

Clinical Psychology

Module title										
Clinical Psychology										
Module NFQ level (only if an NFQ level can be demonstrated)		Module number / reference		ECTS Value		Duration				
8				10		24 weeks				
Parent programme(s). Principal programme title, and embedded(s) if relevant				Stage of parent programme		Semester No.				
BA (Honours) in Psychology				3		1&2				
Teaching and Learning modes		Proportion (% of Total Directed Learning)								
Classroom / Face to Face		22.4%								
Workplace										
Online										
Other (Identify)		77.6% (directed and self-directed learning)								
Entry requirements (statement of knowledge, skill and competence)										
Successful completion of Stage 1 of the programme or equivalent is required for entry onto Stage 2.										
Maximum number of learners per instance of the module				40						
Average (over the duration of the module) of the contact hours per week				2.3						
Pre-requisite module title(s) (if any)										
Co-requisite module title(s) (if any)										
Is this a capstone module? (Yes or No)				No						
Module-specific physical resources and support required per centre (or instance of the module)										
Lecture Hall, Library, IT Resources										
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.										
Role e.g. Tutor, Mentor etc.		Qualifications & experience required:				# of Staff with this profile (WTEs)				
Lecturer		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%				
Analysis of required learning effort										
				Hours of Learner effort						
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					

48	1:10						202			250
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Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The rationale for including this module rests in integrating science, theory and practice to understand, predict and alleviate difficulties, challenges and discomfort in the human being. It contributes to the learner's fuller comprehension of intellectual, emotional, biological, social and behavioural aspects of human functioning across the lifespan, in varying cultures, and at all socioeconomic levels (see also APA, 2020).
Module Aims and Objectives	The main aims and objectives of this module rest in presenting the history, content, professional functions and the potential future of clinical psychology. The module aims to introduce learners to a range of assessment measures, real-world applications and the theoretical approaches to be used whilst working with clients.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Understand the ways certain assessment tools can be used ethically in clinical psychology and how to score and analyse some basic assessment scales such as the SCARED, or the KADS (MIPLO 3, 4, 5, 7) 2. Present a formal written essay on a topic from Clinical Psychology (MIPLO 4, 7) 3. Compose and maintain a Learning Log across both semesters (MIPLO 3, 4, 7) 4. Understand the importance of multicultural competencies in practicing clinicians (MIPLO 1, 2, 5, 7)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module Moodle Page to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.
Module Content, Organisation and Structure	Over the 24 weeks, the learner will cover a range of topics such as (but not exclusively), Clinical Psychology Past and Present <ul style="list-style-type: none"> • The roots and growth of Clinical Psychology • The major approaches as they developed • The advantages and limitations of taking a specific approach

Basic Features of Clinical Assessment

- Outlining the assessment process
- Clinical Judgement and decision-making
- Factors affecting assessment choices
- Communicating assessment results
- Ethical considerations in assessment

Interviewing and Observation in Clinical Psychology

- Interview situations and interview structure
- Stages in the clinical interview
- Observational goals and benefits
- Approaches to observational assessments

Testing in Clinical Psychology

- Basic concepts in psychological testing, cultural fairness and bias
- Tests of intellectual functioning
- Tests of attitudes, interests, preferences and values
- Tests of psychopathy and personality

Clinical Interventions

- The goals of Clinical Interventions
- Ethical Guidelines for Clinical Interventions
- Practical aspects of Clinical Interventions

Psychodynamic and Humanistic Psychotherapies

- Psychoanalysis and psychodynamic psychotherapy
- Humanistic psychotherapy and other humanistic approaches

Behavioural and Cognitive Behaviour Psychotherapy

- Behaviour therapy
- Cognitive Therapy
- Cognitive-Behaviour Therapy

Other Modes of Clinical Intervention

- Group Therapy
- Couples and Family Therapy
- Community Psychology
- Prevention
- Self-Help
- Technological Innovations influencing Psychological Treatment
- Psychotherapy Integration

