



**School of Experimental Psychology**

## **MSc in Applied Neuropsychology**



**Academic year 2015-2016**

**School of Experimental Psychology**

**University of Bristol**

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## WELCOME FROM THE PROGRAMME DIRECTORS

Welcome to the School of Experimental Psychology and to the MSc in Applied Neuropsychology. Your degree is provided as a result of an Academic Partnership between Bristol University and North Bristol NHS Trust. The core NHS team that contribute to the programme are members of the Department of Neuropsychology within North Bristol NHS Trust. The degree represents a blend of taught input from academics working within the School and from Clinicians working within the NHS. Overall, we aim to provide you with a detailed understanding of human brain function and dysfunction together with an in-depth consideration of the role of the clinician in dealing with brain injury and disease. The knowledge and insights gained within the degree will support those with aspirations for further clinical training or a career in clinical research. The taught content we provide is identical to the training we deliver to people who already hold a UK Doctorate in Clinical Psychology (DClin). Ourselves and Glasgow University are the only two UK institutions who provide this content to non-clinicians.

Our School is heavily research active and every week you will find small and large scale seminars and meetings which discuss a range of issues, many relevant to neuropsychology and clinical practice. We encourage you to seek out these meetings in order to supplement your formal taught knowledge. We welcome and actively encourage postgraduate engagement within such forums. The School is friendly and open and has a strong collegiate atmosphere. If you wish to talk to members of staff about topics of interest then please do feel free to knock on their office door for a chat or send an email to arrange a meeting.

In addition to the delivery of formal knowledge our training also seeks to enhance transferable skills which include delivery of effective clinical and theoretical presentations, a capacity to understand the transfer from evidence to clinical practice, and most importantly to enhance clinical competence, confidence and the capacity to interpret patient presentations.

We deliver a variety of different taught MSc programmes and we value the intellectual and social vibrancy that postgraduates bring to our School. We also value the opportunity to engage with postgraduates in research projects which will form part of your dissertation and which constitutes 1/3rd of your entire final degree mark. Each of you will be allocated an academic tutor within the School. If you have any problems, either academic or personal, then your personal tutor can offer advice. Please also feel free to contact Dr Kit Pleydell-Pearce or Dr Martin Bunnage. For general administrative enquiries (or example questions about deadlines or timetables) please contact our Postgraduate Administrator ([postgrad-psychology@bristol.ac.uk](mailto:postgrad-psychology@bristol.ac.uk)). We hope that you will enjoy your time with us and in particular the opportunity to interact with both clinicians and academics who share your interest in neuropsychology.

Dr Kit Pleydell-Pearce  
Academic Director

Dr Martin Bunnage  
Clinical Director

## WHO'S WHO IN THE SCHOOL AND NORTH BRISTOL TRUST?

### Head of School

Professor Jan Noyes

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### Programme Directors

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### Deputy Academic Director

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### Teaching Fellow and Clinical Psychologist in Neuropsychology

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### Teaching Fellow and Clinical Neuropsychologist

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### NBT Research Project Support Officer (part-time)

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### Exams Officer

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### Director of Teaching

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### School Senior Tutor & Disability Advisor

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### Student Administration Manager

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### School Postgraduate Administrator

TBA

[postgrad-psychology@bristol.ac.uk](mailto:postgrad-psychology@bristol.ac.uk)

### NHS Course Administrator (part time)

Mr Will Chapman

[will.chapman@nbt.nhs.uk](mailto:will.chapman@nbt.nhs.uk)

### Subject Librarian for Psychology (*pro tem*)

James Webley

[J.Webley@bristol.ac.uk](mailto:J.Webley@bristol.ac.uk)

The School Office is open Monday – Friday, 8:30am – 5pm, during term time. A full list of School staff is available at: <http://www.bristol.ac.uk/expsych/people/group/>

## **COMMUNICATIONS**

The School Office is at 12a Priory Road on Level 1, Block D of the Social Sciences Complex. All course-related correspondence from students to the School of Experimental Psychology (e.g. medical certificates) must be dated and handed in to the School Office. Students should feel free to communicate with all members of staff on matters relating to the taught content. However, official communications regarding requests for coursework extensions, extenuating circumstances or assessment should be addressed through the School Office.

Our primary means of making contact with you is by email. It is therefore vital that you check your University email address every day. You can also contact the School Office via the generic email [postgrad-psychology@bristol.ac.uk](mailto:postgrad-psychology@bristol.ac.uk)

We will make every effort to ensure programme information, such as tutorial arrangements, timetable changes due to unforeseen circumstances, test and examination results, and other general messages, are emailed to you directly and/or provided via the Blackboard Online Learning Environment.

Under the Data Processing Act, we will also not talk to third parties (e.g. parents) without your explicit permission.

## **STUDENT REPRESENTATION**

Postgraduates sit on a number of committees at both School and Faculty level, and representing your fellow students in this way plays an important role in ensuring the student view is heard and considered. The University Students' Union is responsible for the representation of all students at Bristol and runs two schemes of elected representatives: the Student Representative system and the Union Council. Further information can be found on the Students' Union website and information will be circulated in the School at the induction of each fresh intake.

The MSc courses in Clinical or Applied Neuropsychology are overseen by a Programme Management Group (PMG). This body meets monthly and includes key academic and NHS trust staff as well as representatives from the student body. If you would like to know more about the PMG and how you might represent students on this body please speak to Dr Pleydell-Pearce or Dr Turk.

The School carries out an annual review of its programmes and views unit improvement as an important and continuous two-way process, requiring the active participation of both students and teaching staff in a constructive dialogue. To facilitate this process, the School has a number of ways by which students can provide the teaching staff with feedback on particular aspects of the teaching provided in each unit, and on course-related administrative matters and School facilities in general. In addition to student representative input to the Programme Management Group, two additional methods are Teaching Evaluation Questionnaires and the Student-Staff Consultative Committee.

## TEACHING AND LEARNING

The University has regulations for teaching, assessment, and progress as given in the Regulations and Code of Practice for Taught Programmes (<http://www.bristol.ac.uk/academic-quality/assessment/codeonline.html>) and the School follows these.

### Submission of Work

It is a regulation of the University that all prescribed written or other work must be undertaken.

For all coursework, you are required to submit your work electronically via Blackboard. Instructions on how to submit electronically, and how to confirm your work has been successfully submitted are on Blackboard at <https://www.ole.bris.ac.uk/>. Use your University of Bristol username and password to log in.

**It is very important that you retain all of your coursework because you may be asked to provide this for review by the External Examiner.**

Coursework deadlines are all available on Blackboard.

Coursework must be submitted before 4 pm on the designated date. Submission deadlines are strict and the following penalties will apply for late submission of coursework:

- For work submitted up to 24 hours after the agreed submission deadline, a penalty of ten marks out of 100 from the mark the student would have received applies (e.g. coursework that is marked at 70% would then become 60% once the penalty is applied).
- For every subsequent 24 hour delay a further penalty of 10 marks out of 100 will be applied.
- Once seven days has elapsed after the submission deadline, the work will receive a mark of zero, although work of a suitable standard may still be required to be submitted in order for credit to be awarded.

No additions to your work (e.g. reference lists) will be accepted after the deadline.

Please note that as a School, Experimental Psychology does not give extensions to coursework; please do not approach members of staff for extensions as they are not able to grant them. If you are not able to meet a coursework deadline due to reasons outside your control, please inform the office prior to the deadline and submit a late submission form with evidence (e.g. GP note or self-certification form). The Senior Tutor will decide if penalties should be waived, reporting to the School Exam Board. Circumstances outside a student's control include ill health, trauma or bereavement for example; work, family events, holidays or computer failure will not be accepted. Late submission forms should be submitted as soon as possible and within 5 days of the original submission deadline.

The School aims to return marked work, along with a summary of the quality of your work, within 15 working days of the deadline during term time.

The word limit for coursework is also strictly enforced. Over length work will incur the following penalties: 10% over length – mark reduced by 10%, 20% over length – mark reduced by 20%, and so on. The word limit for Diploma coursework is 2,000, unless you are specifically instructed to the contrary.

Coursework must be presented in a 12 point font, black ink and double-spaced. Please create a header with your student number on each page. All writing should conform to APA (American Psychological Association) style and use non-sexist language.

## **Feedback**

Feedback on your academic performance comes in many forms, of which specific comments on marked work, is only a small part. Throughout the year, you will receive general feedback from discussions with your tutors and in the lectures. You will also receive advice on how to create high quality work during the first few weeks of your time with us.

## **Exams**

Exams will take place during the University Examinations periods, which are in January and May/June. The units you take in the first teaching block will be examined in January and the units you take in the second teaching block will be examined in May/June.

