable so use it well. The following are suggestions only, as you may be more creative in your time management as everyone has an individual style.

The overall course plan

Buy or make a year planner on which you can identify all your commitments:

- Assignment dates
- Examination dates
- Clinical placements
- Holidays/birthdays, etc

This will give you an overview of your future and can be amended as you progress. Forewarned is forearmed!

A weekly diary/study schedule

Now you can begin to plan your weekly routine. Identify how you use your time in a typical week. Now **prioritise** your time bearing in mind your new study commitments and the need for some leisure time!

Questions to ask?

- Are you a 'lark' or an owl'?
- How long can you study without a break/or without losing concentration?
- Are you realistic with your time allocation for each task?
- When is the library open?
- When is your tutor available for advice and support?

Time allocation

Getting an idea of what you can realistically manage in one study session is an important part of planning your time.

Be selective with your study time. It's easy to neglect difficult or disliked subjects and spend too much time on easy or enjoyable subjects.

- Time allocation will vary for each person depending on your previous experience.
- You may need 1 hour per evening to revise the day's work.
- You will need a larger block of time to revise a particular subject.
- When you intend to study, start straight away, be wary of distractions!
- Regular late night working is not advisable!
- Be disciplined in writing up clinical/reflective accounts if appropriate to your programme of studies/ module

At the end of a hard week:

- Reflect on the use of your time
- Congratulate yourself on your achievements
- Prioritise your weaknesses
- Plan next week - aagh!

Today

From your weekly diary you might find it useful to have a daily list of things to do today.

THINGS TO DO TODAY

ITEM	PRIORITY	TIME NEEDED	DONE

Don't forget to reward yourself on your time management but remember the calories in chocolates/alcohol etc! So if you manage your time well, you won't need this.

Reading skills

When confronted with course reading lists some students may feel overwhelmed, this is quite normal! However, as intending students are also often eager to make a start in anticipation of this, the course handbook provides comprehensive information on the reading lists of all modules.

Reading is a very active process and so much a part of daily life that we rarely take stock of the varied skills and reading techniques we use. Reading for study however demands different skills from reading for relaxation and enjoyment.

Study reading skills require you to:

- grasp facts, information and concepts
- select important points
- interpret ideas and information arrive at general conclusions and judgements
- relate knowledge to experience
be critical/analytical of what you read

As the course progresses you will find even more books, articles and reports are being recommended for you to read. This may cause some students to feel concerned that they are not keeping 'on top' of all that lecturers recommend. Try not to feel too daunted as such concern can be reduced by developing your reading skills as well as discussing reading materials with course teachers, lecturers and perhaps other members of your peer group.

Types of reading

Scanning

This involved looking quickly and carefully for specific items within a large mass of material - an example of this could be scanning telephone directories. The main skill involved in scanning is to ignore everything except the specific item(s) for which you are searching. Strong concentration and will power is required or you may find yourself sidetracked.

Skimming

As the word implies skimming involves taking a quick look at a text - skating over the surface - giving an overview of the material. Skimming is done to assess key points made in each paragraph or chapter of an article or book. From this you should be able to judge whether the text contains information you need and which sections will be of most use to you. Some articles help in skimming by giving an abstract (concise summary) of its main points immediately following the title. Some books are more helpful than others in their 'Contents' section, giving not only main chapter headings but also a breakdown

of main points of each chapter. Become familiar with relevant key journals for your programme of studies e.g. Journal of Advanced Nursing.

Light reading

This is the quicker, most commonly used type of reading which is normally used when reading a novel, newspaper or popular magazine. The main purpose is relaxation, little thought being put into thoughtful, critical evaluation of the material. Light reading of this kind has limited application to the course - except to provide occasional, and necessary, relaxation. It is perhaps important to add that some novels, magazines and newspapers do in fact demand more critical attention and can make good background course reading.

Reading for study

Before reading anything for study purposes try to select the most appropriate technique and practice it. Reading for study will inevitably be slower as it involves much concentration and motivation. With experience your reading speed and critical analysis skills will adjust constantly to the demands of the material you are studying and experience gained.

Critically reviewing your reading

Do not assume that just because a book or article is published, the arguments and points made are automatically correct or that the work is of a high standard. It may or may not be and it is for you to decide through the process of critical review.

The following guidelines may be useful in helping you to ask pertinent questions about what you are reading:

- what is the background of the writer?
- date of publication and place.
- was the writer supported by an interest group?
- what is the relevance of the writing to your 'world'?
- is there any cultural relevance to the meanings of words?
- can you generalise from the writing, or is it so specific or culturally based that this is not possible?
- style - is the text readable and arguments presented logically? Is it well presented?
- is the information contained consistent?
- are the relevant issues identified clearly?
- does the writer appear widely read and updated?
- are all references documented?

- can you identify the theoretical background of the writer?
- can you identify the research base of the text?
- is the discussion relevant to the topic?
- is the analysis clear?

Getting started

A standard, methodical approach to reading was proposed by Rowntree (1970) in his book 'Learn How to Study'. He calls this approach SQR3: i.e.

Skim • Question • Read • Recall • Review

Skim - the material and assess the value of material.

Question - having skimmed ask yourself whether the material is useful for the study task in hand. If the answer is 'yes' then proceed to next step.

Read - fairly quickly to get the main thrust and points of the material.

Recall - make notes of key points.

Review - skim through material and own notes simultaneously, checking to see if they correspond, amend your notes if not.

Try this exercise

Select any feature article from a recent edition of a medical journal (or similar). Read it through using the SQR3 system.

Now jot down:

- How you got on?
- What you thought of this as a method - how did it help you?

Sources of information


Books and journals will form the basis of any literature search, which you do for essays and projects, but you should be aware of the other sources of information you can use.

Library resources

Most of the Library's electronic resources - journals, books and databases can be accessed via the internet. To access internet resources, go to the library homepage at < www.leeds.ac.uk/library/ > and click on the link *Connect from home* on the left hand side of the screen. You will be prompted to enter your ISS username and password, OR your name and barcode number from your student ID card.

Reports, theses, conference proceedings, websites, DVDs and videos. Use the library catalogue at < <http://lib1.leeds.ac.uk/> >, or, for more detailed guidance on locating different resources, go to the library homepage at < www.leeds.ac.uk/library/ > and click on the link *Find items in the library* on the left hand side of the screen.

