UNIVERSITY OF KENT

DEPARTMENT OF PSYCHOLOGY

SP598 Clinical Psychology II – 2009

Module Convenor
Dr M Chiesa, Lecturer in Learning Disability, Tizard Centre, Hut 2, Room 17, Ext 3075. Email m.e.chiesa@kent.ac.uk

Module Tutors
Teaching on this course is conducted by the Module Convenor and external lecturers who are Clinicians working in the field.

Any course or general enquiries should be directed to the module convenor and/or Trish Barton, Student Office, Tizard Centre, Hut 2, Room 2, Ext 7955. Email p.m.barton@kent.ac.uk

Time and Location
Spring Term, Mondays, Time 11.00am until 1.00pm, Room KS8 commencing 19th January 2009.

Summary Intended Learning Outcomes
- Demonstrate a broad knowledge of the range of areas in which a clinical psychologist might work.
- Demonstrate a broad knowledge of the range of specialisms in which a clinical psychologist might work.
- Demonstrate an appreciation of the centrality of the service user to all work conducted by a clinical psychologist.
- Demonstrate the ability to describe in a balanced and critical manner the issues raised in lectures, in outlining how theory and research can be used effectively in practice.
- Demonstrate the ability to present material with evidence of the use of relevant literature to support arguments.

Introduction
The Tizard Centre is one of the leading academic groups working in services for people with learning disabilities, mental health needs and the elderly in the UK. Members of the Centre are selected both for their academic record and for their practical experiences in services. The Centre has excellent links with social services departments, health authorities and other relevant organisations.

The primary aims of the Centre are (i) to advance knowledge about the relationships between the organisation of priority care services and their outcomes, and (ii) to help service agencies (both purchasers and providers) to develop their own competence to provide and sustain high quality, comprehensive services for people with learning disabilities or mental health problems.
The Centre has an extensive programme for consultancy and research, both nationally and internationally, as well as providing short courses and degree and diploma programmes at the University of Kent. Further information about the Centre’s work can be obtained from the Centre Business Manager, Tizard Centre, University of Kent, Canterbury, Kent, CT2 7LZ. [Tel: (01227) 764000 ext: 4144. Fax (01227) 763674; e mail tizard-info@kent.ac.uk]

This outline describes the structure and content of the course, arrangements for assessment and examination, including deadlines for submission of coursework.

**Format of the Course**
This course is a core module for degrees in Applied and Clinical Psychology and an optional module for degrees in Psychology. It builds upon the course content taught in SP597 Clinical I (Understanding Psychological Problems and Approaches). The course covers the main substantive areas of clinical psychology: assessment; formulation; treatment; evaluation; research and professional issues. It provides students with an introduction to some of the most important current issues in the practice of clinical psychology, covering work in the fields of adult mental health, children, learning disabilities and specialist client populations. Guest lecturers include clinical psychologists who are currently working in the field.

The course is taught in weekly two-hour lectures on Mondays from 11.00am to 1.00pm, starting on 19th January 2009. Lectures will be held in KLT4. There will be no seminars. Students are expected to attend all teaching sessions and a record of attendance will be kept. Performance is assessed by an essay and an end of year exam.

**Assessment**
Your attention is drawn to the following information to be found on the departmental website:
- Regulations relating to coursework deadlines
  www.kent.ac.uk/psychology/studying/learning-resources/assessment.htm#deadlines
- Guidelines on plagiarism and duplication of material
  www.kent.ac.uk/psychology/studying/learning-resources/plagiarism.htm
- Guideline Criteria for Assessment of Stage 2 and 3 Undergraduate Work
  http://www.kent.ac.uk/psychology/studying/learning-resources/criteria2.htm

**Assessment Details**
Assessment is by (a) examination, and (b) course work, as follows:

a) A 2-hour examination, which will count for 80% of the final result.

b) One essay of not less than 2000 and not more than 2500 words in length, which will contribute up to 20% of the final result. A word count should be included on the front cover of the essay. Author information and references are not included in the word count.

Students leaving the University of Kent prior to the examination period will be required to submit an extended essay by a deadline agreed between student and convenor.

**The Examination**
The examination will last for 2 hours and requires you to answer two questions. While
performance in examinations is bound to be influenced by the circumstances, the same
general assessment criteria apply as for written course work. That is, you are expected to
supply a clear, structured answer to the question; you should demonstrate your knowledge
and critical understanding of both published evidence and theoretical issues; you should
attempt to integrate material from different parts of the course and use ideas and evidence of
your own and from other areas of psychology.

Course Work
Two copies of the course work essay must be submitted to the Department of Psychology,
Room KM1.13, Keynes College, Tel: (01227) 764000 ext. 7061. The course convenor’s
name should be included on the essay cover sheet, which should also state the number of
words in the essay. The essay is due in by: **12 noon, Thursday 9th April 2009.**

Students should note that marks given for essays are not negotiable and will not be changed
by special pleading. Essays more than 500 words over the word limit will have five marks
deducted.

Essays will not be accepted before the relevant topic is addressed in the course teaching and
should make use of the reference list attached to the relevant lecture(s).

No essays will be accepted after the deadline except in exceptional circumstances. Please see
the revised rules regarding deadlines, late work and concessions available at
[http://www.kent.ac.uk/psychology/studying/learning-resources/assessment.htm](http://www.kent.ac.uk/psychology/studying/learning-resources/assessment.htm) This states
that “Late work will be given a mark of zero and will be returned to students with written
feedback but no mark. Please note that the three-week turnaround does not apply to work
submitted late.