The results of these exams will be considered by the School Exam Board, which meets twice per year. No exam results will be given until after the Faculty Exam Board has taken place.

The Faculty of Science's policy is that dictionaries are not permitted for any University of Bristol registered students.

## **Marking Scale**

All assessed work is marked on the 21 point scale. There are two important thresholds to note on the scale: a mark of 8 or below is a Fail while a mark of 9 or above is a Pass.

The 21 point scale is a non-linear ordinal scale. A mark on the 21 point scale is not equivalent to a percentage.

The Table below provides an equivalence relationship between 21 point scale and percentage scale to enable the aggregation of marks from different assessments to provide the overall unit mark which will be a percentage. If you take a look at the Appendix to this handbook you will find a description of the kinds of criteria we employ when deciding your mark.

<b>Relationship between the 21 and 101 point scale Class</b>	<b>Description</b>	<b>Equivalent to a point on the 21 point scale</b>	<b>% Equivalent</b>
Distinction* - see <b>IMPORTANT</b> note immediately below	Exceptional	20	100
Distinction	Excellent	19	94
Distinction	Very High	18	89
Distinction	High	17	83
Distinction	Mid	16	78
Distinction	Low	15	72
Merit	High	14	68
Merit	Mid	13	65
Merit	Low	12	62
Pass	High	11	58
Pass	Mid	10	55
Pass	Low	9	52
Fail	Marginal Fail	8	48
Fail	Fail	7	45
Fail	Fail	6	42
Fail	Fail	5	36
Fail	Fail	4	29
Fail	Fail	3	22
Fail	Fail	2	15
Fail	Fail	1	7

\*Note that the Distinction category is presented here for illustration at marks of 70% and above, but for a Distinction award students must achieve an average of at least 65% in the taught component.

The classification of the award in relation to the final programme mark is as follows:

- Award with Distinction: at least 65 out of 100 for the taught component overall and at least 70 out of 100 for the dissertation. Faculties retain discretion to increase these thresholds.
- Award with Merit: at least 60 out of 100 for the taught component overall and, for masters awards, at least 60 out of 100 for the dissertation. Faculties retain discretion to increase these thresholds.
- Pass: at least 50 out of 100 for the taught component overall and, for Master's awards, at least 50 out of 100 for the dissertation.
- Fail: 49 or below out of 100 for the taught component overall or, where relevant, 49 or below out of 100 for the dissertation.

### **Illness and Extenuating Circumstances**

If a student is absent due to illness or other cause for up to and including seven consecutive days in the teaching period, he or she should inform their home school as soon as possible and complete an absence form (available from: <http://www.bristol.ac.uk/currentstudents/forms/>).

If a student is absent due to illness or other cause for more than seven consecutive days in the teaching period, he or she should inform their home school as soon as possible and complete an extenuating circumstances form. Additional evidence for the absence may be required, and both the form and any documented evidence must be submitted to the school office.

Please note that as a School, Experimental Psychology does not give extensions to coursework; do not approach members of staff for extensions, as they are not able to grant them. If you are not able to meet a coursework deadline due to reasons outside your control, please inform the office prior to the deadline and submit a late submission form with evidence (e.g. GP note or self-certification form). The Senior Tutor will decide if penalties should be waived, reporting to the School Exam Board. Circumstances outside a student's control include ill health, trauma or bereavement for example; work, family events, holidays or computer failure will not be accepted. Late submission forms should be submitted as soon as possible and within 5 days of the original submission deadline.

If you are unable to attend an examination due to ill health, you must inform the school of your non-attendance as soon as possible and prior to the start of the examination. In such cases you must complete an extenuating circumstances form, together with evidence or self-certification. Students who start, but are unable to complete, a summative examination due to illness must inform the examination invigilator. These students must attend an appointment with a medical practitioner and obtain a medical note on the same day as the examination. The note and the completed extenuating circumstances form must be submitted to the school office immediately.



## **Learning Skills**

The Adobe Connect Interface (see ahead for more details) includes a pre-recorded lecture which gives advice on good writing style and university requirements within essays and examinations. The same website also contains advice on preparing and delivering assessed presentations online.

The University also offers a Student Skills Directory which enables students to search for and book skills courses. <http://www.bristol.ac.uk/students/study/>

## **Personal Development Planning (PDP)**

Personal Development Planning (PDP) was introduced by all UK HEIs in the 2005/06 academic year to encourage students to record and reflect on their academic and personal progress, and to plan ahead for their future professional development. Alongside the academic transcript, it forms a notional 'Progress File' of your achievements. For more information, please see the information on the Bristol Doctoral College website at <http://www.bristol.ac.uk/doctoral-college/skills-training-and-researcher-development/>

## **Plagiarism**

It is not expected that all of a student's written work will consist of his or her original thoughts, but it is expected that the theories of others will form most of his or her work. However, any use of ideas or findings of others must be appropriately acknowledged. To do otherwise is plagiarism, which is defined as copying from any text other than your own unless you are quoting someone, in which case this must be made explicit (as described here).

Plagiarism in coursework or examination answers is a serious academic offence as it is stealing the intellectual property of others and using it for personal advantage through deception.

You can easily avoid plagiarism by putting the original or source material into your own words. This can be done by reading a paragraph of the text then closing the book and writing out the meaning of the paragraph in your own words as if explaining it to someone else. You can refer to someone's theories within your text in various ways such as:

Festinger (1957) proposed that ...

This is known as the theory of cognitive dissonance (Festinger, 1957) ...

Whenever this is done you must cite the source, and it must be referenced at the end of your essay or repeat using the standard format in the reference section at the end of your written work.

If you are unable to paraphrase a section of a text, it is acceptable to quote directly, but this should only be done occasionally. Quotes should be enclosed in quotation marks and cited, such as:

"In the simplest terms, the reliability of an assessment technique refers to the precision of its measurement" (Kelly, 1969, p. 35).

The full source reference of the quote must also be given in the reference section at the end of your written work.

## **Working Together**

Students are strongly encouraged to help each other and share ideas, so it is fine to work with someone else in some aspects of the preparation of coursework, such as comparing reading lists and sharing the literature, discussing issues, etc. However, the written work you hand in must be your own words or calculations, not a copy of someone else's work even if they have given you their permission.

## **Misconduct**

Plagiarism of someone else's work and cheating either in examinations or by collusion are serious offences as you are trying to gain unfair advantage over other students. The University takes a very serious view of plagiarism and cheating, and there are penalties applied when these occur. See Regulations and Code of Practice for Taught Programmes, Annex 5.

If you are unsure about plagiarism then please talk to your Personal Tutor.

## **COURSE STRUCTURE**

This modular programme provides you with training in clinical neuropsychology. The curriculum comprises four taught units (each worth 30 credit points). A unit description for each of these units can be found on Blackboard and are also provided with a summary below.

### **Teaching Block 1 (October – December 2015)**

Functional Neuroanatomy, Neuroscience Methods and Issues in Neuropsychology (PSYCM0034) (30 credit points)

Applied Clinical Neuropsychology and Principles of Neuropsychological Assessment (PSYCM0045) (30 credit points)

### **Teaching Block 2 (January – May 2016)**

Theoretical and Clinical Neuropsychology (PSYCM0035) (30 credit points)

Development, Rehabilitation, Evidence Based Neuropsychology and Principles of Clinical Statistics (PSYCM0037) (30 credit points)

Each of the four units mentioned above can be divided into two components as shown immediately below (TB stands for “Teaching Block”). This more detailed structure will assist you in understanding the timetable. Part A of each unit is taught within a single week block of lectures. Part B of each unit involves lectures or seminars spread across the entire teaching block.

#### **TB1: Functional Neuroanatomy, Neuroscience Methods and Issues in Neuropsychology**

Part A: Issues in Neuropsychology (66% unit mark) (Teaching Week)

Part B: Functional Neuroanatomy and Neuroscience Methods (34% of unit mark) (Lectures)

#### **TB1: Applied Clinical Neuropsychology and Principles of Neuropsychological Assessment**

Part A: Assessment in Clinical Neuropsychology (66% of unit mark) (Teaching Week)

Part B: Applied Neuropsychology (34% of unit mark) (Lectures)

#### **TB2: Theoretical and Clinical Neuropsychology**

Part A: Clinical Neuropsychology in Practice (66% of unit mark) (Teaching Week)

Part B: Theoretical Neuropsychology (34% of unit mark) (Lectures)

#### **TB2: Development, Rehabilitation and Evidence-based Neuropsychology and Principles of Clinical Statistics**

Part A: Development and Rehabilitation (66% of unit mark) (Teaching Week)

Part B: Evidence-based Neuropsychology (34% of unit mark) (presentations)

## Summer Period (June – September)

Following satisfactory performance in the course work\* and examinations associated with each Unit, an MSc student will proceed to a mandatory Dissertation Unit (PSYCM1000) worth 60 credit points.

