



**UNIVERSITY OF SUSSEX
SCHOOL OF PSYCHOLOGY**

**Treatment Models and Their Evaluation
913C8
15 Credits
Spring Term 2017**

Module Convenor: Dr. Alison Roberts

NOTE: Most of the questions you need answers to about this module are in this document or on Study Direct. Please read it fully and carefully before your first workshop.

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

MODULE INFORMATION & REQUIREMENTS

Module outline

This module will give students a broad overview of the types of psychological and psychosocial interventions employed by clinical psychologists in healthcare settings. Each teaching session will provide students with an overview of the intervention strategies employed when working with particular types of psychological difficulties. The material will be grounded in real case examples. Students will also be encouraged to take part in practical and reflective exercises to consolidate their learning and to gain a stronger sense of what it might be like to do this work in practice. The teaching sessions will focus on the types of psychological difficulties that are commonly faced in clinical practice. Throughout the module, students will be encouraged to critically appraise the strengths and potential limitations of each treatment approach. Significant emphasis is placed on the role of psychological formulation in ensuring effective treatment planning. Students will also learn how clinical psychologists draw on their broad understanding of the academic discipline of psychology to develop new and creative intervention strategies.

Learning outcomes

By the end of the module, a successful student should be able to:

1. Understand and evaluate a range of treatment approaches for mental health problems.
2. Understand and evaluate treatment approaches in the context of individual case examples.
3. Describe and apply some practical and reflective skills used in clinical practice.
4. Understand and evaluate treatment approaches for a range of mental health problems.

Module Contact Information

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Student feedback sessions: See Sussex Direct

Teaching and Learning

The syllabus details for the module are available on Sussex Direct.

■ **Workshops**

This module will be taught in 10 x 3 hour workshops.

To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the workshop (see lecture attendance etiquette in Psychology programme handbook).

It is **CRUCIAL** for you to understand that formal assessment on this module will be based on material covered in the workshops **and** your “essential reading” 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 essential 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 essential readings.

Workshops on this module are intended to perform several functions. First, they allow students to review material covered in prior lectures and associated essential reading. All students **must** do at least the essential reading before the workshop. In addition, there will usually 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 the workshops is ‘interrogate’ at least some of the material covered in prior teaching 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 workshops also provides a uniquely active way of learning which is not possible in lectures or by private study

Fourth, 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 university and study you may have done previously is that at university the emphasis 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. Lectures, 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 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 exams 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 ‘workshops’ above).
- **Student feedback sessions** Your module convenor will hold these each week. Please see Sussex Direct for when and where this will be held. Students may use these student feedback sessions (without appointment) to discuss or ask about anything module-related.
- **Study Direct** You are encouraged to access module materials and use the module forum on 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 – Specific readings will be given each week.

Recommended General Reading

- Roth, A, and Fonagy, P. (2006). *What works for whom?: a critical review of psychotherapy research* (2nd ed.). London : Guilford
- Westbrook, D., Kennerley, H., and Kirk, J. (2011). *An Introduction to Cognitive Behaviour Therapy: Skills and Applications*. (2nd ed.). Sage.
- Dallos, R., and Draper, R. (2015) *An introduction to family therapy: systemic theory and practice*. (4th ed.). Buckingham: OUP.
- Bateman, A., Pedder, J., and Brown, D. (2010). *Introduction to psychotherapy: an outline of psychodynamic principles and practice* (4th ed.). London : Routledge

You will need to go beyond these texts in preparing for workshops and assessments. Use them as a starting point to orient yourself to particular fields of interest, and then pursue other material that appears to you to be relevant.

Further readings will be recommended on a week-by-week basis during the teaching sessions.

Assessment

<i>Group Presentation</i>	20.00%
<i>Essay (2000 words)</i>	80.00%

Titles for your assessments will be available at the start of the teaching term.

Assessments deadlines and methods of submission can be found on your assessment timetable via Sussex Direct.

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

- Submitting your work
- Missing a deadline
- 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>

E-submission

From 2016/17, Masters and MRes students taking PG year modules will usually be asked to submit assessments electronically where assessments are text-based, for example, an essay. Your Sussex Direct - Assessment Deadlines & Exam Timetable will give all assessment details, including whether the assessment is to be submitted via e-submission through Sussex Direct or via a different method. Feedback for all e-submission assessments will also be provided electronically.

Please refer to the frequently asked questions available on the following webpage for further information:

<http://www.sussex.ac.uk/tel/submission/students/esubmission>

<http://www.sussex.ac.uk/tel/submission/students/faqs>

www.sussex.ac.uk/adqe/standards/examsandassessment/esubmission

Attendance, Absence and Engagement

You are expected to be 'in attendance' at the University for the full duration of the published term dates for your course of study. That means you should be regularly attending lectures, seminars, labs etc. and committing time to your studies to be in a position to comply with academic and administrative expectations.

The university has an 80% attendance policy in place, so it's really important that you let us know if you are ill or cannot attend classes so that we can register this as a notified absence.

If you are unable to attend your seminars or workshops, you need to send an email to psychologyabsence@sussex.ac.uk setting out the following information:

- Seminar(s) / workshop(s) that you will be absent from (list all of them)
- Tutor name
- Brief reason for absence

Please see the following link for further information:

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

Student Evaluation

The module convenor will create opportunities for you to provide feedback (online, on paper, and/or in person) on your experience of the module during the term. In addition, you will be asked to complete an online course evaluation questionnaire at the end of every term, and this will provide an opportunity for you to comment on each module as well as the course overall.

Workshop Overview

Week	
1	Treatment models and their evaluation module: introduction
2	Cognitive behavioural psychotherapies for depression: models and evidence base
3	Cognitive behavioural psychotherapies for anxiety: models and evidence base
4	Mindfulness based interventions: models and evidence base
5	EMDR (and CBT) for trauma: models and evidence base
6	Reading week
7	Systemic psychotherapy: models and evidence base
8	Psychodynamic psychotherapy in a modern healthcare system: models and evidence base
9	Cognitive analytic therapy: models and evidence base
10	CBT and family interventions for psychosis: models and evidence base
11	Group Presentation Assessments
12	CAREERS DAY