



UNIVERSITY OF SUSSEX  
SCHOOL OF PSYCHOLOGY

# **Contemporary Issues in Clinical Psychology and Mental Health**

## **912C8**

**Masters level Module**

**15 Credits**

**Autumn Term 2017**

**Module Convenor: Dr Alison Roberts**

**NOTE: Most of the questions you need answers to about this module are in this document. Please read it fully and carefully before your first seminar.**

NOTE: This document concerns the structure and content of the module. If you have questions about procedures, please consult the School of Psychology Administration Office in Pev1 2A13 or via [psychology@sussex.ac.uk](mailto:psychology@sussex.ac.uk)

## MODULE INFORMATION & REQUIREMENTS

### Module Structure, Aims and Objectives

#### Module Outline

This module describes what clinical psychology is and explores a range of contemporary issues in the professional practice of clinical psychology and related professional groups.

The module will begin by exploring the profession of clinical psychology and how it has evolved - we'll think about how people become clinical psychologists and what they do when they are qualified. We'll explore the different models of working in clinical psychology including the 'intuitive practitioner', 'scientist practitioner' and 'reflective practitioner' approaches. We'll consider what makes clinical psychology unique in the multidisciplinary context - and learn about what it means to work psychologically in the modern healthcare system. This will include a consideration of the roles other professional groups who offer psychological intervention such as psychological therapists and psychological well-being practitioners.

We'll think about the range of different theoretical approaches and basic psychological science that underpins the knowledge and practice of clinical psychology - in particular learning theory and behaviourism, cognitive theory, systemic approaches and psychodynamics.

Contemporary debates in clinical psychology practice will be considered, these include the value of formulation versus diagnosis, the meaning and implementation of evidence based practice in clinical psychology and the role of common versus specific factors in psychological interventions.

We'll go on to explore some of the important drivers of clinical practice that influence the delivery of clinical psychology within modern health services in the United Kingdom - this will include an introduction to the modern National Health Service, the National Institute for Health and Clinical Excellence, and the Improving Access to Psychological Therapies Programme. Finally, we'll look to the future of clinical psychology, and try to make some predictions about the shape of the clinical psychology and related professions in the years to come.

### Module Learning Outcomes.

Specific learning outcomes are available via Study Direct.

#### Pre-Requisites: None

#### Module Contact Information

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## Teaching and Learning

*The syllabus details for the module are available via links on the Psychology teaching web pages and via Sussex Direct.*

### ■ Workshops

There will be 10 workshops for this module, each lasting approximately 1 hour 50 minutes. To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the workshop (see workshop attendance etiquette in Course handbook). There will be a reading/assessment preparation week in Week 6 and Week 12.

It is **CRUCIAL** for you to understand that formal examination on this module will be based on material covered in the workshops **and** your readings for each week. It is also important for you to understand that workshops will **NOT** attempt to 'cover' all such material. That is, workshops are not intended to provide an alternative to you learning the material in your reading. Any attempt to rely solely on learning material presented in workshops will severely restrict your ability to do well during formal assessment of this module. Workshops are intended to fulfil functions other than repeating or summarising material covered in the readings.

Please see your timetable in Sussex Direct for details of *when* and where *your* workshops will be held.

Workshops on this module are intended to perform several functions. First, they allow students to review material covered in prior workshops and associated essential reading. All students **must** do at least the essential reading before the workshop. In addition, there will usually be some additional readings that will be assigned to some of you each week by your workshop leader. These are designed to supplement the essential reading and to provoke lively discussion in the workshop.

A second function of workshops is 'interrogate' at least some of the material covered in prior workshops and associated essential reading. This will be done by use of particular exercises you will learn about on a week-by-week basis. Again, students **must** have done the essential reading and workshop quality will improve to the extent that each student has gone beyond this in areas of particular interest to them.

Third, workshops will be used to provide students with the means of developing oral and listening skills that will unarguably be of tremendous benefit to them throughout their university career and beyond. Through the exchange of ideas and perspectives, you will develop a deeper understanding of the issues covered in the module. This crucial function of seminars also provides a uniquely active way of learning which is not possible in workshops or by private study.

Forth, workshops will illustrate the nature of a critical approach to students. The lecturer will sometimes simply explain material. At other times, however, the lecturer will criticise the material in some way. University education is about learning how to constructively criticise as well as simply absorb information. Evaluate your lecturer's criticisms. Are they simply personal

prejudices (e.g., “I don’t like this”) and, if so, are they presented as such? Or are reasons given for criticisms made (e.g., “I don’t like this because...)?

Fifth, workshops allow students a chance to get to know each other and to discuss material of mutual interest and relevance in a supportive social setting. Learning at university is not and should not be a competitive exercise. Your learning will benefit to the extent that you share your insights and problems with others and support and encourage them to do the same with you. This will often lead to collaborative learning opportunities *outside* formal teaching contexts.

You should note that all the study skills advice in existence suggests that straightforward ‘absorption’ of material (i.e., reading, listening, rote-learning and memorising) should take up about 20% of learning time. The other 80% should come from ‘interrogating’ that information (e.g., looking for links, attempting to summarise and synthesise, looking for strengths and weaknesses and possible improvements, applying to different areas, etc.).