During the summer period you will work full time on your dissertation.

Guidelines for producing an MSc dissertation for a Taught programme can be found on Annex 16 of the Regulations and Code of Practice for taught MSc programmes. Our intention is to provide as many options as possible for students to undertake clinical dissertation projects. However, depending on student numbers and clinical project availability this may not always be possible. In this case, students will be supervised on non-clinical projects. Students may also elect to take non-clinical research projects.

To help students and supervisors NBT have appointed a part-time project facilitator, Mrs Leyla Allardice-Bunnage [Leyla.Allardice-Bunnage@nbt.nhs.uk](mailto:Leyla.Allardice-Bunnage@nbt.nhs.uk).

Dr David Turk ([David.turk@Bristol.ac.uk](mailto:David.turk@Bristol.ac.uk)) will oversee all MSc projects within the School.

### \* **Note:**

Students will be encouraged to begin work on their dissertation early in TB2. This will ensure that there is plenty of time to get to grips with their dissertation and to participate in the initial research governance process should this be necessary. This early engagement with the project should not be at the detriment of progress on the taught units.

## **SPECIFIC COURSE INFORMATION**

### **Introduction to the programme**

The MSc in Applied Neuropsychology combines the academic excellence of the School of Experimental Psychology with the clinical experience, knowledge and skill of a large and well-established Clinical Neuropsychology Department within a regional Neurosciences hospital with an international reputation for excellence in neuroscience.

Clinicians within the Department of Neuropsychology, based within North Bristol NHS Trust offer neuropsychology services to a broad range of patient groups, both paediatric and adult, acute inpatient and outpatient, patients seen primarily for diagnostic assessment, and patients seen for rehabilitation. Services are offered to patients being referred from Neurosurgery, Neurology, Neuropsychiatry, and Rehabilitation Medicine, as well as from physicians within the Stroke Services. Clinical services are also offered to specialist programs of interventional neurosurgery, principally for epilepsy and movement disorders but also, more recently, for mood disorders. As well as working within the acute hospital trust, the Department of Neuropsychology also provides input to specialist inpatient and outpatient rehabilitation services for people with acquired brain injury.

The MSc in Applied Neuropsychology is delivered by experienced academics and experienced clinicians.

The course is jointly directed by Dr Kit Pleydell-Pearce, Senior Lecturer in Neuropsychology within the University of Bristol, and Dr Martin Bunnage, Consultant Clinical Neuropsychologist within North Bristol NHS Trust.

Dr Pleydell-Pearce joined the University of Bristol in 2000. From 1990 to 2000 he worked within the Burden Neurological Institute located within North Bristol NHS Trust. His research interests include autobiographical memory, slow cortical potentials and brain mechanisms of attention, well-being in clinical disorders and the normal population, olfaction, workload and fatigue. He has been involved in human intracranial recordings in the context of Parkinson's Disease and the North Bristol NHS Trust Epilepsy Surgery Programme. He is presently involved in a range of projects including assessment of outcome during shunt treatment of normal pressure hydrocephalus, deficits in visual motion processing in Alzheimer's disease, and relationships between brain reward mechanisms and olfaction. He is also currently involved in research concerned with factors which promote student academic satisfaction, enhanced academic performance, well-being, and adjustment to university life. In 2013, he received the University of Bristol Dean's Award for Education in recognition of his excellence in teaching.

Dr Martin Bunnage is a Consultant Clinical Neuropsychologist and has many years of clinical experience as a neuropsychologist within the NHS across a wide range of clinical practice areas. For 5 years between 2007 and 2012 he was the Clinical Lead and Manager responsible for a regional community brain injury rehabilitation service. He is now the Clinical Lead for Adult Neuropsychology at North Bristol NHS Trust. He provides clinical leadership across an array of neuropsychology services including input into acute and post-acute neurology, neurosurgery and neuropsychiatry

services, functional neurosurgery services, acute and post-acute stroke as well as community rehabilitation. He divides his time between his NHS work, teaching, research and private practice. Dr Bunnage has previously made extensive contributions to the existing MSc in Neuropsychology and regularly teaches Clinical Neuropsychology to other clinicians.

The MSc course is also guided by a steering committee consisting of the two Programme Directors, Dr Dave Turk (Deputy Director), Professor Jan Noyes (Head of the School of Experimental Psychology) and Mrs Jane Hadfield (Assistant Director Human Resources and Development: Head of Learning and Development), and other appointed NBT staff. In addition to this there are monthly meetings of a Programme Management Group which involves the Course Directors, Deputy Director and representatives from the student body.

### **The University of Bristol and North Bristol Trust Approval**

The course content and aims were subjected to detailed consideration by a variety of educational committees within the University of Bristol. The MSc in Applied Neuropsychology was formally approved in May 2013. The course was also subjected to internal review and scrutiny within North Bristol NHS Trust.

During extensive discussions between the University of Bristol and North Bristol NHS Trust it was decided that the course would be best supported by a formal Academic Partnership Agreement. This agreement seeks to impose harmony and coherence upon a course which has content provided by two organisations so that one set of regulations and guidelines cover all aspects of the course.

The partnership agreement is testament to the commitment and care taken in setting up the new Diploma. It also demonstrates the strong academic and clinical collaboration which supports the course which is a blend of academic and clinical experience.

The Academic Partnership was revised, updated and extended in December 2013.

# APPLIED CLINICAL NEUROPSYCHOLOGY AND PRINCIPLES OF NEUROPSYCHOLOGICAL ASSESSMENT

## PSYCM0045

### DESCRIPTION OF UNIT

#### Part A: Assessment in Clinical Neuropsychology

Part A aims to develop an advanced understanding of contemporary applied neuropsychological assessment. Candidates will develop an understanding of psychometric theory and how psychometric principles influence clinical decision making and the meaning of results derived from an assessment. Candidates will be introduced to contemporary test instruments, both cognitive and non-cognitive as well as non-standardised methods of assessment. Candidates will learn how to interpret and understand the results of assessments in relation to brain damage / disease. Candidates will develop a logical and systematic approach to interpretation of neuropsychological assessment results and will develop the ability to communicate these results. Candidates will develop the skill of effective report writing for different audiences. Throughout the unit moral, ethical and legal aspects of clinical practice will be considered.

Part A also aims to fulfil part of the syllabus requirements for the British Psychological Society diploma in clinical neuropsychology and to provide candidates with a contemporary understanding of the process, procedures and considerations required to conduct a valid applied neuropsychological assessment. Specifically Part A aims:

1. To teach candidates about how psychometric concepts and research are applied in the clinical setting to the real world problems clinicians face in their practice.
2. To give candidates an understanding and competent familiarity with a range of assessment tools typically used in clinical practice.
3. To guide candidates in developing an understanding of how clinicians choose, use and interpret assessment tools depending on the clinical question they face, the nature of the patient they are assessing and the intention of the assessment.
4. To help candidates develop an understanding of the role that results of neuropsychological assessment can have in the care of a patient principally within a contemporary NHS setting.
5. To help candidates develop their ability to communicate the results of their assessment to a variety of audiences within the clinical setting, e.g. referring doctors, patients and relatives.
6. To help candidates develop an awareness of the moral, ethical and legal considerations relevant to clinical practice within neuropsychology.

#### Part B: Applied Neuropsychology

Part B provides an opportunity to partake in lectures provided by active clinicians who work in an NHS Neuropsychology Department. The Unit will cover key aspects of neuropsychological practice including teaching on neuroanatomy, neuropathology, neuropsychological assessment and an introduction to rehabilitation. The unit will also provide candidates with a contemporary neuropsychological understanding of a range of conditions commonly encountered in clinical practice including traumatic brain injury, movement disorders, epilepsy, stroke and dementia. In addition, the unit will examine the manner in which Neuropsychologists can best interact with other professionals (e.g. medical and therapist colleagues as well as professionals outside of

health, e.g. social services). While the unit has an applied component, lectures will also reinforce knowledge in functional neuroanatomy and theories of cerebral function. The unit is composed of 12 lectures, each lasting 2 hours over ten weeks. Lectures can be accessed remotely using Adobe Connect. The aim of the unit is to provide a thorough grounding in applied Clinical Neuropsychology. Students will learn how knowledge of neuropsychological theory, functional neuroanatomy and technical approaches to studying the brain are used within a medical context.

