

Course Information Sheet

BSc (Hons) Psychology with Clinical Psychology

Mode and course length – Full-Time (4 years)

Location – ARU Cambridge Campus

Awarding Body – Anglia Ruskin University. As a registered Higher Education provider Anglia Ruskin University is regulated by the Office for Students.

Overview

Ever wondered what makes people think, feel and behave the way they do? Interested in learning about psychological disorders and their treatment?

Our degree will help you understand people and their unusual behaviours, emotions and thoughts. You'll consider the possible links between psychological disorders and mental, emotional and physical disorders and explore how psychology is applied to the understanding of health, illness and healthcare. Developing your scientific, analytical and research skills, you'll learn about treatments in areas such as clinical psychology and cognitive neuropsychology.

You'll use our excellent research facilities, including well-equipped specialist laboratories for measuring electrical activity in the brain, eye movement, psychoneuroimmunology, emotions and communication, psychometrics, human behaviour, consumer reactions and much more.

To make sure you're kept ahead of the latest findings, you'll be invited to weekly research seminars with talks from leading academics and researchers.

Course Delivery

Our courses are delivered through teaching and learning methods which provide students with the widest possible exposure to a modern and innovative higher education experience.

These methods vary and could include attendance at lectures and seminars, undertaking laboratory exercises or work-based activities, practical work, performances, presentations, field trips, other relevant visits and e-learning through Canvas, our online learning management system.

Each course is divided into a number of 'modules' which focus on particular areas, each of which has a specific approach to its delivery. This information is published to students for each module they take via the Module Definition Form (MDF) and Canvas.

Assessment

Throughout the course, we'll use a range of assessment methods to help you and your tutors measure your progress. These will include exams, essays, reports and presentations. There'll also be some laboratory reports, preparing you for your work after graduation. You'll write a dissertation in your final year to demonstrate your learning and show us you've developed the knowledge and skills to complete the course.

Fees

Information about your course fee including any annual fee increases or deposits (if required) can be found in your offer letter.

Modules

Core Modules

Year 1: Foundation in Psychology

This module will provide students with the necessary skills to begin studying at level 4 in Psychology and related courses.

Students will be introduced to the core skills necessary to succeed in higher education, including thinking critically, researching and referencing appropriately, demonstrating appropriate numeracy and ICT skills, and communicating effectively verbally and in writing.

In addition to these fundamental study skills, students will be introduced to a number of disciplines underpinning psychology.

Fundamental mathematical skills will be covered in order to support students' other subjects and give them confidence in manipulating data. Students will be introduced to the biology of micro and macro organisms, with reference to both human and animal structures, and will gain experience of practical experimentation in the laboratory.

Students will be introduced to the core principles of psychology and will explore various current applications of psychological theory. Students will also be introduced to ethics and will learn about some of the key theories and thinkers in the development of current ethical considerations.

The module is made up of the following 8 constituent elements:

- Interactive Learning Skills and Communication (ILSC)
- Information Communication Technology (ICT)
- Critical Thinking
- Maths for Scientists
- Psychology
- Biology – Physiology
- Ethics
- Intercultural Studies

Year 2: Social and Developmental Psychology

This module will provide an introduction to key topics, theories and issues in social and developmental Psychology. It will enable students to understand how certain behaviours and experiences can be shaped by different social contexts (the family, peers, and society) and the impact of these on social and emotional development. Key areas within social psychology (attitudes, interpersonal communication, social influence, groups, identities and ethics) and developmental psychology (genetic and environmental influences, language, cognitive and emotional development and ethics) are covered. The module includes consideration of methodological issues, and some introduction to the conceptual debates that characterise social and developmental psychology. Applications of the work of social and developmental psychologists are also considered. Students will learn transferable skills such as how to manage information and to collect data from appropriate sources.

Year 2: Theoretical Foundations in Psychology

This module will give students an overview of some of the theoretical, philosophical and historical foundations of the discipline of psychology. Psychology is often defined as the "science of the mind" but students will be made aware that there has been much debate both within and outside psychology as to how to define both "science" and "mind".

