

Module Details	
Module Title:	Topics and Theoretical Issues in Clinical Psychology
Module Code:	PSY7014-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Psychology
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	30
Practical classes and workshops	6
Directed Study	164

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims
To develop a comprehensive understanding of a range of theories and current research in clinical psychology. To examine the relevance and application of selected areas in clinical psychology. To provide knowledge and awareness of current methods of assessment in clinical psychology.

Outline Syllabus
Introduction to Clinical psychology 1 Introduction and history of clinical psychology 2 Research and the Scientist-Practitioner model 3 Psychological assessment in clinical practice

Special topics in clinical psychology

- 4 Disability and assessment in clinical psychology
- 5 Clinical treatment/psychotherapy
- 6 Introduction to clinical health psychology
- 7 Positive psychology
- 8 Clinical neuropsychology
- 9 Working in adult mental health
- 10 Marital/relationship
- 11 Crisis/trauma

Learning Outcomes

1	Students will be able to identify a range of current theoretical models and approaches in the area of clinical psychology.
2	Students will be able to develop a systematic and comprehensive knowledge of current research and theories in clinical psychology.
3	Students will be able to evaluate and appraise special areas of clinical psychology.
4	Students will have the ability to integrate and synthesise topical areas and their relevance to theories and research in clinical psychology.
5	Students will be able to evaluate, integrate and compile current research and information within a specific area of clinical psychology.
6	Students will be able to identify a specific area of clinical psychology and evaluate the utility of different theoretical approach within this specific area as well as the current research.

Learning, Teaching and Assessment Strategy

This course will be divided into three different teaching methods. The first will be comprised of basic lecture.

The second method will be experiential exercises designed to provide students with insight into clinical psychology.

The third method will be individual student presentations and critique. These individual presentations are structured to provide students with additional knowledge of clinical psychology on a topic of their choice as well as independent study skills and working knowledge on topic areas. Lecturers will also be available for consultation/tutoring.

Presentation - oral/written

You will be required to conduct an oral/written research presentation on a clinical topic. The oral component will be a 15-minute seminar presentation followed by a 10-minute group discussion. A written presentation will be included which will include a brief literature review and current research practice as well as clinical application.

Evaluation of clinical assessment instrument

You will be expected to critically evaluate an assessment instrument in clinical psychology illustrating their practicalities to basic human functioning. (2,000 work max). This course will be divided into three different teaching methods. The first will be comprised of basic lecture.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Presentation	Oral/written research presentation on a clinical topic. Presentation followed by a 10-minute group discussion.	15 minutes	50%
Summative	Coursework	Critically evaluate an assessment instrument.	-2000 words	50%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html .

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.