Leeds University Library publishes a range of training materials including *Searching the web for health information* available at:

< <http://library.leeds.ac.uk/downloads/websearchhealthworkbook.pdf> >  PDF reader required]

Another invaluable resource is the University of Leeds *Skills @Library* pages at: < <http://skills.library.leeds.ac.uk/> >

For subject-specific resources for Healthcare:

< www.health.leeds.ac.uk >

University Library Access

As a registered student of the University you have access to the full range of services from the University of Leeds Library.

Distance learning students wishing to use University of Leeds library facilities will find further information in their study pack.

SCONUL Access scheme

This is a co-operative venture between most of the higher education libraries of the UK and Ireland. It enables staff, research students, full time postgraduates and part-time, distance learning and placement students to borrow material from other libraries. Check the list of member libraries at the address below to ensure that your library is participating in this important reciprocal scheme.

< www.access.sconul.ac.uk/ >

Blackboard® Virtual Learning Environment (VLE)

Like Bodington Common (which it replaces) this is a very useful resource which you can access at:

< <http://vlebb.leeds.ac.uk/> >.



Your module manager may post messages on this site, or may make available additional materials, reading lists and other resources. You will find full details of how to log on to the site and find your own module resources in the leaflet in your course pack.

Journals and magazines

There are a number of journals and magazines in the drug field which you may find useful. The most relevant are:

- Addiction (formerly The British Journal of Addiction)
- Journal of Psychoactive Drugs
- Journal of Studies on Alcohol
- Journal of Substance Abuse Treatment
- Alcohol Concern Magazine
- Druglink (magazine)
- Addiction Research
- Drugs: Education, Prevention and Policy

Online Journals

Journals online: Some of the above journals are available on line from EBSCO online. < <http://ejournals.ebsco.com/login.asp> >. or the University of Leeds library < <http://lib.leeds.ac.uk/> >. Details of how to access EBSCO can be found on a separate leaflet enclosed in your course pack. Alternatively, contact the LAU training office on 0113 295 1330.

The Leeds Addiction Unit library holds most of the above journals and may be used for reference by those who are able to visit us in person. Please note that visits should be made by prior arrangement with the Training Department Manager (0113 295 1330).

Government sources

NHS Evidence Health Information Resources (formerly National Library for Health): Online journals and a great deal of other useful information is available on the NHS *Health Information Resources* website which can be found at < www.library.nhs.uk >. You will find details of how to register on the website.

The main government site for drugs policy and information is now at < <http://drugs.homeoffice.gov.uk/> > where a range of information and publications can be found.

The Department of Health publishes various documents on drugs, alcohol and smoking and can be found at < www.dh.gov.uk >. For statistics try this Department of Health page at: < <http://tinyurl.com/3caq2m> >

The Home Office site is also useful, especially their research, development and statistics branch: < www.homeoffice.gov.uk/rds >

Charitable, voluntary and other non-statutory sources

Drugscope (formerly ISDD and SCODA)
Prince Consort House
Suite 204 (2nd Floor)
109/111 Farringdon Road
London
EC1R 3BW

☎ 0207 520 7550

✉ info@drugscope.org.uk
< www.drugscope.org.uk >

Alcohol Concern
64 Leaman Street
London
E1 8EU

☎ 0207 264 0510

✉ contact@alcoholconcern.org.uk
< www.alcoholconcern.org.uk >

Action on Smoking and Health (ASH)
First Floor
144/145 Shoreditch High Street
London
E1 6JE

☎ 0207 739 5902

✉ enquiries@ash.org.uk
< www.ash.org.uk >

Institute for Alcohol Studies
Elmgren House
1 The Quay
ST IVES
Cambridgeshire PE27 5AR

☎ 01480 466766

✉ info@ias.org.uk
< www.ias.org.uk >

Note taking skills

Taking notes when reading or listening is a very positive way of ensuring that you receive and understand the content of the message. Selecting and writing down the key points and ideas of the author or lecturer not only concentrates the mind but also provides valuable revision material, perhaps forming the basis of written work.

Primarily you will be taking notes as an aide-memoir. Whether making notes from a textbook or lecture it is important you become an active learner by structuring your notes carefully.

Exercise

- i. Select a textbook or journal from the recommended reading list of your course.
- ii. Carefully read through the first chapter or the article.
- iii. Now note the following:
 - The author and title
 - The main topics covered
 - The important points related to the topics
 - The main arguments or evidence
 - The main conclusions

NB. This is where index cards prove useful.

If you are uncertain about your note taking effectiveness write rough notes at first which will need refining later that day. You will soon find your own style and confidence develop.

It can be helpful to make important points stand out by using:

- capitals
- different colours
- numbered headings
- underlining

Some people like to make notes in the form of diagrams or charts; others find lists helpful.

Try to use A4 size paper, allowing wide margins and good spaces - this allows you to insert amendments, additional points and to indicate relationships as the lecture or chapter develops.

Try to integrate any handouts as part of your notes by cross-referencing.

Make sure you write down the full details of book and journal references. Index cards are useful as you can put each reference on a separate card and file as you please - by author, title and/or subject. This way your references can all be kept together, cross-referenced to your notes if necessary, rather than scattered through them. You can also indicate where you found or were given the reference. Use abbreviations wherever possible.

Some useful abbreviations

=	equals	ie	that is
ch	chapter	ibid	in the same place
<	is less than	>	is more than
ed	editor	NB	Note well
et al	and others	loc cit	in the place cited
∴	therefore	etc	and so on
et seq	and the following	op cit	in the work cited
cf	compare with	→	leads to
≅	is different than	viz	namely
ff	following pages	sic	so or thus

Some key words in essay questions

Analyse	Study in depth, identifying and describing in detail the main characteristics.
Application	Applying to a particular use, relevance or value; applying methods and principles to situations.
Assess	Examine closely, with a view to 'weighing up' a particular situation. Consider in a balanced way: strengths, weaknesses, points for and against. In conclusion clearly give your judgement.
Comment	State clearly and give your balanced opinion on the material in question. Support your views with references to suitable evidence or with explanation.
Compare	Look for qualities or characteristics that resemble each other. Emphasise similarities and points of difference.
Comprehension	Understanding; translating and interpreting from knowledge.