- **Independent study** The difference between studying at MSc level and study you may have done previously is that the emphasis now is on you finding out things for yourself. Just as fitness clubs attempt to foster and facilitate (but cannot impose) fitness, universities attempt to foster and facilitate (but cannot impose) academic excellence. Results will (and can only) come as a direct result of *you* making appropriate use of the facilities at your disposal. Workshops, seminars and the like are there to support and guide your independent learning – they are not there to “pass information from tutors’ heads to students’ notebooks without passing through the brains of either.” Not everything you will need or want to know will be covered in the workshops, seminars or essential readings. You need to become familiar with the material you are guided towards, but you also need to learn to ‘manipulate’ that material: apply it to new domains, compare and contrast across topics, synthesise it, evaluate it, consider its relevance to issues of interest to you, supplement it, etc. This can only be done by being interested and working hard because you want to. As we shall learn below, an exclusive focus on passing assessments will *undermine* that motivation and will make you perform less well as a result. Thus, study because you want to learn and stop when you have answers to your own satisfaction for the questions you care about. Finally, note that independent study is study you engage in outside of formal contact hours with faculty – it does not have to be solitary (see under ‘seminars’ above).

- **Office Hours** Your module convenor, and other module tutors will hold an office hour each week. Please see Study Direct for when and where this will be held. Students may use these office hours (without appointment) to discuss or ask about anything module-related.

- **Study Direct** You are encouraged to access module materials and use the module forum in Study Direct. This is the best way to share ideas amongst your fellow students and ask questions about the module. Module convenors and tutors would prefer to receive queries via the Study Direct module forum than by email.

## Books and Reading

You are expected to engage in a range of readings for this module. Weekly readings will usually include journal articles which will be posted on the Study Direct site each week.

The books below will be useful reading for this module but also for the whole course and you should consider buying one of these (or borrowing from the library):

- Davey, G., Lake, N & Whittington, A. (2015). *Clinical Psychology*. Hodder Education.
- Llewelyn, S. & Murphy, D. (2014). *What is clinical psychology?* Oxford.

There are a number of 'popular science' and autobiographical books which will be of interest and give you an insight into many of the issues arising from mental health and the role of clinical psychology.

Bentall, R.P. (2004). *Madness explained: psychosis and human nature*. London: Penguin.

Bentall, R.P. (2010). *Doctoring the mind: why psychiatric treatments fail*. London: Penguin.

These are both "popular science" style books, which cover themes regarding the nature of understanding mental health problems, psychological approaches and present a critique of the "medical model".

Jamison, K. (2015). *An unquiet mind*. London: Macmillan.

An autobiographical account by a professor of psychiatry who is diagnosed with bipolar disorder.

Wilensky, A. (2006). *Passing for normal: Tourette's, OCD and growing up crazy*. London: Simon & Schuster UK.

Haig, M (2015). *Reasons to stay alive*. Edinburgh: Canongate.

Autobiographical accounts of OCD and depression respectively.

**Weekly readings will also be listed on Study Direct. It is expected that you will be familiar with the general topic area each week (e.g. having read the chapter on the topic from a text book) and have read at least one recommended journal article prior to the workshop each week. Further optional readings will also be highlighted.**

Kinderman, P. (2005). A psychological model of mental disorder. *Harvard Review of Psychiatry*, 13, 206-217.

Carr, A. (2012). Models that influence the practice of clinical psychology. In *Clinical Psychology: An Introduction*. Carr, A. Sussex: Routledge.

Kuyken, W., Padesky, C. & Dudley, R. (2008). The science and practice of case conceptualization. *Behavioural and Cognitive Psychotherapy*, 36, 1-12.

Luborsky, L. & Barrett, M.S. (2006). The history and empirical status of key psychoanalytic concepts. *Annual Review of Clinical Psychology*, 2, 1-19.

Dallos, R & Draper, R. (2000). *An introduction to family therapy: systemic theory and practice*. Buckingham: OUP.

Carey, T.A. & Pilgrim, D. (2010). Diagnosis and formulation: what should we tell the students? *Clinical Psychology and Psychotherapy*, 17, 447-454.

Johnstone, L & Dallos, R (Eds.) (2014). *Formulation in Psychology and Psychotherapy: making sense of people's problems*. Sussex: Routledge.

Lilienfeld, S.O. et al. (2013). Why many clinical psychologists are resistant to evidence-based practice: root causes and constructive remedies. *Clinical Psychology Review*, 33, 883-900.

Wampold, B.E. (2015). How important are the common factors in psychotherapy? An update. *World Psychiatry*, 14, (3) 270–277.

Department of Health (2012). *IAPT three year report: the first million patients*.

Turpin, G & Llewelyn, S. (2009). Clinical psychology as a profession: development, organisation and dilemmas. In *Clinical Psychology in Practice*. Beinar, H, Kennedy, P & Llewelyn S (Eds.). Chichester: Blackwell.

**You are also expected to engage in independent literature search and reading for this module, especially in preparation for discussion of the presentations. Guidance on this will be offered during your workshops.**

## **Assessment**

Assessment details for this module are shown in Sussex Direct. Submission deadlines are shown on your timetable. The assessment criteria for assessed work is displayed on Study Direct and on the School teaching pages

In line with University regulations, every effort will be made to ensure that one marked copy of each essay is returned with feedback within 15 working days of the relevant submission deadline. You will be informed by the School Office when work is ready to collect.

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Plagiarism and Collusion - Academic Misconduct
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

## **Student Evaluation**

All modules at Sussex are fully audited. The module convenor will let you know how you can provide feedback. We want the module to be as good as it possibly can be so all and any feedback is gratefully received.