To illustrate these debates the module focuses on different 5 approaches to psychology; each approach has a different focus:

1. Behaviourism: Focus on behaviour
2. Psychoanalysis: Focus on the unconscious
3. Cognitive psychology: Focus on the mind
4. Humanistic psychology: Focus on the person
5. Biological Psychology: Focus on the physical

Students will be encouraged to develop your analytical and evaluative skills with guidance from your tutor. By the end of this module, students will have gained useful written communication skills (particularly with regard to evaluation) and also be able to

manage and synthesise information from different sources. For example: behaviourism, psychoanalysis, cognitive psychology, biological psychology, and humanistic psychology. Debates about the subject matter and the methodology of psychology are also put into perspective by outlining different approaches to the philosophy of science and the philosophy of mind.

Year 2: Becoming a Researcher - Designing Research

Psychology is a broad discipline but most psychologists share a common understanding of research skills and techniques. However, all psychologists share basic skills in understanding, designing and communicating research and this module aims to give students a grounding in these skills. As a science, Psychology is driven by the empirical analysis of human behaviour. To do so, we start with a question of interest, formulate hypotheses to test, design, and implement a study to collect data to be analysed.

In this module, students will be introduced to the principles that psychologists use to understand human behaviours and psychological phenomena. Through exploration of case examples, topics covered will include assessing published literature, the formulation of research questions and hypotheses, foundations of study design and experimental control, the development of research protocols and procedures, sampling and participant selection and ethical considerations in research.

This module will give students the basic skills to conduct a literature review, develop research questions and hypotheses, design an empirical study, develop a research protocol and consider the ethical risks of collecting data from human participants. Assessment for this module will require students to develop a research proposal, including the formulation of research protocols and analysis of ethical risks associated with data collection.

Year 2: The Psychology of Everyday Life

This module provides specialists and non-specialists in psychology with a psychological perspective on various issues of everyday life. During the module, we look at a number of topical issues in order to demonstrate how psychology can provide insight into people's behaviour, and how we benefit from a scientific psychological approach.

Students will be encouraged to question 'common sense' views of the world and use evidence to draw conclusions about questions of human behaviour. Ethical issues in psychological research will be addressed. The module will enable students to develop skills in the management and organisation of information and the use of library and internet resources, as well as the opportunity to develop their written communication skills.

Year 2: Issues in Child Development and Social Psychology

This module provides an extension to the introductory module on social psychology and developmental psychology. It builds on the general foundations given in its pre-requisite module, by introducing students to more specific domains of child development and social psychology. Whereas the module "Social and Developmental Psychology" carries slightly greater focus on social psychology, this module carries slightly greater focus on developmental psychology. Students are introduced to quite a wide range of domains of research in developmental and social psychology, whilst avoiding having to consider any one topic in too much depth. The developmental and social parts of the module are largely independent. However, each topic covered in the developmental part builds on previously covered topics; ending with an overview of normal and non-normal developmental profiles. Similarly, each topic in the social part to some extent builds on earlier topics. These begin with applied social cognition, and will also consider social psychology in a court setting. Students will gain skills in analyzing theories, relating theories to evidence, and synthesising material from diverse sources.

Year 2: Introduction to Clinical and Health Psychology

This module provides an introduction to clinical and health psychology. We examine the way in which these disciplines apply psychological knowledge to an understanding of health and illness, and the interventions which can be used to improve health or relieve the symptoms of illness. We examine how concepts of health have changed over time, what we mean by normality and abnormality, and the different models that psychologists have used to understand the causes of mental ill-health. We also examine specific health problems, both physical and mental, including eating disorders, stress, trauma, and sexual disorders. We also consider the different methods that can be used by clinical and health psychologists to enhance people's physical and mental health, both individual, family and population based. The module will be of interest to students who would like to pursue a career in clinical or health psychology, or related areas, such as forensic psychology.