Contrast	Look for dissimilarities and differences, also be aware of similarities.
Criticise	Give your balance judgement about the merit or value of the material in question. Give the results of your scrutiny, establishing strengths and weaknesses.
Define	Give concise, clear and referenced meanings. Do not give too many details, but be sure to state the limits of the definition.
Describe	Recount, characterise, sketch or relate in sequence.
Discuss	Examine and analyse carefully, giving reasons, pro and con, advantages and disadvantages. Be as complete as possible and give details. Consider all sides of the issue and reach a conclusion.
Evaluate	Carefully appraise the matter in hand, citing both advantages and limitations. Emphasise the views of authorities in support of your conclusions.
Explain	Clarify, interpret and define the material you present. Give reasons for important features or developments.
Illustrate	Use specific examples, allusions, figures or diagrams to explain demonstrate or clarify a problem, situation or view.
Interpret	Translate, give examples of, express in simple terms of comment on a subject, usually giving your view.
Justify	Prove, make out a case or give reasons for decisions or conclusions.
Knowledge	Specific facts or experiences known.
List	Write an itemised series of concise statements.
Outline	Provide a framework description under main points and subordinate points omitting minor details
State	Present the main points in brief, clear sequence
Synthesis	Combining ideas into a complex whole; using acquired knowledge in a new way to solve problems

Literature searching skills

Planning Your Search

There is no easy way to do a literature search and there is no substitute for planning, methodology and patience. Remember though that the more you use the resources in your library, the easier you will find them to use and the quicker you will find the information you need.

Before you start your search, you need to know what you are looking for. Make a list of **KEYWORDS**, which describe your subject. Think of synonyms, alternative terms, broader terms and narrower terms. You might find it useful to look at dictionaries and encyclopaedias, or a good textbook on your subject may give you ideas. Your list of keywords will be the basis of your search.

Next, decide how long you are going to spend doing your search. Bear in mind that you have to obtain, read and analyse the information you find before you write up your essay or project. Have a cut-off date after which you will concentrate on writing up. It is a good idea to start off by looking at books then move on to reports and journal articles. Books are good for an introduction to subject and background knowledge, but they are not always on very specific subjects and they can go out of date. Journal articles are up-to-date and are on narrower subjects. Research is often first published in journals.

Starting Your Research

Details of the University Libraries are given in the School's Student Handbook issued at registration. Start your research by looking for things close to home i.e. books and journals in your own library.

There are several ways you can do this:

Leeds University Library Catalogue

This is your guide to everything in the library and can be found at < <http://lib.leeds.ac.uk/> >. It will list books, videos, DVDs, reports, journals, theses etc. Do a **KEYWORD SEARCH** to find out what the Library holds on your topic. Many journals and some books are now available on-line. Click on the link in the **Click to view box**, to view a journal or book electronically.

For detailed help using the library catalogue go to:

< <http://lib.leeds.ac.uk/screens/opachelp.htm> >.

There is also an online catalogue tutorial or workbook available from these help pages.

Electronic Databases.

Journals will give you information on up-to-date research. The Library catalogue will tell you which journals the Library subscribes to but individual articles are not indexed in the catalogue. To identify articles on a particular

topic you will need to use a bibliographic database like *Medline* or *CINAHL* (nursing database). These databases scan thousands of journals, you can search them by subject and they will provide you with references to articles on your topic. Some databases also cover reports, conference proceedings, theses and books. A full list of available health related databases can be found via the library homepage at < www.leeds.ac.uk/library/ >. Scroll down to the bottom of the page and under the heading Use Library e-resources, click on the drop-down box select a database by subject and highlight *Medicine, Dentistry, Psychology and Health*. Click on **GO**, to be taken to a list of links to health related databases.

Manage the Information

Always write down carefully all the details of any useful reference. You can use index cards, which can be filed, or you may prefer to use a bibliographic management package such as *EndNote* < www.endnote.com/ > to store and manage your references. *EndNote* can be used in conjunction with *MS Word* to create bibliographies in a variety of formats.

The library runs regular Endnote training sessions. See: < www.leeds.ac.uk/library/training/endnote/ > for further details.

The Health Sciences Library at the University of North Carolina at Chapel Hill also have an online tutorial, *Working with Endnote*, at: < www.hsl.unc.edu/Services/Tutorials/ENDNOTE/intro.htm >

Please note that the University of Leeds is not able to connect directly to databases, as described in the *Building a Library* section.

The University of North Carolina recommends the University of Queensland's online tutorials at: < www.library.uq.edu.au/endnote/ >

More help using library resources

The library subject web pages for Healthcare students < www.leeds.ac.uk/library/subjects/healthcare/ > provide access to a range of resources and guides for Healthcare students eg:

- Training and guides
- Support for students on placement
- A-Z of useful databases

Under training and guides you can find workbooks and online tutorials to help you use databases. You can also find a general range of information literacy online tutorials at:

< <http://skills.library.leeds.ac.uk/> >

For example: Library tutorials for students beginning research projects, literature reviews or dissertations:

- Identifying the information you need
- Searching for information: an advanced guide
- Evaluating information

Information Literacy training

During your course you will develop information literacy skills which will allow you to locate, search, access and critically appraise information from a range of sources, eg. Library catalogue, databases, electronic journals and the Internet. You will also develop an understanding of copyright, plagiarism and referencing issues.

During your course you will cover the following key **information literacy skills**:

- Awareness of a range of information sources (books, journals, e-journals, databases etc)
- Understanding of the purpose of catalogues, indexes, directories, databases and gateways
- Ability to access range of sources and know how to retrieve suitable information, relevant for the purpose
- Ability to search and use web-based information effectively
- Understanding of what peer-review means
- Ability to formulate a keyword search (eg for searching catalogue, databases)
- Ability to formulate a literature search strategy, breaking down topics into smaller components etc.
- Ability to carry out searches on a variety of platforms and interfaces, and using a search strategy incorporating subject headings and appropriate search strategies
- Ability to review the effectiveness of a literature search strategy and improve it
- Ability to evaluate information eg. quality, relevance, accuracy, bias, reliability, validity, comprehensiveness to ensure relevant for the purpose.
- Ability to carry out detailed critical appraisal of information
- Ability to keep a record of searches
- Understanding of issues of copyright
- Understanding of issues of plagiarism
- Ability to use Harvard system to cite and reference all types of information correctly and construct a reference list

- Awareness of how to access resources off-campus, includes use of passwords and accessing other libraries

NB: Specific details can be found in module handbooks.