Students who have good reasons for being late with work should submit a concessions form
at the time of the deadline or as soon after it as possible. Students should **not** try to seek an
extension before the deadline for submission. The Submission of Concessionary Evidence
form can be found at [http://www.kent.ac.uk/psychology/studying/forms/concession-exam.pdf](http://www.kent.ac.uk/psychology/studying/forms/concession-exam.pdf) or picked up from the Psychology Office. It should be completed and handed in to the
Department of Psychology Student Office, with relevant documentary evidence. Please note
that the University Medical Centre will only issue medical notes for illnesses of **more than 7
days' duration**. Concessions cases will be considered by the Board of Examiners at the end
of the academic year. If a concession is granted, the mark of zero will be removed and the
due mark substituted.

Specific learning disabilities are not sufficient grounds for failure to meet coursework
deadlines. All students should plan their work according to the time they feel that the work
will take to complete. Concessions are not granted for minor illness, misfortunes, or bad time
management.

Students should note that plagiarised or duplicated work will be returned as unacceptable and
that work marked before the deduction of plagiarism or duplication will be recalled and re-
examined. You are advised to keep a copy of all work that you have submitted and to keep
notes or other materials which, in the event of it being necessary, would demonstrate your
personal authorship of the essay.
SP598 CLINICAL II: ESSAY QUESTIONS

Choose one of the following:

1. Critically evaluate the theoretical and practical issues relating to the clinical assessment of individuals with profound and multiple learning disabilities.

2. Functional assessment of Challenging Behaviour is critical when designing intervention. Discuss.

3. What evidence is there to support the use of ACT with common clinical problems?

4. Clinical Psychologists are simply expensive therapists. Discuss.

5. Critically evaluate issues related to the assessment and treatment of mental health problems in people with learning disabilities and health services' responses to these problems.

6. It has been claimed that community care has failed. What problems are there in evaluating the success of community care?

7. Why is Applied Behaviour Analysis the treatment of choice for young autistic children?

8. Compare and contrast ACT with the cognitive-behavioural approach to human psychopathology.

Submission deadline: Thursday 9th April 2009.
Word Count: not less than 2000, not more than 2500 words.

Module Evaluation
You will be asked to provide feedback on this module by completing a module evaluation questionnaire. The questionnaires will be considered at a special meeting of the departmental Learning and Teaching Committee and the minutes of the meeting will be published on the departmental website at www.kent.ac.uk/psychology-local/minutes/ltc/index.htm.

Main Texts
The following texts are recommended for this course:

Some of the course material is derived from publications in journals and the following journals are likely to be relevant:

- Journal of Consulting and Clinical Psychology (per BF631.J5)
- British Journal of Clinical Psychology (per BF631.B6)
- Journal of Social and Clinical Psychology (per BF1.J6)
- British Journal of Social and Clinical Psychology (per HM251.B7)
- Clinical Psychology, Science and Practice (per BF631.C45)

However, no single text can completely cover the entire course and students are therefore encouraged to look at the individual reading lists for each lecture. Key articles and journals are listed below under the outline of each lecture and additional references may be given during lectures. Class marks are written next to those texts that can be found in the library catalogue. **Do not restrict your reading to the texts outlined below. Students are expected actively to search out new research relevant to the course.**

### Teaching Programme
You should note that attendance at lectures, seminars and supervisions, and the submission of written work, are obligatory. For further information see the Faculty of Social Sciences Stage 2 and 3 Handbook.

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<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
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<td>13</td>
<td>19th Jan.</td>
<td>Simon Hewson: Introduction to Clinical Psychology (History/Current Clinical and Service Issues)</td>
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<td>14</td>
<td>26th Jan.</td>
<td>Mecca Chiesa: Introduction to Childhood Autism</td>
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<td>15</td>
<td>2nd Feb.</td>
<td>Mecca Chiesa: Childhood Autism and Early Intervention</td>
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<td>16</td>
<td>9th Feb.</td>
<td>Steve Carnaby: Working with people with profound and multiple learning disabilities</td>
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<td>READING WEEK</td>
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<td>18</td>
<td>23rd Feb.</td>
<td>Peter Baker: Behavioural interventions in learning disabilities</td>
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<td>Alison Culverwell: Working with older adults</td>
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<td>9th Mar.</td>
<td>Len Rowland: Issues in Community Care</td>
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<td>16th Mar.</td>
<td>Juanita Isaacs: Women and Mental Health</td>
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<td>Nick Gore: Advances in Clinical Behaviour Analysis</td>
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<td>L J Conradie: Brain Injury Rehabilitation</td>
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<td>24</td>
<td>6th Apr.</td>
<td>Rebekah Jamieson-Craig and Barry Starr: Clinical Psychology Training</td>
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Topic-specific references

Introduction


Journals
- Clinical Psychology (per BF 631.C5)

Childhood Autism


Working with people with profound and multiple learning disabilities


**Behavioural interventions in learning disabilities**


**Journals**

- Journal of Applied Behaviour Analysis (per BF 880.J6)
- Journal of Applied Research in Intellectual Disability (previously mental handicap research) (per HV1551.M35)
- Research in Developmental Disabilities (per BF 769.7.A7)

**Issues in community care**


**Advances in clinical behaviour analysis**


RFT tutorial at [www.contextualpsychology.org/rft_tutorial](http://www.contextualpsychology.org/rft_tutorial)

Additional references for topics not included here will be provided during the relevant sessions.