Year 2: Fundamentals of Cognitive Psychology

Our experience of the world is an interpretation based on many cognitive processes being carried out by the brain. Because these processes are so automatic, and their outcome so convincing, people are often not aware that what they are experiencing is merely an interpretation, and as such can be inaccurate. This module will challenge students to think more clearly about this, and consider the ways in which the brain constructs its interpretation of the world, and the ways in which this interpretation can be misleading. The module aims to give students a broad understanding of cognition and how we process information about the world by introducing the major issues underpinning cognitive psychology, drawing attention to the key conceptual and ethical considerations of research in the area. Throughout the module, several key issues will be repeatedly addressed, e.g. the interactive nature of cognitive processing, and the core role of empirical research in developing cognitive theory. Areas to be covered in the module include: Visual perception, Attention, Memory, Language, and Problem Solving. Students will be taught how to write up research using APA format, and their ability to do this will form part of the assessment for the module. This module will provide students with insights into their own cognitive processes (such as perception and memory) which they can apply to help in their study and understanding of other parts of their degree. It will equip students with a range of key transferable skills useful in the workplace, such as report writing, data analysis, and logical thinking.

Year 2: Becoming a Researcher - Using Data

In order to understand human thought and behaviour, psychologists often collect a range of different types of numerical data from human participants. To be able to draw conclusions as to how and why people think and behave, we need to understand how to apply a variety of statistical analyses to data in order to draw valid and reliable inferences.

This module provides a step-by-step introduction to the principles and application of psychological data analysis. Becoming a Researcher - Using Data will introduce students to the theory behind statistical analysis, show students the best ways to describe their data and give them training in a variety of statistical tests that can be used to analyse and draw conclusions about human thought and behaviour. In doing so, students will gain first-hand experience in conducting a variety of statistical analyses, with support and on their own, and have an opportunity to put these skills into practice by conducting and reporting a psychological experiment.

Year 3: Biopsychology

"...your joys and your sorrows, your memories and your ambitions, your sense of personal identity and free will, are in fact no more than the behaviours of a vast assembly of nerve cells and their associated molecules". (Crick, 1990). Biological Psychology is one of the major paradigms in modern psychology and a good working knowledge is essential to understand many areas of contemporary psychology, for example drug therapy, why stress can make people and even why the sensation of falling in love is quite so powerful. Biopsychology introduces students to the physiological mechanisms that underlie all behaviour and cognition. Initially, the module introduces the philosophy that underpins biological psychology, and discusses issues such as determinism, reductionism and free will. The module then focuses on capture, communication and processing of information in the nervous system and looks in detail at the mechanics of these processes. For example, the structure and function of the brain and nervous system. The complex interplay between 'psychology' and chemical messages - such as cytokines and hormones is introduced. Students are introduced to the role that evolution and genetics may play in behaviour and cognition. Finally, the module shows how biological psychology can be applied.

Year 3: Contemporary Social Psychology

Social psychology is the study of how people's thoughts, feelings and behaviours are influenced by the actual, imagined or implied presence of others. Building on classic social psychology theory and research, this module considers contemporary social psychology, including topics such as racism and the replication of classic social psychology experiments. Students will also be exposed to the two forms of social psychology: the "mainstream" American forms of social psychology and the more modern European forms of social psychology that place more emphasis on social and collective processes.

The module will develop transferable skills such as management of information, critical thinking and evaluation skills, as well as taking responsibility for one's own learning with minimal guidance.

Year 3: Diagnosis and Formulation in Mental Health

Here you'll be introduced to diagnosis and formulation in mental health as well as a variety of mental health problems such as

anxiety, depression, psychosis, post-traumatic stress disorder and personality disorders. You'll focus on developing your knowledge of the diagnostic criteria for mental health problems, looking at the diagnostic classification systems, and also establishing an understanding of current the view of mental health problems through formulation. You will also be introduced to key theories believed to underpin and maintain mental health problems, including biological, psychological and social factors. You'll be taught the importance of understanding the individual beyond diagnosis, enabling them to understand formulation through applying theories to case studies.