Evaluating Books and Journal Articles

As you do your literature search, you should find plenty of information. However, not all information is good - you need to be selective about what you use. The following is a guide to what you should look for when evaluating books and journal articles.

Books - What to Look For

- Date of publication - remember how long it takes for a book to be published. Is it the latest edition?
- Author - well known? Look for qualifications and experience.
- Title and sub-title - check on title page.
- Inside front/back cover - publisher's blurb - remember it is written to sell the book.
- Publisher - well known? the bigger firms have a strict editorial policy.
- Place of publication - American publications may have disadvantages.
- Back of title page - is it a new edition? Look for the copyright © date. A reprint is not a new edition.
- Contents page - good indication of subject matter.
- Index - comprehensive? No index, no good!
- Preface/forward - gives indication of content and the level at which it is aimed.
- References/bibliography - how many?
- What are their dates?
- Diagrams/charts/photographs - all useful.

Finally.... Skim through a book looking at the contents page, index, chapter headings and sub-headings. Does it cover the subject you are interested in? Read a section of the book. Is it easy to understand? You need a textbook that makes sense to you.

Journal Articles - What to Look For?

As with books you should look at date of publication, author, place of publication, references and bibliography. Also remember to see if it is a primary or secondary journal. Examples of primary journals are *Journal of Ultrasound in Medicine*, *Journal of Advanced Nursing*. You will see that the articles tend to be

lengthy, with substantial references provided. A primary journal will publish original research. Secondary journals will publish some original research, but they tend to cover clinical issues and report on research findings. Examples are *Radiography Today*, *Nursing Standard*. Look out for the literature reviews on your subject. These will contain all the most useful references in that area.

Written assignment preparation

In common with most academic courses written assignments are an important part of the assessment strategy. Creative essay writing is a valuable but difficult skill to acquire but once mastered will prove beneficial to your future learning.

Any assignment should demonstrate your ability to:

- i. Organise, focus and present your work.
- ii. Demonstrate knowledge of the essay topic.
- iii. Apply conceptual knowledge critically from the essay topic to the clinical situation.
- iv. Support one's arguments critically and analytically by reference to existing works.

Action Plan

Start early!

Follow the process:

ASSESS ⇨ **PLAN** ⇨ **IMPLEMENT** ⇨ **EVALUATE**

Assess

- 1 Assess your assignment title accurately and highlight the key words e.g. discuss, critically examine.
- 2 Assess your level of knowledge for the essay topic.
- 3 Assess the time and effort needed.
- 4 Contact your designated academic supervisor

Plan

- 1 Plan your time to ensure you meet the deadlines.
- 2 Plan an outline for the essay with major points in logical order.
- 3 Plan the resources you need to use.

Implement

- 1 Collect the information and reference sources in recommended format.
- 2 Organise all the information logically within your outline headings.
- 3 Write your first draft, remembering the key words!

Evaluate

- 1 Proof read carefully, edit and refine your essay if necessary and acknowledge all references.
- 2 Make use of feedback from your supervisor.
- 3 Is there an:
 - Introduction?
 - Main text?
 - Evaluation/Conclusion?
- 4 Do you answer the question?
- 5 Re-draft if needed.
- 6 Familiarise yourself with the appropriate marking grid. [see the LAU document *Assessment Criteria for written and video assignments at 1,2 & 3*].

Assignments...

Always:

- have an argument developed throughout and use course material.
- make connections and give explanations to the assessor.
- tell the assessor where the argument has been and where it is going.
- answer the question asked and ensure all content, in some way relates to it.
- follow the guidelines

Avoid:

- Plagiarism or 'lifting' chunks of people's writing and linking it together with the odd word or sentence.
- Using jargon without explanation.
- Using chunks or 'quotes' excessively, (even if referenced).
- Regurgitating notes you have made from a speaker.
- Including material that 'sounds' like it is related and is interesting, but does not answer the question or contribute to the argument.

- Persuading readers to your view by opinions presented as fact, assertions presented as facts, use of emotive language, phrases that persuade by implicitly suggesting your view is correct, (only a fool would think that it is perfectly clear to all that.....we have to keep in mind..... etc.).
- Putting two ideas together and presenting them as the same point when, in fact, they are not.
- Rash generalisations and universal statements.

Remember

There is no such thing as the 'perfect essay'. Two essays achieving the same grade may differ considerably on content and style.

Plagiarism

These activities are designed to raise your understanding of plagiarism.

Activity 1: Understanding University plagiarism regulations

This section is designed to ensure that you read through the relevant parts of the University web site stating the rules for plagiarism.

- How is plagiarism defined at the University of Leeds? How does this differ from the definition of fraudulent or fabricated coursework? See: www.leeds.ac.uk/AAandR/cpff.htm
- What is the purpose of the Declaration of Academic Integrity? See: www.leeds.ac.uk/AAandR/Annex_1.htm
- Study the penalties for plagiarism at: www.leeds.ac.uk/AAandR/cpff_annex3.htm

Activity 2: Understanding plagiarism in practice

Study the University Guide to Plagiarism at: <http://www.leeds.ac.uk/plagiarism/>

- Under the section 'Plagiarism – what is it?' three important points are made. What are they?
- What is the definition of collusion?
- Please look at the examples and complete the quiz to make sure that you fully understand the nuances of the process and procedures.
- Plagiarism is not just a University of Leeds issue. Read the information for journalists and identify the main points made at: www.journalism.org/resources/tools/ethics/plagiarism/excerpts.asp
- Enter plagiarism into Google. How many sites does it find? Having looked at the Leeds site and two others you select through Google, please give

three reasons why detection and penalties are so important that they are part of University and professional organisation regulations.

References and bibliographies

If you quote from someone else's work, you need to identify it clearly, or you may be accused of plagiarism! If you simply refer to someone else's work, you should provide enough details for an interested reader to be able to trace the item easily. **Please see the University Of Leeds Taught Student Handbook for a definition of plagiarism.**

You should provide this information in the form of **REFERENCES** and **BIBLIOGRAPHIES**.