## KEY READING AND REFERENCES

### Part A:

- Clinicians guide to neuropsychological assessment (2000) Vanderploeg. Psychology Press 2nd edition.
- Neuropsychology: From Theory to Practice. (2002) Andrewes. Psychology press (2014 edition pre-ordered).
- Forensic Neuropsychology: A Scientific Approach. (2011). Larrabee. Oxford University Press
- Principles of Behavioural and Cognitive Neurology. (2000). Mesulam. Oxford University Press
- Clinical Interpretation of the WAIS-III and WMS-III. (2003). Tulsky. Academic Press.
- MMPI-2-RF Manual and Technical Manual. Pearson Assessments.

### Part B:

- Lezak, M. (2012). Neuropsychological Assessment. Oxford University Press.
- Kolb, B. and Wishaw, I.Q. (2009). Fundamentals of Human Neuropsychology. Worth Publishers, New York (5th Edition).
- Feinberg, T. E. & Farah, M. J., editors (2003). Behavioural Neurology and Neuropsychology. New York: McGraw-Hill (Second Edition).
- Richards, D., Clark, T. & Clarke, C. (2007). The Human Brain and its disorders. Oxford University Press.
- White, C. Cognitive behaviour therapy for chronic medical problems (2001). Wiley Trevor Powell (2004). Head Injury: A practical guide.
- Andrewes, D. (2002) Neuropsychology: From theory to practice. Psychology Press, Taylor & Francis. (2014 edition pre-ordered).
- Vanderploeg, R.D. (Ed.). (2000) Clinician's guide to neuropsychological assesment. Oxford University Press.

The following two books provide advanced and detailed treatments of a number of key topics raised in the seminars. These are not introductory readings but are included here for those who wish to undertake early advanced reading:

- A Paul-Meehl reader: Essays on the practice of scientific psychology (2006). Edited by Niels G Waller, Leslie J Yonce, William M Grove, David Faust, Mark F Lenzenweger. Psychology Press, Taylor and Francis.
- Contemporary intellectual assessment: Theories tests and issues (2012). Flanagan, J. L. Genshaft & P. L. Harrison (Eds) Contemporary Intellectual Assessment: Theories, Tests and Issues (New York, Guilford Press)



## **INTENDED LEARNING OUTCOMES**

### **Part A:**

The principal learning outcome is to develop competence in clinical assessment, and the communication of the results of such assessment, to a variety of audiences.

### **Part B:**

At the end of the unit, candidates will have an understanding of both qualitative and quantitative approaches to patient assessment. They will also understand how results of assessment are employed within a clinical and medical setting, and how cooperation and interaction between different NHS teams is critical for patient treatment and investigation. Candidates will also be given insights into a range of neuropsychological disorders (including various forms of dementia and paediatric neuropsychology).

## **METHODS OF TEACHING**

Content of all lectures and presentations in this UNIT will be broadcast live over the unit (and recorded for later replay for revision purposes). Candidates are free to attend in person but the majority of Part A and B are provided via distance learning web interface tools (Adobe Connect).

Part A: 10 x 2 hour lectures provided by clinical subject matter experts.

Part B: 10 x 2 hour lectures provided by clinical subject matter experts.

## **ASSESSMENT DETAILS**

Part A: 3 hour examination to include long answer questions, short answer questions and MCQ. Each section is equally weighted and the exam provides 66% of the total unit mark.

Part B: 2000 word essay on a topic covered in the Part B which provides 34% of total unit mark.

# FUNCTIONAL NEUROANATOMY, NEUROSCIENCE METHODS AND ISSUES IN NEUROPSYCHOLOGY

PSYCM0034

## DESCRIPTION OF UNIT

This unit comprises two components described as Part A and Part B. Part A: Issues in Neuropsychology. Students will develop an understanding of the psychological and neuropsychological impact of living with a neurological disease or disability. The unit will help students understand the common themes of grief, adjustment, depression, anxiety, disability and coping as they pertain to specific neurological diseases and acquired brain injury. The unit will help candidates to understand abnormal reactions to illness and disability including malingering, factitious disorder, somatoform disorder and conversion disorder. Candidates will be encouraged to appreciate the wider systemic and psychosocial effects of neurological illness including the effects on an individual's family, work life, social life and quality of life. Candidates will be helped to understand rehabilitation and psychological treatment options across different conditions and at different stages of chronic diseases. Throughout the unit moral, ethical and legal aspects of clinical practice will be considered.

Part A aims to fulfil part of the syllabus requirements for the British Psychological Society diploma in clinical neuropsychology and to provide candidates with a contemporary understanding of the psychological and neuropsychological aspects of illness behaviour in relation to neurological disease and acquired brain damage. Specifically the unit aims:

1. To teach candidates about different reactions to illness, both adaptive and maladaptive and how these might present in clinical practice and with different neurological diseases / damage.
2. To teach candidates how to conceptualise, assess in clinical practice and diagnose abnormal illness presentations and behaviour.
3. To guide candidates in developing an awareness of the wider impact of illness and disability and the interactions between this wider environment and the way disability is manifest.
4. To guide candidates in developing an appreciation of how reactions to illness and disability impact upon an individual's ability to participate in and benefit from clinical treatment and rehabilitation.
5. To help candidates understand the role of neuropsychology in relation to the assessment of disability subsequent to brain damage / disease.
6. To help candidates develop the necessary skills to communicate with clinical colleagues, patients and relatives about abnormal illness behaviour in clinical practice. To help candidates develop an awareness of the moral, ethical and legal considerations relevant to clinical practice in relation to illness behaviour and disability

Part B: Functional neuroanatomy and neuroscience methods Part B has two central aims. First, it reviews the functional neuroanatomy of the human brain, and thus provides an absolute core set of knowledge for Neuropsychology. Second, the Unit gives a comprehensive review of the major techniques and methods employed to study the human brain (since these provide information about function at various levels in the brain). These techniques will allow candidates to appreciate the theoretical interpretation of both spatial and temporal aspects of cerebral activity. The unit will cover the entire brain, and will not simply focus upon structures typically associated with higher-order cognitive function. The Unit involves ten seminars each lasting 2 hours. Lectures can be

attended online via Adobe Connect, or, can be accessed offline at a later time to suit. Where feasible, we encourage real time viewing of content.

### **KEY READING AND REFERENCES**

#### **Part A:**

- Malingering and Illness Deception (2003). Halligan, Bass and Oakley. Oxford university Press
- Cracked: Recovering after traumatic brain injury (2002) Calderwood. Jessica Kingsley Publishers
- Yates, (2003). Psychological adjustment, social enablement and community integration following acquired brain injury. Neuropsychological rehabilitation, 13(1), 291-306.
- The human brain and its disorders (2007). Richards et al. OUP

#### **Part B:**

- Gazzaniga, M. S., Ivry, R. B & Mangun, G. R. (2014). Cognitive neuroscience: the biology of the mind (3rd ed.). London: Norton.
- Kolb, B., & Wishaw, I.Q. (2009). Fundamentals of Human Neuropsychology. Worth Publishers, New York (6th Edition).
- Cabeza, R., & Nyberg, L. (2000). Imaging cognition II: An empirical review of 275 PET and fMRI studies. Journal of Cognitive Neuroscience, 12(1), 1-47.
- Cabeza, R., & Kingstone, A. (2006). Handbook of functional neuroimaging of cognition. (2nd ed.). Cambridge, Mass. : MIT Press.

### **INTENDED LEARNING OUTCOMES**

#### **Part A:**

The principal learning outcome is to develop competence in clinical practice pertaining to rehabilitation, and, an understanding of the changing risk factors for various forms of neurological disorder across the human lifespan.

#### **Part B:**

At the end of the unit, candidates will have knowledge of a range of techniques used to investigate the human brain. This will allow candidates to pursue further self-organised study of techniques which they find interesting and/or career relevant.

### **METHODS OF TEACHING**

Content of all lectures and presentations in this unit will be broadcast live over the unit (and recorded for later re-play for revision purposes). Candidates are free to attend in person and we encourage this for Part A, the majority of Part B is provided via distance learning web interface tools (Adobe Connect).

Part A: 10 X 2 hour lectures provided by clinical subject matter experts delivered in a single week block.

Part B: 10 x 2 hour lectures delivered weekly.

**ASSESSMENT DETAILS**

Part A: 3 hour examination to include long answer questions, short answer questions and MCQ. Each section is equally weighted and the exam provides 66% of the total unit mark.

Part B: Assessment involves an unseen examination (2 hours) that assesses the level and depth of background knowledge. Candidates should note that the examination will assess knowledge of the principles of neuroscience techniques, their strengths and weaknesses, relative merits, and inferences that they permit. The two hour exam delivers 34% of the total unit mark.

