

# Spotlight on MSc Research

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Happily, some MSc health psychology theses make their way to good journals and receive the attention that they deserve. However, a significant number of good quality research theses are 'left on the shelf' and do not manage to find an audience beyond the walls of the university. The reasons for this are various, and can include a lack of time due to starting a new job and/or a lack of motivation to revisit a time-consuming task. It with this in mind the EHP Bulletin aims to provide a spotlight on worthy MSc research that deserves more attention. To make it easy, we are asking individuals to submit a 1500 synopsis of their MSc research. So, if you have recently finished your MSc would like to disseminate your considerable effort, contact us. Congruently, if you supervise MSc work and have identified some 'diamonds in the rough' that definitely deserve more attention, please nudge the MSc student to submit a manuscript.

Hopefully, this is the first in a series and we encourage all EHPS members to consider pointing high quality research in our direction, so as to showcase the important work that is conducted at this level.

This first issue includes four articles. Andrew Sentoogo Ssemata and Rachel Shaw provide a narrative analysis of the experiences of first year university international students' fruit and vegetable consumption. Their paper highlights how eating Fruits and vegetables can become an exception rather than the norm influenced by the easy accessibility of fast-food or ready meals perceived as tastier, cheaper, convenient and

quicker, reflecting the negative impact of the 'McDonaldization' of university life. In the second paper, Catherine Grimley and Claire Farrow compare the approaches of parents and nursing staff to the eating behaviours of pre-school children. Interestingly, parents describe their children as displaying significantly higher levels of food avoidance and food approach behaviours at home compared to the reports from nursery staff (who use modelling behaviours more frequently). In third paper, Sarah-Louise Tarpey, Line Caes and Caroline Heary explore the experiences of Irish primary school personnel in supporting students with chronic pain. Their interviews highlight how despite not always being the person to provide one-to-one support, teachers are integrally involved in the child's support plan. Ultimately, teachers believe pain should be managed in school and that many of the support strategies they currently implement and wish to implement are centred on helping the child remain in school while experiencing pain.



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