A **REFERENCE** is information, which can direct a reader to a particular book or articles, or to a part of a book or article. It is properly called a **BIBLIOGRAPHIC REFERENCE**. You need to provide references for all items referred to or quoted from in your text.

A **BIBLIOGRAPHY** is a list of references BUT they have not been referred to or quoted in your text.

Therefore at the end of your work you may well have **2 lists**, one headed References and one headed Bibliography.

Guidelines on copyright

All students need to be aware of copyright issues if they intend to:

- photocopy, scan or digitise material
- access, save, or print from the University's electronic resources

Copyright regulations are very complex. A certain amount of copying for private study or "criticism or review" is permitted:

- one article from any one issue of a journal (even if that one article is the whole issue)
- one chapter or up to 5% (whichever is greater) of a book or similar publication

Full details including answers to FAQs (Frequently Asked Questions) are available via: < www.leeds.ac.uk/library/rights/ >

If you have questions about copying from electronic resources, please contact the Library's Enquiry Team: email to < libraryenquiries@leeds.ac.uk >, phone to 0113 34 35663 or ask at any Library enquiry point for more information.

Guidelines on referencing

1. Introduction

2. Keeping records

3. The Harvard citation system

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4.3 Citing references with 3 or more authors

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5.1.1 Direct quotations (long)

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7. Bibliographic management software

7.1 Endnote

7.2 Reference Manager

1. Introduction

When writing assignments or your dissertation, you must provide a list of the sources of information that you have used in conducting your research. By providing a detailed description of each item, you acknowledge the work of other authors and enable other researchers to trace your sources. Your tutors and examiners can see what you have read. You must always state the source of information used otherwise you may be accused of presenting someone else's ideas as your own. This is known as plagiarism and the University enforces severe penalties which can, in extreme cases, lead to failing a course.

This document gives some basic guidelines on producing a list of references or bibliography.

Definitions:

The **citation system** is a standardised method for citing (e.g. Harvard system)

The **citation** is the formal recognition, within your text, of the source of your information.

A **reference** is the detailed description of the source of your information: book, journal article, web site etc. The reference contains full details to enable others to locate the item easily.

A **list of references** gives details of all the references cited in the body of the text (except personal communications; see 4.6 below) and can also include other sources used to inform your work. A list of references can also be called a bibliography.

2. Keeping records

It is strongly recommended that you record details of each publication you read when preparing assignments or your dissertation. These details form the bibliographic reference for each item. If this is not done, it can be difficult, and sometimes impossible, to trace sources of information at a later date. The information may be kept on index cards or in an *Excel* or *MS Word* file. The relevant references should then be transferred to the reference list or bibliography at the end of each piece of written work. Alternatively, you may want to use a bibliographic management software package such as *EndNote* or *Reference Manager* which store bibliographic details of your references and format the bibliography for you. See section 7 below for more on *EndNote*.

If you take a photocopy of a journal article or chapter of a book, write the details of the publication on the photocopy otherwise you will not be able to trace where it came from.

3. The Harvard citation system

The method advocated in this document for listing references is based on the Harvard system. It is also sometimes referred to as the Author-Date style. The guidelines below conform with those on the Leeds University Library web pages <<http://library.leeds.ac.uk/referencing>>

They also follow the instructions to authors of the journal *Social Science and Medicine*.

You may decide to use a different referencing method but you should always discuss this with your tutor first. Whichever method is chosen, it must be used consistently throughout the piece of work.

4. Citing references in the text

The examples below will show you various ways of incorporating acknowledgement of your sources into the body of the text of your assignment or dissertation. The information in the text will be brief and the full details (except for personal communications see 4.6 below) will be given at the end of your work in the list of references or bibliography.

In order to acknowledge other people's work in the body of the text, all you need to do is mention the author's family name (or the name of an organisation in the case of corporate authors; see also 6.2.2 below) and the date, strictly in that order.

Males and couples are increasingly included in national reproductive health surveys (Becker, 1996).

According to Hodgson (1997), habits and rules are likely to be important elements in individual behaviour.

4.1 Citing references by the same author published in the same year

If an author has published more than one document in the same year, distinguish between them by adding a, b, c etc after the date

The latest official estimates suggest that 5.7 million people provide informal care to disabled, sick or elderly relatives or friends (Office for National Statistics, 1999a, 1999b, 1999c)

4.2 Citing references with 2 authors

Both authors' surnames are given in the order that they appear in the article/book, followed by the date

Silman and MacFarlane (2002) provide a background to epidemiology for health professionals.

4.3 Citing references with 3 or more authors

If a reference (in any format) is written by 3 or more authors, name the first author followed by et al. (This is a Latin abbreviation for "and others") followed by the date. But you must name all the authors in your list of references or bibliography (see 6.1 below for an example)

It has been demonstrated that the distribution of primary health care professionals in England and Wales is inequitable (Sibbald et al., 2002).

4.4 Citing more than one work

Sometimes you need to support a statement with reference to more than one work. In this case, cite them in chronological order (most recent first), then alphabetically

Other texts also give a useful introduction to the subject (Rothman, 2002; Stewart, 2002; Gordis, 2000; Moon and Gould, 2000).

4.5 Citing a reference to one author in the work of a different author

You should always try to track down the original work and read it but sometimes this is not possible. If you want to quote the ideas of one author which you have found in the work of another, you must always make it clear that you have not read the original but are referring to it from a secondary source. Your in-text reference must mention the two sources in the following order:

the original author of the idea you are using (primary source)

the source you have found it in (secondary source)

For example:

(Wilson 1995, cited in Smith 1998 p4)

However, your list of references should only give details of the source that you found it in (secondary source) - in this case, the work by Smith.

4.6 Citing personal communications

These are unverifiable therefore, although you must acknowledge them in the text, they do not appear in the list of references or bibliography. Include as precise a date as possible. Here are 2 examples of how you might include in your text information you have received e.g. verbally or via an email.

According to information received (Brown, personal communication, 1 May 2003), data collection methods for performance indicator measurement are usually unreliable.

Brown (personal communication, 1 May 2003) believes that there is no such thing as accurate data collection for performance indicator measurement.