Clinical Child Psychology

- A brief history of Clinical Child Psychology
- Characteristics unique to Clinical Child Psychology
- Clinical Assessment and Children
- Specific Childhood Disorders
- Treatment and Prevention of Childhood Disorders
- The future of Clinical Child Psychology

The Future of Clinical Psychology

- Professional Training and Regulation

	<ul style="list-style-type: none"> Professional Ethics Professional Independence Professional Multicultural Competence
Module Teaching and Learning (including formative assessment) Strategy	<p>This module will be delivered in a two-hour lecture format across twenty-four weeks. Typically, the first hour will deliver information while the second hour will be given over to aspects such as:</p> <ul style="list-style-type: none"> Debating what was just learned Writing up what was just learned (Learning Logs) Critiquing the methods used about what was just learned. <p>The rationale for this teaching mode rests in the amount of information to be covered in this timeframe. Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners.</p> <p>The maximum tutor: learner ratio is 1:20</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
Module Summative Assessment Strategy	<p>This is a 50-50% CA task for the learner.</p> <p>The learner is tasked with writing a 2500-word essay (50%) on topic choices such as;</p> <ul style="list-style-type: none"> Describe and evaluate the core competencies in assessment a Clinical Psychologist should possess. Describe and evaluate the potential influence of a clinician's theoretical orientation. Explain and critique the ethical concerns and dilemmas that can be raised when clinicians conduct assessments <p>Learners will be awarded a 50% grade for a 2,500-word learning log on their introduction to an assessment tool such as the GARS-3, the SCARED Form: Child and Parent version, 11-ITEM Kutcher Adolescent Depression Scale: KADS-11, or the Long Form Attachment Styles Questionnaire.</p>
Sample Assessment Materials	<p>The Learning Log (50%) (MIMLO 3, 4, 7)</p> <p>2500 words describing their understanding of using and scoring one assessment tool of their own choice</p> <ol style="list-style-type: none"> Adhering to APA formatting within the presented work. Adhering to the template provided for the Cover Page (available via Moodle) Work must be proof-read for spelling and grammatical errors.

	<ol style="list-style-type: none"> 4. Employing a discursive and critical approach to the topic. 5. Using a balanced, objective approach to the question outlined. 6. Do not refer to “I” in this work, instead write in the third party. 7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument. 8. Demonstrate an appropriate depth and breadth of reading. <p>The Essay (50%) (MIMLO, 2, 3, and 4)</p> <ul style="list-style-type: none"> ➤ Table of Contents ➤ Introduction ➤ Main Body with definitions, explanations and critique ➤ Conclusions ➤ References <p>Total (2,500 words)</p> <ol style="list-style-type: none"> 1. Adhering to APA formatting within the presented work. 2. Adhering to the template provided for this type of Report (available via Moodle) 3. Work must be proof-read for spelling and grammatical errors. 4. Employing a discursive and critical approach to the topic. 5. Using a balanced, objective approach to the question outlined. 6. Do not refer to “I” in this work, instead write in the third party. 7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument. 8. Demonstrate an appropriate depth and breadth of reading.
<p>Reading Lists and Other Information Resources</p>	<p><u>Essential Reading:</u></p> <p>Carr, A. and McNulty, M. (2016). <i>The handbook of adult clinical psychology: An evidence based practice approach</i>. New York: Routledge.</p> <p>Davey, G., Lake, N. and Whittington, A. (2015). <i>Clinical psychology (2nd ed.)</i>. New York: Routledge.</p> <p>Kramer, G. P. (2019). <i>Introduction to clinical psychology (8th ed.)</i>. Cambridge, United Kingdom: Cambridge University Press.</p> <p>Readings from specific journals will also be included, such as:</p> <p><i>International Journal of Clinical and Health Psychology</i> <i>Journal of Autism and Developmental Disorders</i> <i>Clinical Psychology: Science and Practice</i> <i>Journal of Clinical Psychology</i></p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall with PowerPoint, DVD and internet access.</p>