Year 3: Research in Action: Statistical Thinking

This module develops students' statistical thinking, enabling them to approach research questions with skill and understanding. Students will develop a critical understanding of the principles of data collection and analysis in Psychology, and consider the theoretical bases, merits and limitations of various quantitative methods. In lectures, students will focus on theoretical and conceptual ideas underpinning statistics and research design. There will be an emphasis here on understanding the logic behind the techniques covered, and behind choices that researchers make. This will enable students to know when it is appropriate to use a particular approach, and how to interpret its output. Concepts covered in lectures are brought to life in associated practical sessions. Here, students gain experience using the statistical techniques covered in lectures, using practical and computer-based examples.

Students will apply their skills by conducting a piece of research. They will use their skills to design research questions, evaluate ethical implications, and analyse real data to test hypotheses. They will write up their findings in a scientific style. This will provide students with their first formal experience of conducting independent research, and will train them in some of the important skills needed for their final year project, and beyond.

Employability skills: In this module, students will learn how to design research and analyse and interpret data – essential skills for a psychologist, and highly valued by employers.

Year 3: Learning, Memory and Perception

Underlying all psychological functioning is the ability to perceive, remember, and alter our behaviour in response to information in the world. These basic psychological processes of perception, memory and learning were the first areas of study for empirical psychology and this module examines both the historical development of these areas as well as the current state of knowledge in each area.

An overview of principles of associative learning will be given including the principles of operant and respondent conditioning and the distinction between contiguity and contingency in learning. We will also consider how the principles can be applied in practical situations such as the treatment of phobias.

The underlying neurophysiological mechanisms of memory as well as cognitive models of memory will be presented. Experimental findings of short-term, long-term, implicit and explicit memory, as well as problems of memory encoding, organisation, retention and retrieval will be addressed. Disorders of memory associated with brain injury will be discussed.

Models of visual perception and attention will be discussed and experimental findings on change blindness, object perception and face perception evaluated. We will also consider the effect of learning and experience on perception as well as some of the neuropsychological impairments which can affect perception.

Year 3: Personality, Intelligence and Psychometrics

It is recommended that students do not enrol on this module unless they have taken the module Key Skills for Psychology (face-to-face) or Key Skills for Psychology Part 1 and Key Skills for Psychology Part 2 (distance learning). This module is designed to enable students to develop an understanding of key contemporary approaches to the study and assessment of personality and intelligence. In this module we examine the assumptions behind theoretical approaches to personality and intelligence; the nature of personality and intelligence; the theory of psychometrics; the strengths, implications and limitations of different approaches; and the applications of theory. The module links theoretical approaches with assessment and includes the development of basic skills in understanding and using psychological tests. The module is suitable for students who have a basic understanding of psychology and is normally available to those who have studied some psychology research methods in their first year. As well as acquiring a detailed knowledge of major theories of personality and intelligence, this module enables the development of awareness of the social and ethical implications of the measurement of individual differences. The module

develops students' skills in problem solving, evaluation and autonomy.

Year 3: Lifespan Development

This module aims to give students an overview of human development across the lifespan. The emphasis in this module is on development across the lifespan, including how childhood experiences affect later development. Different approaches to human development will be discussed and compared, and students will be encouraged to apply theories of development to particular case studies. Some of the different approaches to human development to be studied may include: attachment theory, Erikson's psychosocial theory, theories of aging, and biopsychosocial approaches. Different domains of human development will be covered, e.g. cognitive, social, emotional, and moral development across the lifespan. Students who successfully complete this module will gain intellectual skills of evaluating and applying theories to data, and also transferable skills of self-evaluation, autonomy and communication.

Year 3: Research in Action: Qualitative Methods and Psychology in Practice

This module will include the teaching of qualitative methods in psychology. It will examine the design, collection and analysis of qualitative data. The module will also outline key aspects of a qualitative approach such as reflexivity and epistemology. There will be specific sessions that are dedicated to particular approaches in qualitative methods including: thematic analysis, grounded theory and discourse analysis. Students will analyse qualitative data as part of this module and utilise this data to formulate research questions. As part of this, students will develop an awareness of the ethical and practical implications of conducting professional research. This will include the application of professional codes of conduct and ethics in research and practice.