# DEVELOPMENT, REHABILITATION, EVIDENCE BASED NEUROPSYCHOLOGY AND PRINCIPLES OF CLINICAL STATISTICS

## PSYCM0037

### DESCRIPTION OF UNIT

#### Part A: Development and Rehabilitation

Part A aims to provide an understanding of the effects of brain damage/disease across the lifespan. Students will develop an understanding of the principles of biological recovery from brain damage and will experience critical analysis of evidence concerning methods of rehabilitation. Students will be exposed to a variety of perspectives on rehabilitation following brain damage across different phases following injury, including, acute medical, acute rehabilitation, post-acute rehabilitation and social work integration. Students will gain an understanding of the role of medical input in rehabilitation including pharmacological approaches to symptom management. Students will develop an understanding of contemporary approaches to cognitive rehabilitation, problematic behaviour management and the management of adjustment and emotional symptoms in rehabilitation. Throughout the unit moral, ethical and legal aspects of clinical practice will be considered. Part A aims to fulfil part of the syllabus requirements for the British Psychological Society diploma in clinical neuropsychology.

Specifically this unit aims:

1. To teach students about the impact of brain damage/disease across the lifespan and the implications of this for biological recovery and functional rehabilitation.
2. To teach students about contemporary clinical approaches to rehabilitation following brain damage / disease including the multidisciplinary nature of such efforts.
3. To guide students in how to deliver clinical neuropsychological rehabilitation (assessment and intervention) for cognitive, emotional and behavioural problems following brain damage / disease and how to evaluate its effectiveness.
4. To help student to translate research findings into evidence based clinical interventions.
5. To help students develop an awareness of the moral, ethical and legal considerations relevant to clinical practice in relation to rehabilitation.

#### Part B: Evidence-based neuropsychology

Part B requires students to attend peer-delivered evidence based reviews of the literature linking theoretical issues to applications in neuropsychological practice and/or critically appraising an aspect of neuropsychological practice on the basis of recent evidence and/or delivering a case presentation which describes evidence-based assessment of a patient. Students are expected to engage in constructive debate of papers/cases which they observe being delivered by their peers and are also required to give an assessed presentation (30 minutes) and also deal effectively with questions from assessors and those posed by peers.

The core of the review which constitutes Part B will focus upon a specific published neuropsychological paper or published assessment technique or experience of a specific patient or review a clinical case report which focuses upon a single patient. Candidates taking BPS accredited degrees (Diploma in Clinical Neuropsychology or MSc in Clinical Neuropsychology) must review a patient they have had direct experience of. Assessed presentations must also include a thorough critical analysis which draws additional theory and evidence from sources

beyond the content of the focus article/patient case review. Titles for each presentation will be suggested by students on the basis of their own experience of practical challenges and the literature which connects with these challenges. However, titles and focus papers must receive prior approval by the unit coordinator. Candidates will be expected to address aspects of assessment and treatment across their choice of titles. The aims of Part B are to assist in the development of (1) critical appraisal skills and evidence-based practice within clinical neuropsychology, (2) the development of the capacity for continued self-directed professional development, (3) the development of academic and professional writing skills.

## KEY READING AND REFERENCES

### Part A:

- Rehabilitation for Traumatic Brain Injury (2005). High et al. Oxford: Oxford University Press
- Neurobehavioural disability and social handicap following traumatic brain injury (2002). Wood and McMillan. Psychology Press.
- Alderman (2003) Contemporary approaches to the management of aggression and irritability following traumatic brain injury. *Neuropsychological rehabilitation*, 13(1/2), 211-240.
- Yates, (2003). Psychological adjustment, social enablement and community integration following acquired brain injury. *Neuropsychological rehabilitation*, 13(1), 291-306.
- Raskin and Mateer (2000). *Neuropsychological management of mild traumatic brain injury*. OUP

### Part B:

- Resources in Evidence Based-Healthcare. Available online at: <http://www.cebm.net/>
- Site accompanying Sackett et al., 2000: <http://www.cebm.utoronto.ca/>
- Ebmmmental health journal:
- <http://ebmh.bmj.com/>
- Cochrane reviews: <http://www.cochrane.org/cochrane-reviews>

The TRIP Database direct, hyperlinked access to the largest collection of 'evidence-based material on the web as well as articles from premier on-line journals such as the BMJ, JAMA, NEJM etc <http://www.tripdatabase.com/>

EB Users' Guides published as a series in the Journal of the American Medical Association (JAMA). on behalf of the Evidence-Based Medicine Working Group.

<http://www.cche.net/usersguides/main.asp>

The human brain and its disorders (2007). Richards et al. Oxford: Oxford University Press.

## INTENDED LEARNING OUTCOMES

Part A: The principal learning outcome is to develop competence in clinical practice pertaining to rehabilitation, and, an understanding of the changing risk factors for various forms of neurological disorder across the human lifespan.

Part B: To be able to appraise critically the theoretical and applied literature that is relevant to a discrete area of clinical practice.

To write and present a clinically focussed presentation of evidence and respond to questions regarding the application to clinical practice. To demonstrate production of independent critical work.

### **METHODS OF TEACHING**

Content of all lectures and presentations in this UNIT will be broadcast live over the unit (and recorded for later re-play for revision purposes). Candidates are free to attend in person and we encourage this for Part A, the majority of Part B is provided via distance learning web interface tools (Adobe Connect).

Part A: 10 X 2 hour lectures provided by clinical subject matter experts.

Part B:

1. The course coordinator will provide two initial lectures (each of 1 hour duration) in which students will be given guidance about critical appraisal of healthcare evidence as applied to neuropsychology.
2. Students will have opportunities to attend at least 10 presentations of critical appraisals undertaken by qualified clinical neuropsychologists at North Bristol NHS Trust. Sessions will alternate between addressing rehabilitation and treatment issues.
3. Self-directed learning and independent work will be required utilising existing NHS and academic resources providing guidance on evidence-based healthcare. (although the course coordinator is available for consultation on matters of style and format (rather than substance).

### **ASSESSMENT DETAILS**

Part A: 3 hour examination to include long answer questions, short answer questions and MCQ. Each section is equally weighted and the exam provides 66% of the total unit mark.

Part B: Assessed Presentation (30 minutes) in which delivery, content, capacity to provide satisfactory and knowledgeable answers to questions defines the overall mark awarded. Part B provides 34% of the total unit mark.

# THEORETICAL AND CLINICAL NEUROPSYCHOLOGY

## PSYCM0035

### DESCRIPTION OF UNIT

This unit comprises two components described as Part A and Part B. These components are defined immediately below.

#### Part A: Clinical Neuropsychology in Practice

Part A seeks to provide students with a detailed understanding of a diverse range of issues connected to clinical neuropsychology in practice. One component of the teaching provides students with taught content provided by subject matters across a range of medically relevant disciplines (e.g. neurosurgery, neurophysiology, dementia, epilepsy, movement disorders, sleep disorders, radiology, MRI) and candidates can discuss and probe the experts role and knowledge and in particular explore how these various related disciplines interface with the role of a clinical neuropsychologist in a day to day medical context. A second component of the aim is to require students to give presentations of a specific clinical case indicating symptoms/reasons for referral, assessment of accompanying medical reports, details of neuropsychological tests administered (and why), implications of the test results, inferences and formulations concerning the patient presentation (including differential diagnosis where relevant), consideration of other factors relevant to patient (e.g. socio-economic, family problems, existence of parallel conditions or pre-conditions), suggestions for therapeutic interventions (and their assessment when tried), details of long term follow up, recommendations for treatment and assessment of treatment regimes. These presentations are to be performed in a manner which is similar to the Qualification in Clinical Neuropsychology (QiCN) formal viva which is part of the process whereby our candidates achieve final (accredited) practice rights and status as a full practitioner member of the British Psychological Society Division of Neuropsychology. These case presentations are presented in front of peers and students are expected to attend all case presentations. Students are also required to submit a 3000 word case review which is written in a format that is consistent with Division of Neuropsychology viva requirements.

#### Part B: Theoretical neuropsychology

Part B focuses upon key theoretical issues within Neuropsychology. The Unit involves 10 x 2 hour seminars, and each focuses upon a basic function (e.g. attention, memory, emotion) while also focusing upon a major neuropsychological syndrome that is related to that function (e.g. neglect, emotional disorders). This means that students will learn both about theories of brain function, and about particular syndromes that might be typically observed following various kinds of brain damage or dysfunction. The Unit will involve coverage of both cortical and subcortical function and will emphasise system-wide contributions to integrated cognition and behaviour.

The aim of the unit is to provide an overview of theories concerned with the cerebral bases of some key cognitive, affective and psychomotor processes. This will provide students with an understanding of issues that are at the frontiers of contemporary research and theory. These questions are not simply issues associated with functional neuroanatomy. For example, there may be agreement that a particular brain region or system is associated with a particular function (e.g. vision). However, the functions and algorithms underlying processing of visual information remain controversial. It is the attempt to specify these processes, within a hypothesis-testing scientific framework, that is the focus of this unit.