5. Direct quotations and paraphrasing

Direct quotations consist of the actual words used by the author(s), copied exactly as written. Paraphrasing means using your own words to describe what an author has written. In both cases, you must acknowledge where you got the idea from.

5.1 Direct quotations (short)

Add page numbers if you are quoting directly from a publication (direct quotations must reproduce exactly the wording of the original):

"Satisfactory results from relief operations must combine emergency assistance with rehabilitation of the victims" (Deng and Minear, 1992 p123).

If the author's name occurs naturally in the text, the name(s) will be followed by the year and page number in brackets:

As Deng and Minear (1992 p123) state, "Satisfactory results from relief operations must combine emergency assistance with rehabilitation of the victims".

5.1.1 Direct quotations (long)

A direct quotation of more than two lines:

- is separated from the rest of the paragraph
- is indented at left and right margins
- is put in smaller point size
- does not use quotation marks
- includes page number(s) as well as author and date
- must be relevant to the passage
- must fit well in the context of your text

Here is an example:

In presenting their reasons for coming to the doctor, Davis (1995) notes that patients not only describe their symptoms but also complain about their troubles, their suffering and their distress:

Patients defined their problems as part of the activity of complaining rather than as a complaint, as an experience rather than a diagnostic category, as something serious enough to feel bad about and themselves as persons deserving both sympathy and respect. (p333)

5.2 Paraphrasing

This can be used to demonstrate that you understand fully what the author is saying. However, you must be extremely careful that you do not change the original meaning. Even when you are using your own words, you must acknowledge the source of the idea and not pass it off as your own. Include a page reference for the passage you are paraphrasing.

Here is an example of how the original words might be paraphrased

Original wording	Paraphrase
<p>Changing the organizational culture along with its structure has become a familiar prescription in health system reform. Nowhere is this more apparent than in the UK where the centralized administration of the NHS has allowed opportunities for national government to experiment with a top-down approach to instilling new values, beliefs and working relationships. Yet planned culture change is a difficult, uncertain and risky enterprise.</p>	<p>[...continues from previous paragraphs] There is a widespread assumption that organisational change can be used to implement health care improvement. The NHS is a good example of a health system which is organised in a way which facilitates UK government attempts to engineer changes in NHS organisational culture. (Scott et al., 2003 p117). Scott et al. clearly believe that the outcomes of planned cultural change are unpredictable. [dissertation continues...]</p>

6. List of references / bibliography

Using the Harvard style, the citations that you refer to in the body of your text and all the sources that you have used to inform your work should be arranged alphabetically by author, or, if there is no author, by title, at the end of your work.

You should include all the required details of your information source. The details will vary according the type of material you have used e.g. a reference to a book will contain different information from the information needed to refer to a web site.

Below are examples of the main sources of information you may need to include in your list of references or bibliography. The examples show how each element of the reference should be presented.

In the Harvard style, the title and subtitles of a source are emphasised in some way. This can be by means of *italics* or underlining. It does not matter which you choose but you must ensure that whichever style you choose, you use it consistently throughout. In the examples below, *italics* are used.

You may also use slight variations on the style recommended here e.g. you may want to write authors' names entirely in capital letters for clarity. Whatever variations you decide to use, you **must** be consistent throughout.

6.1 Journal articles

The items of information required are:

AUTHOR FAMILY NAME, INITIAL(s).
Date.
Article title: article subtitle.
Journal title in full,
Volume number
(Part number),
Page numbers.

NB. Use p. to reference a single page, and pp. if it is a range of pages.

BURR, J. 2002. Cultural stereotypes of women from South Asian communities. <i>Social Science and Medicine</i> , 55 (5), pp. 835-845
--

SIBBALD, B., J. SLATER, T. GOSDEN, A. WILLIAMS, S. PARKE, and S. PHILPIN, 2002. Solving inequities in provider distribution: loan repayment. <i>Health and Social Care in the Community</i> , 10 (3), pp. 162-167
--

6.1.1 Electronic journal articles

There are some journals which are available via Leeds University Library in electronic format only. As well as the information required for a printed article, your bibliography should also include the web address/uniform resource locator (URL) for the article and the date in [] when you accessed the online article. You should also indicate clearly that your source is in electronic format by including [Online] after the journal title.

The items of information required for a journal article in electronic format are:

AUTHOR FAMILY NAME, INITIAL(s).
Date.
Article title: article subtitle.
Journal title in full.
[Online]
Volume number
(Part number),
Page numbers.
Available from World Wide Web: <URL> [see explanations below]
[Date accessed]

Online journal articles fall into 2 main categories:

Electronic journals accessed from publisher's site

Some journals are available electronically in full text format directly from the publisher's own web site. In this case, quote the complete URL.

GOSDEN, T. and D.TORGERSON, 2002. Economics notes: converting international cost-effectiveness data to UK prices. *British Medical Journal* [Online] **325** (7358), pp. 275-276. Available from < <http://bmj.com/cgi/reprint/325/7358/275.pdf> > [5 August 2004].

Electronic journals accessed via an intermediary site

Accessing electronic journal articles from an intermediary site for example, the Leeds University Library catalogue, often results in impossibly long URLs e.g.

< www.sciencedirect.com/science?_ob=MImg&_imagekey=B6T4H-4417C48-4-3&_cdi=4975&_orig=browse&_coverDate=11%2F30%2F2001&_sk=999669996&wchp.pdf >

Instead of this, you should only cite the root URL i.e. the section after <http://> up to and including the first forward slash (/). In the above example, this would give

< www.sciencedirect.com/ >

BERKMAN, P., J. HEINIK, and M. ROSENTHAL. 2001. Social worker estimations of life span in terminal cancer patients. *Archives of Gerontology and Geriatrics* [Online] **33** (3), 227-235. Available from World Wide Web: < www.sciencedirect.com/ > [Accessed 5 August 2004].

6.2 Books

Take your information from the title page and the reverse of the title page of the book.

The items of information required are:

AUTHOR FAMILY NAME, INITIAL(s).
Date.
Book title: book subtitle.
Edition [only if not the first edition]
Place of publication:
Publisher.