Students will also consider research design and formulate a research proposal in the form of a "call for funding" application. Students will be asked to pay particular attention to the ethical issues and concerns when proposing research.

Year 4: Clinical Psychology

This module will give students a critical awareness of the profession of clinical psychology, including an understanding of the historical context, as well as the current political and cultural context of the practice of clinical psychology. Over the course of the module, students will be introduced to the core skills (Assessment, Formulation, Intervention, Evaluation, Communication, Research and Reflection) used by clinical psychologists, and encouraged to critically evaluate their application across a range of settings and with a variety of client groups. Formulation will be particularly highlighted as a key skill, and the debates and controversies around the use of formulation will be discussed in line with recent developments and professional guidelines. Consideration will be given to thinking critically about the specific and differing requirements of working with individuals across the lifespan (Adult mental Health, Older adults, Children and adolescents), and with specialist populations (Intellectual Disability, Forensic, Health, Eating Disorders, Substance Use and Neuropsychology). Clinical Psychology's role in leadership, consultancy, research and audit will also be discussed, and the application of research in clinical practice will be critically evaluated. The module will also include discussion of multi-disciplinary team (MDT) working, and students will be given opportunity to reflect on and develop their ability to work within professional teams.

Content will include case studies and video demonstrations of clients across the lifespan and across a range of settings. Independent and student managed learning will require the ability to independently research literature and internet databases on different topics. This module will prepare students particularly well for working in clinical settings.

Year 4: Language and Thought

This module provides an introduction to key themes, theories, research programmes and methods to understand processes underlying human language and thinking within the domains of cognitive psychology and cognitive neuropsychology. Intact and impaired processes involved in spoken language, reading and spelling will be explored in different languages with a special interest in whether these processes are universal or language specific. The module will equally provide the opportunity to study human problem solving, reasoning and decision-making as well as establishing an appreciation of the different approaches and models. Contradicting evidence from reasoning in the laboratory and the real world will be examined to understand how human reasoning differs from idealised accounts provided by theories of logic and probability. Acquisition of literacy and associated developmental problems such as dyslexia will also be examined. Furthermore, the module explores bilingualism and related issues in acquiring and maintaining a second language. Students will learn to critically evaluate contemporary topics on language and decision making processes. This module will prepare students for working with intact and language impaired

individuals.

Year 4: Psychology Project

The psychology project provides students with an opportunity to develop, conduct and analyse their own research project, and as such requires a high degree of autonomy from the student. The module supports students in the preparation and submission of an Undergraduate Research Project worth 30 credits and involving 300 hours of student commitment. It provides students with the opportunity to select an area of psychology, ethically evaluate their research, carry out an in-depth literature review of that area, formulate hypotheses and/or research questions based on that review and design a study in order to examine these. Having collected the data, students will then be required to analyse, evaluate and discuss their findings, and present them with a project that adheres to the appropriate format.

Year 4: Atypical Development

The course will introduce a variety of developmental disorders including Downs' Syndrome, dyslexia and autism. The module will include an analysis of biological, cognitive and social issues and discuss models of atypical development. Students will gain an insight into the main symptoms of each clinical condition and the prognosis for people with these disorders. This will be done by discussing published literature and studying symptoms of children and adults with these disorders in video demonstrations. The course also covers the assessment and diagnosis of developmental disorders, and a range of psychological theories that have attempted to explain the different clinical conditions. Students will learn to critically evaluate contemporary issues in atypical development supported by a range of academic literature. This module will be particularly useful for those considering a career related to development, educational or clinical psychology or a career working with typically developing children or children with special needs.