## KEY READING AND REFERENCES

### Part A:

- Resources in Evidence Based-Healthcare. Available online at: <http://www.cebm.net/>
- Site accompanying Sackett et al., 2000: <http://www.cebm.utoronto.ca/>
- Ebmental health journal:
- <http://ebmh.bmj.com/>
- Cochrane reviews: <http://www.cochrane.org/cochrane-reviews>
- The human brain and its disorders (2007). Richards et al. Oxford: Oxford University Press

The TRIP Database direct, hyperlinked access to the largest collection of 'evidence-based material on the web as well as articles from premier on-line journals such as the BMJ, JAMA, NEJM etc. <http://www.tripdatabase.com/>

EB Users' Guides published as a series in the Journal of the American Medical Association (JAMA) on behalf of the Evidence-Based Medicine Working Group.

<http://www.cche.net/usersguides/main.asp>

### Part B:

- Kolb, B. and Wishaw, I.Q. (2009). Fundamentals of Human Neuropsychology. Worth Publishers, New York (6th Edition).
- Feinberg, T. E. & Farah, M. J., editors (2003). Behavioural Neurology and Neuropsychology. New York: McGraw-Hill (Second Edition).

Please note that this unit will be focused upon key papers from the peer reviewed academic literature, and not upon one or a few key texts.

## INTENDED LEARNING OUTCOMES

### Part A:

The principal learning outcome is to develop competence in clinical practice and how that practice relates to interactions with a range of allied medical specialities. A second major learning outcome is that students will be taught to prepare for critical professional viva experiences which they may experience in their later professional life. Finally, Part A helps students to appreciate the manner in which case presentations should be assessed, examined and presented within formal NHS Style review format.

### Part B:

At the end of the unit, candidates will have an understanding of a range of contemporary theories concerning cerebral bases of cognitive, affective and psychomotor function. Candidates will also realise that making inferences about underlying function can be problematic, and will appreciate the need for a critical approach to interpretation of empirical data.

**METHODS OF TEACHING**

Content of all lectures and presentations in this unit will be broadcast live over the unit (and recorded for later re-play for revision purposes). Candidates are free to attend in person but the majority of Part B is provided via distance learning web interface tools (Adobe Connect).

Part A: 10 X 1 hour lectures provided by clinical subject matter experts. Students must attend 10 X 1 hour case presentations provided by their peers and will be expected to make a significant contribution to discussion. Prior to case presentations there will be a formal lecture-led introduction which provides detailed background concerning the aims and assessment principles that underpin this component.

Part B: 10 x 2 hour lectures

**ASSESSMENT DETAILS**

Part A: 30 minute case presentation which is assessed in viva style format. Additionally a 3000 word case report must be submitted (which expands upon the presentation delivered by the student). These two components are equally weighted and deliver 66% of the unit mark.

Part B: 2000 word essay on a topic closely connected to the content covered in Part B. This provides 34% of the total unit mark.

## **Lecture Notes**

### **Adobe Connect**

All of the lectures provided on your MSc are simultaneously broadcast live on the Internet and are also recorded. This means that you can revisit past lectures and replay them at any time you like. Our broadcast and replay software uses the Adobe Connect package and this will be described to you in more detail during your induction week. In most cases lectures slides can be downloaded prior to lectures from the Adobe Connect interface. Please note that some lecturers may provide paper copies instead, while others may feel that taking your own notes is an integral part of the education process. The School recognises these differences and respects and supports all perspectives.

### **Blackboard Online Learning Environment**

Bristol University employs the Blackboard system and this is also a web interface where people can find lecture notes, slides and relevant reading. Blackboard is also the system which you will need to use to submit course work. Within the School, live broadcast of lectures is ONLY provided on the Diploma in Clinical Neuropsychology and the MSc in Applied Neuropsychology. The Blackboard system does not support live broadcast so we are unable to prevent some duplication of materials across Adobe Connect and Blackboard interfaces. As a rule of thumb, if you are seeking content (lectures) search Adobe Connect first, and Blackboard second. Note however that while we provided recorded content and live streaming of lectures, we expect that our MSc students will attend all compulsory sessions and the majority of their lectures on the course units in person.

### **Essay Writing**

Following student-staff consultation, the School has provided detailed criteria for what constitutes a good essay/exam answer for both staff and students. This document is available on Blackboard. It includes notes on answering the question, narrative, critical argument, structure, and selection of material. All students – and staff! – are expected to refer to this document in answering and marking essay and exam questions.

### **Feedback**

Feedback on your academic performance comes in many forms, of which specific comments on marked work, is only a small part. Throughout the year, you will receive general feedback from discussions with your tutors and in the lectures.

## **Exams**

Exams will take place during the University Examinations period, which is in January and May/June. The units you take in the first teaching block will be examined in January and the units you take in the second teaching block will be examined in May/June.

The results of these exams will be considered by the School Exam board, and this board will meet twice per year. Provisional marks for coursework may be given but examination marks may not be released until after the Faculty Exam Board has met and approved the grades. If you do not obtain a pass mark for any of these exams, you will be required to sit the exam again, either as a supplementary or a re-sit, depending on your circumstances

The Faculty of Science's policy is that dictionaries are not permitted for any University of Bristol registered students.

## **SCHOOL PRIZES**

The School of Experimental Psychology awards the following prizes:

- School of Experimental Psychology prize for MSc student obtaining the Highest Taught Component marks across the School's Masters programmes
- School of Experimental Psychology prize for MSc student obtaining the Highest Dissertation mark across the School's Masters programmes

These two prizes can be awarded to students taking any of the Taught MSc Programmes in Experimental Psychology.

In addition, students on the MSc in Applied Neuropsychology are also eligible for two further prizes awarded by North Bristol NHS Trust:

- The Rosa Burden North Bristol NHS Trust Prize for Top Performing Applied Neuropsychology Student
- The Cheyne McCallum North Bristol NHS Trust Prize for Best Applied Neuropsychology Research Project

## **E-LEARNING AND REMOTE ACCESS - Adobe Connect**

The software that we employ is Adobe Connect (for information please visit <http://www.adobe.com/products/adobeconnect.html>). You will be reassured to know that your use of this software is free because we have already invested in a site licence. Before teaching starts, we want to ensure that each of you are able to access Adobe Connect and for this reason we will contact you prior to your registration for an induction session in order to get you connected, and check all is working. You will need to be at the computer that you intend to use to gain remote access to lectures and the selected computer will need a reasonable fast internet access interface.

### **Security and Misuse of E-Learning and Remote Access**

The Adobe Connect platform provides highly secure and restricted access to course materials. Access is strictly limited to those who possess a valid password and email address. When you are provided with your password please ensure you keep it secure and do not let anyone else have access to that information. Our strong commitment to e-learning means that you will gain access to audio-visual and verbal materials which are the intellectual property of the University of Bristol and North Bristol Trust (as described under the terms of the Academic Partnership which unites these two institutions). Duplication, copying, re-editing, enabling public access and dissemination of all or part of these materials to any persons or bodies is a violation of intellectual property. It is also a violation of intellectual property to use any of our teaching materials for the provision of teaching undertaken by you, or, to offer materials to another person or institution for the purposes of teaching. Any violation of intellectual property will be taken extremely seriously and may lead to disciplinary action. For further details on issues surrounding intellectual property please see:

<http://www.bristol.ac.uk/media-library/sites/secretary/documents/student-rules-and-regs/student-intellectual-property.pdf>

## WHERE TO FIND HELP?

The University has a suite of services offering support and advice for student, including Disability Services, Careers Service, Students' Health Service, Student Counselling Service and the Multifaith Chaplaincy. Please see <http://www.bristol.ac.uk/studentservices/> for a full list of support and resources available.

The Science Faculty Handbook also provides students with key information.

## TUTORING

### Personal Tutoring

The Personal Tutoring System is an important part of the support system for students, and every student in Psychology has a Personal Tutor, who should remain with them throughout their programme of study. Your tutor therefore acts as a main point of contact within the University from whom you can obtain general academic support and pastoral support. If you wish to see someone other than your personal tutor, Dr Justin Park is on hand as Senior Tutor, Dr Kit Pleydell-Pearce as Programme Director and Liz Moore as Student Administration Manager.

You can arrange to see your Personal Tutor at times outside of the tutorial schedule if the need arises.