FLICK, U., 2002. *An introduction to qualitative research*. 2nd ed. London: Sage

GILLIES, A., B. ELLIS, and N. LOWE, 2002. *Building an electronic disease register: getting the computers to work for you*. Abingdon: Radcliffe Medical

6.2.1 Books with editors rather than authors

The items of information required are:

EDITOR FAMILY NAME, INITIAL(s).
(Ed. or Eds.).

Date.
Book title: book subtitle.
Edition [only if not the first edition]
Place of publication:
Publisher.

DAVIES, H.T.O. (Ed.) 2001. *Health services research: avoiding common pitfalls.*
Dinton: Quay Books

MACKENBACH, J. and M. BAKKER, (Eds.) 2002. *Reducing inequalities in health: a European perspective.* London: Routledge

6.2.2 Books with a corporate author

Sometimes a book has an organisation rather than an individual as main author. In these cases, use the same format as for a standard author entry.

Organisation for Economic Co-operation and Development. 2003. *Poverty and health.* Paris: OECD

6.2.3 Electronic books

An increasing number of books are also available electronically and can be accessed via the Leeds University Library catalogue. The format for these follows the same pattern as for electronic journals and other online sources in that you must include the URL and the date you accessed the electronic publication.

PARKER, G., 2003 *A systematic review of the costs and effectiveness of different models of paediatric home care.* [Online] Available from:
< www.hta.nhsweb.nhs.uk/ > [Accessed 30 July 2004]

6.3 Chapters in books

The items of information required are:

FAMILY NAME(s) of AUTHOR(s) of the chapter, INITIAL(s).
Date.
Title of chapter.
In:
EDITOR INITIAL(s). FAMILY NAME.
ed.
Title of book.
Edition [only if not the first edition].
Place of publication:
Publisher.
pp. Page numbers of chapter

GRAY, A. and L. VALE, 2003 Economic evaluation for decision-making. **In:** A. SCOTT, A. MAYNARD and R. ELLIOTT eds. *Advances in health economics.* Chichester: Wiley. pp.59-75

6.4 Conference proceedings

For articles or abstracts which appear as part of conference proceedings, include the following:

AUTHOR FAMILY NAME, INITIAL(s).

Date.

Conference paper/abstract title.

In:

Conference title

Place of conference,

Date of conference.

Place of publication:

Publisher.

RANTANEN, J. 1999. Demographic trends in the global workforce. *In: Ageing and health: a global challenge for the 21st century. Proceedings of a WHO Symposium. Kobe, 10-13 November 1998.* Geneva: World Health Organization

6.5 Theses / Dissertations

If you are using someone else's dissertation as a source of information, include the following information:

AUTHOR FAMILY NAME, INITIAL(s).

Date.

Dissertation title.

Degree, [MA, PhD etc].

University at which the dissertation was submitted.

STEAD, M. 2001. *Identification and assessment of quality of life issues in patients with cancer.* PhD thesis, Leeds University

6.6 Web sites

The principles of referencing information found on the internet is basically the same as for other material.

But you will also need to include the uniform resource locator (URL), or web address. Make sure you write down the URL **exactly** as even the smallest mistake in the punctuation can mean that it is not possible to retrieve the site.

It is also important to include the **date** on which you accessed the web site to find the information you are using to support your work. This is because, unlike books and journal articles etc, web sites are updated or change frequently and you need to indicate which version you used.

Take your information from the web page itself and include as many of the following details as you can:

AUTHOR(s) [if known. If not, arrange according to title - see example below]

Date of publication

[Online]

Title of the article or document
Publisher
Available from: <URL>
[Accessed Date]

Example of a web site where the author is known:

FAUGIER, J. and H. WOOLNOUGH, 2001. *Breaking the male mould: a new approach to leadership* [Online]. National Nursing Leadership Project. Available from:
< www.nursingleadership.co.uk/pubs/breakingthemould.htm >
[Accessed 5 August 2004]

Example of a web site where the author is not known:

Report on the global HIV/AIDS epidemic. 2002 [Online]. UNAIDS. Available from:
< www.unaids.org/barcelona/presskit/report.html >
[Accessed 5 August 2003]

6.7 Standards

The following information should be included for a standard reference:

AUTHOR FAMILY NAME, INITIAL(s).
Year of publication.
Standard number:
Year of standard.
Title of standard.
Place of publication:
Name of publisher.

British Standards Institution. 1990 BS 5605:1990. *Recommendations for citing and referencing unpublished material.* Milton Keynes:BSI

6.8 Patents

A patent reference should include the following:

Name of originator.
(Year of publication)
Title of patent document.
Patent code.
Patent number.

If you are referencing a patent application this should be made clear.

Example of a patent application:

Kenford Industrial Co Ltd. 2003 *Hairdryer nozzle having a plurality of air outlets.*
British patent application 2 383 532 A. 2003-07-02

Example of a granted patent:

Aasted Mikroverk. 1998. *Instant drying paint.* EP 1 378 175 B1. 1998-04-19

6.9. Personal communications

These are unverifiable and are therefore not included in the bibliography or list of references (see also 4.6 above).

6.10. Unpublished documents

Ideally, you should try not to use unpublished sources but there may be occasions when this is unavoidable (e.g. draft documents, reports not published in the conventional way, lecture handouts etc). If you are unsure of the date, you should make a sensible guess and indicate the uncertainty by use of a question mark (?).

Here are examples:

FENDELL, R. 1985?. <i>Training and management for primary health care</i> . Unpublished
--

GREEN, A. and A. MATTHIAS, 1994. <i>Government and NGO roles and relationships in policy making: the health sector in Zimbabwe</i> . Unpublished
--

7. Bibliographic management software

As mentioned in section 2 above, you may want to use a bibliographic management software package such as *EndNote* or *Reference Manager* which store bibliographic details of your references and format the bibliography/list of references for you in your *MS Word* document.

7.1 Endnote

Harvard is one of the output styles available in *EndNote*, but the resulting format does not conform to the guidelines in this appendix. You may, of course, use the version of the *Harvard* style produced by *EndNote* but you must then make sure that all your references are formatted consistently – do not use a mixture of the *EndNote* format and the format described in this document. If you are using *EndNote* and you want a referencing style which matches the recommendations here more closely, you could use the *EndNote* output style for the journal *Social Science & Medicine*. You might nevertheless find that you have to do some editing of your bibliography, depending on how your references have been entered into your *EndNote* library. E.g. words in the journal article title may be capitalised by *EndNote* and you will have to decide whether this is how you want them to appear, changing the letters to lower case if you prefer.