Year 4: Psychological Therapies

This module provides an introduction to some of the main methods of psychological interventions used by clinical, counselling and health psychologists in therapeutically helping people. These interventions are used to assist people in strengthening their capacity to manage and cope with their lives, and help work through some emotional difficulties. The module will cover some of the core theoretical principles and techniques used in various psychological interventions, when working with individuals (both children and adults) as well as with families and groups. The module will also show that the therapeutic relationship is central to a variety of psychological interventions. The different interventions used also aim to assist clients and patients to make meaning of their distress.

Optional Modules

(Subject to availability)

Year 4: Neuropsychology

This module introduces students to major neuropsychological syndromes following brain damage. The most frequent syndromes in clinical practice such as aphasia, amnesia, agnosia, dementia, epilepsy and Parkinson's disease are discussed. Students will be introduced to a variety of different tests and assessment procedures applied in clinical neuropsychology and for each of the clinical syndromes, relevant neuropsychological and psychiatric symptoms will be outlined. Problems in the assessment of brain-damaged patients as well as treatment procedures available will be discussed.

The aim of the module is also to make students aware of the theoretical concepts of cognitive processing derived from the study of brain-damaged individuals. One major question will address the way in which the study of brain-damaged patients can help us in the understanding of brain functions. Students will obtain insight into the relation between brain structure, cognitive processing and observable behaviour by looking at case studies of neuropsychological patients. This will be done by discussing published individual case descriptions and by studying symptoms of patients in video demonstrations. Concepts, theories and experimental methods of cognitive neuroscience and neuropsychology will be evaluated as well as therapeutic approaches in the neurorehabilitation of brain damaged individuals. Finally, the potential mechanisms underlying cortical reorganisation after brain injury and underlying learning of new information on healthy individuals will be discussed. Since the module familiarises students with common neuropsychological syndromes, standard assessment procedures in clinical neuropsychology and therapeutic approaches for brain-damaged individuals, students who want to pursue a career in clinical psychology or cognitive neuroscience will benefit from the module.

Year 4: Critical Issues in Health Psychology

This module enables students to develop a critical awareness of issues and debates surrounding health, illness, treatment, and disability. Standard clinical and medical models are seen as only one of several competing ways of making sense of health, illness and disability in contemporary society. This module presents a range of broadly social, critical perspectives on our understanding of health and illness. These include how illnesses and disabilities are commonly represented in contemporary society, and how this may influence individuals' experience of illness and disability; the social model of disability; the social determinants of physical and mental health; the embodied nature of health and illness; and the experience of treatment and health care services. Critical consideration is given to how poverty, class, culture, gender and sexuality are factors to consider in health psychology. The module, while primarily a critical health psychology module, draws on material from a broad range of disciplines including clinical psychology, psychiatry, social psychology, sociology, and public health.

The module will also be of interest for students considering further study or a career in health, counselling or clinical psychology. The module will also provide opportunities to develop relevant transferable skills including group working, information management and autonomy.

Year 4: Psychology in the Workplace

This module introduces students to the principles of organisational psychology and provide students with an opportunity to apply the knowledge and training that they have accrued through their degree to a work-place setting. In undertaking this module, students will be introduced to theories and research of organisational psychology and explore the central aspects of how psychological theory and skills are applicable in real-life employment settings. In doing so, students will be required to complete 35 hours of either voluntary or paid work experience in a role where they can apply psychological knowledge and other degree-related skills (e.g., research, report writing, data entry and analysis). These hours may take the form of 1 week of full-time work or, alternatively, several weeks of part-time work; these hours can be completed over the summer period prior to the module or no later than during the first five weeks of the module.

Module delivery will require students to attend and participate in a series of six campus-based lectures and five campus-based seminars whilst also completing at least 35 hours of relevant voluntary work placement, which the student is required to organise. Lectures will cover the workplace experience element and an introduction to occupational/ organisational psychology. During seminars students will learn about relevant psychological concepts, participate in discussions with other students about their workplace experiences, and receive help and advice from the module leader in completing their coursework assessment.

The staff in the placement organisation will provide the usual level of guidance for volunteer workers and will confirm in writing that the student completed the recommended number of hours.