### Clinical Tutoring System

In addition to a Personal Tutor, we also provide you with a weekly meeting with a Clinical Tutor who is a professional clinician working within the NHS. The aim of these tutorials is to give you opportunities to learn about clinical practice and ask questions to support your taught content experience. Some of these tutorials will also support and prepare you for taught content provided later in the course. We have made these tutorials **compulsory** and a register of attendance will be taken in each tutorial. The reason for compulsory attendance is that if/when we write references for you in the future we can indicate that these aspects of your training were a formal course requirement (not something you could occasionally turn up to). Thus, the mandatory requirement protects the quality of reference we can provide for you. **So remember, We will keep a formal register of attendance at these tutorials.**

### Disability Issues

Disability Services provides support and services for D/deaf and disabled students across the University. <http://www.bristol.ac.uk/disability-services/>

### Financial Matters

Any student experiencing financial difficulties should contact the Student Funding Office for advice. <http://www.bristol.ac.uk/studentfunding/>

## **Student Counselling Service**

At times we all seek help with difficulties by talking them over with others, often friends, family, or tutors. But sometimes, it seems right to seek help elsewhere. The Student Counselling Service is there to meet this need and offers friendly, confidential support to students with problems of many kinds. <http://www.bristol.ac.uk/student-counselling/>

## **Computer Help and Advice**

For computer and IT help, please contact the IT Helpdesk on [Service-desk@bristol.ac.uk](mailto:Service-desk@bristol.ac.uk)

## **Adobe Connect**

For any problems using the Adobe Connect lecture broadcast/replay system please contact Will Chapman at NBT ([William.Chapman@nbt.nhs.uk](mailto:William.Chapman@nbt.nhs.uk)).

## **The University Library Service**

The Arts and Social Sciences Library is one of 9 libraries that make up the University Library system. Most of the psychology material is housed in this library, but you will find that other libraries, such as Education and Medical may contain material relevant to your studies. All University students are entitled to use and borrow from any of the libraries.

A guide to each library is available online and will help you find your way around and identify the resources and library services available. A UCard will be given to students as part of university registration procedures and will be valid for the whole of the course and for borrowing from all 9 libraries. A guide to library resources and search engines is also supplied on our Adobe Connect interface.

The Arts and Social Sciences Library  
University of Bristol,  
Tyndall Avenue  
Bristol  
BS8 1TJ

General enquiries telephone: 0117-9288000  
Email: [library-enquiries@bristol.ac.uk](mailto:library-enquiries@bristol.ac.uk)  
Internet: <http://www.bris.ac.uk/library/study/libraries/assl/>  
Twitter: Follow the University Library on @BristolUniLib

## **Subject Librarian for Psychology**

James Webley, the Psychology Subject Librarian will be glad to help you with any enquiries you may have about the library's collections and online resources, with literature searches or with any questions you may have about any of the services outlined below.

Email: [J.Webley@bristol.ac.uk](mailto:J.Webley@bristol.ac.uk)  
Telephone: 0117-3315417

## Library web pages

The Library web pages are a useful source of information, as they provide direct online links to both general library resources and to subject related information. <http://www.bristol.ac.uk/library/>

This page gives information concerning each of the 9 libraries, access to electronic journals and databases, the subject resources and support pages for psychology, referencing, Internet searching, library news, 'Library Search' and many other useful information pages.

## Finding material using 'Library Search'

To find out what print and electronic resources the Library provides access to, a good place to start your search is by using 'Library Search' which provides a single search interface for searching the Library's printed and online collections, together with millions of scholarly e-resources all at the same time.

There are 2 search options on 'Library Search'

- Everything – is the default search option and allows you to search for both print and electronic resources available from our own University Collections in all 9 of our libraries and in addition, will search a huge collection of journal articles from various publishers and database producers.
- UOB Collections – will search for details of both print and electronic books, electronic journals, print journals, pamphlets, reports, newspapers, theses, and audio-visual materials available in all 9 libraries.

A guide to using 'Library Search' is available at: <http://www.bris.ac.uk/library/help/guides/pdfs/library-search.pdf>

You can access 'Library Search' from any public access computers in both the libraries and University study spaces. There are fast access PCs in each library which are solely for users wishing to use 'Library Search' as you do not need to login to these computers.

'Library Search' will give you the shelf location/classmark for printed materials that we have in our collections, so you will know where you can find that item in the Library. For online resources such as eBooks, journal articles, e-Journals and online theses, a link will be available to view that publication online.

## Borrowing books

As a taught postgraduate you may borrow up to 35 items including 4 items from Short Loan. In the Arts and Social Sciences Library there are self-issue terminals, so you can borrow books whenever the Library is open. To self-issue you will need your Ucard and your library PIN number, which you will be given when you register. You can also find your PIN number from 'MyBristol' – your space on the University portal, or you can ask in the Library. Borrowing periods for library materials vary from several hours to 28 days, so please take careful note of when an item is due back as fines soon mount up, bear in mind that an item may also be recalled from you before the original loan date if another user reserves it.



Reserving books and other materials out on loan - From 'Library Search' you can also make your own online reservations for any items you wish to borrow that are currently out on loan to another user. You will be contacted by email once the material has been returned to the Library and reserved books are kept for users at the Issue Desk for a limited period of time, before being re-shelved or issued to the next person in any reservation queue.

## **My Library Account**

You can access your personal Library Account from either 'My Bristol' at:

<https://mybristol.bris.ac.uk/portal/> or from the Library home page at <http://www.bris.ac.uk/library/>

Click on 'My Library Account' and login with your UOB username and password if asked to.

Once you are logged in, you may view your account details, including each item you have borrowed and when it is due back. You also have the option to renew the library books you have borrowed for a further period - you will be able to renew your books and extend the loan period, providing no other user has reserved them, they are not short loan materials, or very overdue.

## **Inter-Library loans**

Material that is not available anywhere in the University Library may be obtained using the Inter-Library loans (ILL) service. At present you may request up to 3 items during the year, if you need any more ILL items you should discuss this with your Subject Librarian before submitting any further requests.

Further information about Inter-Library loans and making an ILL request is available at

<http://www.bris.ac.uk/library/using/borrowing/interloans/>

## **Printing and photocopying**

All students will have a university printing account and print credits may be purchased online or you can use cash by buying print credits from the IT Service Desk in the Computing Centre. See <http://www.bristol.ac.uk/it-services/applications/printing/printcredit.html/> for further details.

Credits allow you to print from the PCs or photocopy from the networked photocopiers in the Library. Printing credits currently cost 5p for an A4 black and white copy. Colour photocopying/printing are also available but are more expensive than b&w. You can logon to a photocopier by using the touch screen on the copier and then entering your UOB username and password or by scanning your Ucard on the Ucard reader attached to the photocopier. Remember to 'Logout' when you have finished, by pressing the ID button to prevent other people making copies at your expense.

Alternatively you can use 'Print release' - an easy way for our users to send documents to print and then collect them from any large Canon printer/photocopier on the student printing system. Further details about how this system works are available at: <http://www.bristol.ac.uk/it-services/applications/printing/printrelease.html>

## **Finding and using resources for research - Psychology subject resources and support pages**

can be found at <http://www.bristol.ac.uk/library/support/subjects/psychology/>

The 'Getting started' section includes information on finding psychology material in the University Library, and also information on how to find books, journals, theses, and information on e-resources, including e-books, e-journals and online databases, relevant for psychology. There is also information on how to obtain materials not available in the University Library, through the Inter-Library loans service. This section also includes information for researchers and gives a link to the research support pages.

The 'Subject resources' section provides links to the most useful databases to search for psychology with information about, and a direct link to each database. The 'Internet links' page provides links to some key psychology websites, giving a short description of each web resource. This section also links to quick reference tools for psychology in the library, both online and print, for example handbooks, psychology dictionaries, encyclopaedias and other reference works.

The 'Skills and training' section includes self-help materials, such as links to short video tutorials on finding and using library materials, accessing library resources off-campus and making Inter-Library loan requests.

The 'Referencing help' section gives guidance on how to evaluate information found, write for your subject, cite your academic work correctly and avoid plagiarism. Help is also provided on how to manage your references using EndNote.

### **Electronic full text journals**

In addition to the library's print collection of journals, access to the contents of over 40,000 full text electronic journals is available online via the Library's e-journals web page at: <http://www.bristol.ac.uk/library/resources/eresources/ejournals/>

At least 1,000 of these e-Journals are psychology/psychiatry titles.

There is also an option link, 'Find e-Journal' on the Library home page which will take you to the e-Journals page above.

Type in the full title of the journal you are looking for, in the box entitled 'Find e-Journal by title' - use the title of the journal not the title of any article you are looking for. If we have full text access to the journal, you can then navigate to the volume, issue and pages you want.

