MODULE CODE | PSYD056 | MODULE LEVEL | TD
---|---|---|---
MODULE TITLE | Advanced Theoretical Seminars in Clinical Practice
LECTURER(S) | Richard Mizen (Co-ordinator) and Professor Jeremy Holmes
CREDIT VALUE | 90 | ECTS VALUE | 45
PRE-REQUISITES | None
CO-REQUISITES | PSYD055, PSYD052, PSYD051
DURATION OF MODULE | 6 semesters
TOTAL STUDENT STUDY TIME | 900 hours (90 hours contact time, 160 hours practice-based learning, 650 hours individual study)

AIMS

This module aims to equip participants who work in senior clinical positions in their clinical settings/modality with advanced scholarship and methodologies in clinical research leadership and organisational practice and the ability to argue alternative approaches; to act independently and with originality in problem solving; and to lead in planning and implementing tasks at a professional level.

INTENDED LEARNING OUTCOMES

On successful completion of this module, students will be able to:

Module Specific Skills:
1. Lead and work effectively within a clinical research group;
2. Reflect on their own and others functioning in order to improve clinical research practice.

Discipline Specific Skills:
3. Synthesise new approaches to contribute to the development of methodology and understanding in clinical research practice;
4. Communicate complex and contentious information clearly and effectively to specialists and non-specialists, acting as an effective clinical research consultant.

Personal and Key Skills:
5. Analyse and manage the implications of ethical dilemmas and work proactively with others to formulate solutions;
6. Manage complexity, incompleteness and contradiction through leadership and effective team working, managing the capacities of group members, negotiating and handling conflict with confidence;
7. Function independently and self-critically as a learner, using a wide range of learning resources to guide and support the learning and development of others.

LEARNING/TEACHING METHODS

A number of learning methods will be used: Lectures, small group work, tutorials, individual presentations, problem-based learning, guided learning and research supervision. Trainees will be taught by clinical staff and invited teachers and will also learn from each other’s experiences. Assignments and assessments are designed to develop trainee’s research knowledge, research competence and ability to consume and conduct clinical research.

ASSIGNMENTS & ASSESSMENTS

<table>
<thead>
<tr>
<th>Formative or % Contribution:</th>
<th>Form of Assessment:</th>
<th>Size of the assessment e.g. duration/length</th>
<th>ILOs assessed by this assessment:</th>
<th>Feedback method:</th>
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<tr>
<td>60%</td>
<td>Assignment in theoretical and critical review</td>
<td>6,000 words</td>
<td>1, 3, 4, 5</td>
<td>Written response from markers</td>
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<tr>
<td>40%</td>
<td>Reflective log</td>
<td>4,000 words</td>
<td>2, 6, 7</td>
<td>Log feedback</td>
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## SYLLABUS PLAN

Exploration of issues in clinical practice will be through a combination of lectures and linked group tutorials (ILOs 1-3, 5).

Experiential learning of group process in clinical practice will be through a regular reflective group experience (ILOs 2, 6).

Individual reflective supervision and self-directed enquiry to support the assignment in clinical research practice (ILOs 4, 7).

## INDICATIVE LEARNING RESOURCES

**Indicative basic reading list:**


- Freud (1915) *The Unconscious’ Standard Ed XIV*

- Freud, S. (1920) *Beyond the Pleasure Principle*. Standard Ed XVIII.

- Freud, S. (1923) *The Ego and the Id Standard Ed XIX.*


**Indicative web based resources e.g. WebCT:**

**Other resources:**

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**DATE OF LAST REVISION**  February 2010