7.2 Reference Manager

The *Harvard* output style in *Reference Manager* does include the journal article title in the list of references/bibliography so this is the best output style to choose. As with *EndNote*, you might nevertheless find that you have to do some editing of your bibliography, depending on how your references have been entered into your *Reference Manager* database. For example, words in the journal article title may be capitalised and you will have to change the letters to lower case.

Further Reading

In addition to the University of Leeds *Skills@Library* pages at:

< <http://skills.library.leeds.ac.uk/> > the University of Leeds library has many useful resources as well as links to external websites.

A good starting point is the *Find items in the Library* page at:

< www.leeds.ac.uk/library/howdoifind/ >

Other University of Leeds Library pages/documents of interest:


Introduction to the Library - Healthcare

A tutorial by School of Healthcare librarian, Mark Clowes for new Healthcare students and those who are unfamiliar with the different resources available at Leeds University Library. Available via: < <http://tinyurl.com/mcilfh> >

Healthcare: Training materials:

< www.leeds.ac.uk/library/subjects/healthcare/train.htm >

How to search the web – *Intelligent Web Searching*:


[ PDF reader required]

< www.leeds.ac.uk/library/documents/workbook/websearch/websearchworkbook.pdf >

Intelligent web searching interactive tutorial:


< <http://tinyurl.com/luiwsit> >

Electronic books and electronic journals (health) workbook:

[ PDF reader required]

< www.leeds.ac.uk/library/subjects/medicine/training/eresworkbook.pdf >

Web of Science workbook:

[ PDF reader required]

< www.leeds.ac.uk/library/documents/workbook/webofscience/webofscienceworkbook.pdf >

Information for distance learners:

< www.leeds.ac.uk/library/distance/ >

University of Leeds Library Skills Centre

Skills Centre

15 Blenheim Terrace

Leeds LS2 9JT



0113 343 4096



skillscentre@leeds.ac.uk

The University of Leeds Library Skills Centre offers students and staff access to expertise, support and resources to develop essential academic skills. The Skills Centre website has various pages to help with different aspects of your studies or research, including links to the following online resources:

- Improve your reading skills

- Develop your writing
- Give better presentations
- Prepare for exams
- Improve your maths
- Improve your listening and interpersonal skills

See the *Academic Skills Resources* page at:

< <http://skills.library.leeds.ac.uk/> >

Key Skills Online

The Skills Centre also has an online package to help with all aspects of study skills. In order to use this package off campus you will need to email the Skills Centre for a username and password. < skillscentre@leeds.ac.uk >

Useful Addresses

📄 *University of Leeds* home page:

< www.leeds.ac.uk/ >

📄 *University of Leeds* library:

< www.leeds.ac.uk/library/ >

📄 *University of Leeds* Information Systems Services

(formerly University of Leeds Computing Service):

< www.leeds.ac.uk/iss/ >

📄 *University of Leeds* Student Support Network:

< www.leeds.ac.uk/ssn >

📄 *University of Leeds* Schools & Departments

(including other academic and administrative units which have web sites):


< <http://campus.leeds.ac.uk/dept.htm> >

📄 *University of Leeds* phone and email directories:

< <http://campus.leeds.ac.uk/phone.htm> >

📄 *University of Leeds* campus map:

< www.leeds.ac.uk/students/assets/campus_map.pdf >

[ PDF reader required]

📄 Faculty Team Librarian for *Healthcare Studies*:

< <http://library.leeds.ac.uk/info/200153/healthcare> >

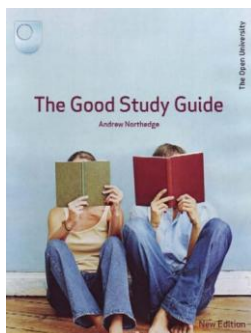
Mark Clowes

☎ 0113 343 1825

✉ m.clowes@leeds.ac.uk

Textbooks on study skills and essay writing

We recommend that all students purchase and make use of the following book:



The Good Study Guide

Andrew Northedge

Paperback - 392 pages (February 2005)

Open University Worldwide

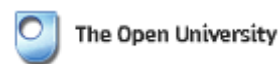
ISBN: 0749259744

[List price: £11.99]

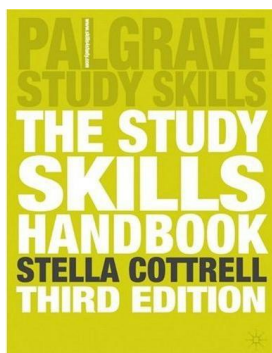
Companion website:

< www.goodstudyguide.co.uk/ >

Developing your learning skills is one of the best investments you can make. We all need to be lifelong learners now. Whether you are an experienced student or just starting out this book will stimulate, guide and support you. It will make you think about yourself and how your mind learns. And it will change forever the way that you study.



University of Leeds library recommends:



The Study Skills Handbook (Palgrave Study Skills) Good Study Guide

Dr Stella Cottrell

Paperback - 360 pages (February 2008)

Palgrave Macmillan

ISBN-10: 0230573053

ISBN-13: 978-0230573055

[List price: £12.99]

Probably one of the most accessible books on study skills. It covers most study skills topics and can be dipped in and out of.



Other useful texts are:

BOR, R. and M. WATTS, Eds., 2006. *The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees*. 2nd Ed. London: Sage Publications

CLANCHY, J. and B. BALLARD, 1998. *How to Write Essays: A Practical Guide for Students*. London: Longman

CREME, P. and M. R. LEA, 2006. *Writing At University: A Guide for Students*. Milton Keynes: Open University Press

LEWIS, R. 1999. *How to Write Essays (Learning Skills)*. Cambridge: National Extension College

ROWNTREE, D., 1997. *Learn How to Study: A Guide for Students of All Ages*. London: Little Brown and Company

RUDESTAM, K. E. and R. R. NEWTON, 2007. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*. Newbury Park: Sage Publications

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Study Skills and Assignment Information Booklet [September 2010]

Study Skills Guide & Assignment Information

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Leeds Addiction Unit

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