Off-campus access - You have access to these journals and their contents from any public access PC on the University campus and you can also access these resources off-campus too. For more information on Remote/Off-campus access go to:

<http://www.bris.ac.uk/library/resources/eresources/access/#off-site>

Detailed instructions are given on how to access electronic resources off-campus, (these include both e-journals and databases) either by using the 'Student Remote Desktop', or by setting up the University's 'Off-site Proxy' service on your computer.

## **Finding journal articles, literature searching and online databases available**

One of the most effective ways to find relevant, good quality information for your psychology work is to access and search the online databases that the University Library subscribes to. The most useful of these databases for psychology are: PsycINFO and PsycArticles, the Web of Science - Core Collection of databases, Medline and Biosis. All of these databases are available online and you can access them both on and off-campus.

To find a more detailed listing of relevant databases for psychology go to the Library home page at <http://www.bris.ac.uk/library/>

- Click on the 'Databases' link (under 'Other search tools')
- You will see here an option Databases recommended for your subject

Choose Subject – Psychology, experimental from the list and click on 'GO'. This will show you a list of 'Key' and 'Other' databases of relevance to psychology.

Each database will be accompanied by a short description of its content and coverage. To access and search any of the databases, click on the link for the database. This connects you to the database and you can then do a subject search on a psychology topic of interest to you.

From the 'Databases' page you will also see a complete alphabetical A-Z listing of databases available, which you can scroll down and browse. If you are looking for a specific database - you can search to see if we have access to it by typing in the title of the database, into the search box provided.

### **Database information**

PsycINFO - a psychology database containing over 3 million records, with details of articles from over 2,400 journals published since 1887, (however coverage is only really widespread in more recent years) and of books and chapters within books, published since 1987. The database is international in coverage and is updated weekly. A successful search should yield many useful references, complete with abstracts and in many cases links to the full text articles. Please note however, not all of the journals included in PsycINFO will be held in the University Library, either in print or electronically, as we do not have subscriptions to all of the journals covered. Where we do not have an electronic subscription to the journal, it is unlikely you will be able to access the full text online via PsycINFO.

PsycARTICLES (APA) may be regarded as a sub-set of the main PsycINFO database, both are produced by the American Psychological Association. PsycARTICLES covers approximately 100 journals and contains over 180,000 full text journal articles. The same journals are also covered by PsycINFO but one advantage of searching the smaller PsycARTICLES database is that any articles you find will be immediately available online in full text format, as we have paid for all the articles on this database.

The 'Web of Science' Core Collection service includes the Science, Social Sciences, and Arts and

Humanities Citation Indexes and 2 Conference Proceedings Citation Indexes. The indexes are regularly updated with new literature covering all of these disciplines and therefore, psychology is only one of many subjects covered. These index databases can be searched individually or in any combination. Various searches, including subject, title and author searches can be performed, but a useful feature of these databases is the option to do a 'Cited Reference Search.' Citation searching enables you to search for an author of an important work, that you have previously identified, and find out who has cited that work since it was originally published. It's a way of coming forward in time, to see how work in the field has progressed and developed since. Again, not all of the journals cited will be available in print or online from the University Library.

Other database services relevant for psychology include BIOSIS, Medline, Embase, SCOPUS, Cogprints and PILOTS.

### **MIT Cognet**

The library has recently purchased access to the MIT Cognet database. The full text of more than 650 MIT Press eBooks are included, as are the complete text of their major cognitive science reference works. MITCogNet also provides access to 6 MIT Press online journals.

There are several routes by which our users can discover the full text content on MITCogNet:

- 1) Go directly to MITCogNet at: <http://cognet.mit.edu/>
- 2) Through 'Library Search' - the full text ebooks and reference works on MITCogNet are discoverable through 'Library Search', which gives links to individual books online:

Library Search is available on the Library home page at: <http://www.bris.ac.uk/library>

### **Additional Library Support Service**

The University Library recognises the difficulties part-time students, distance learners, those with disabilities or those who have caring responsibilities encounter in visiting the university libraries and in being able to study and use library facilities. Additional services are therefore provided for these students, such as scanning, photocopying and the posting out of journal articles and book chapters, through the 'AddLibS' – Additional Library Support service. The service is based in the Arts and Social Sciences Library and further details may be found at <http://www.bristol.ac.uk/library/using/addlibs/>

### **Using other UK Higher Education Libraries - join the SCONUL Access Scheme**

The University Library is a member of the SCONUL Access Scheme, a co-operative venture between a large number of UK higher education libraries, making it easier for students to use libraries conveniently near to home or work throughout the year. It enables research postgraduate students to borrow material from other member libraries and many now, also allow taught postgraduates to borrow. Further information about the scheme in relation to the University of Bristol Library and how to join is available at: <http://www.bris.ac.uk/library/using/membership/sconul/sconulaccess.html>

## HEALTH & SAFETY

It is the intention of the University to maintain and to improve the health and safety of all its members while at work. To this end it applies and enforces all current legal requirements together with other appropriate safety measures where reasonably applicable.

The University needs the cooperation of all members – students and staff – in meeting these obligations.

This policy by the University is necessarily extended to all students whilst engaged in University activities. All students are therefore reminded of the obligations of all members of the University.

- To take reasonable care for the health and safety of him/herself and of other persons who may be affected by his/her acts or omissions.
- To seek medical advice from a General Practitioner if he/she suspects any medical condition that may be study/programme-related.
- To co-operate with the University to enable it to comply with any relevant statutory provisions.
- Not to interfere with or misuse equipment provided for safety purposes.
- To co-operate with the University in the use of such Personal Protective equipment as may be required to be worn as a result of a 'safety risk assessment' carried out on activity during practical classes and project work.

On arrival at the University, students are required to make known to the School's Disability Adviser, any circumstances or conditions that may affect their health and safety (such as disabilities, allergies or similar conditions). This will enable the student and the University to discuss and agree appropriate health and safety procedures.

If you notice any situation in the School which you think may be unsafe or in need of attention or you are involved in any type of accident and First Aid is needed, contact the School Office immediately.

## Membership of Professional and Student Societies



The  
British  
Psychological  
Society

Postgraduate students who possess an accredited degree in Psychology are eligible for membership of the British Psychological Society (BPS). The BPS state that “*Belonging to the Society is an integral part of being a professional psychologist and our different grades of membership cater for those who have accredited qualifications or are pursuing an accredited psychology training route as well as those who have an interest in psychology but have no applicable qualifications.*” For more information on different types of membership of the Society as well as information on the benefits of joining please go to: <http://www.bps.org.uk/what-we-do/benefits-belonging/membership/membership>

### **PsychSoc**

PsychSoc is Bristol University's Psychology Society. They provide social, academic and mentoring opportunities for all Psychology students. Their aim is to help you meet other students and to provide exciting events throughout the year. More information on PsychSoc can be found on the Students' Union website.

### **ClinSoc**

The Clinical Psychology Society is a newly established society set up for anyone interested in clinical psychology, in particular in areas of addiction, mental and sexual health, eating disorders, forensics and intellectual disabilities. They invite experts in the field, such as clinical psychologists, assistant psychologists, psychiatric nurses, to fortnightly meetings to discuss the routes into, the areas within and the history of clinical psychology. Their aim is to support, guide and advise anyone wanting to gain an invaluable insight into clinical psychology. More information can be found on the Students' Union website



## Appendix

Marking guidelines from University of Bristol Regulations and Code of Practice for Taught Programmes 2015-16 are at <http://www.bristol.ac.uk/academic-quality/assessment/codeonline.html>  
 Assessments are marked using the 0-20 point scale where a mark of 9 or above constitutes a Pass, & a mark of 8 or less is a Fail.

Grade	0-20 point scale	0-100 point scale	Criteria to be satisfied
A	20 19 18	100 94 89	<ul style="list-style-type: none"> <li>➤ Work would be worthy of dissemination under appropriate conditions.</li> <li>➤ Mastery of advanced methods and techniques at a level beyond that explicitly taught.</li> <li>➤ Ability to synthesise and employ in an original way ideas from across the subject.</li> <li>➤ In group work, there is evidence of an outstanding individual contribution.</li> <li>➤ Excellent presentation.</li> <li>➤ Outstanding command of critical analysis and judgement.</li> </ul>
	17 16 15	83 78 72	<ul style="list-style-type: none"> <li>➤ Excellent range and depth of attainment of intended learning outcomes.</li> <li>➤ Mastery of a wide range of methods and techniques.</li> <li>➤ Evidence of study and originality clearly beyond the bounds of what has been taught.</li> <li>➤ In group work, there is evidence of an excellent individual contribution.</li> <li>➤ Excellent presentation.</li> <li>➤ Able to display a command of critical analysis and judgement.</li> </ul>
B	14 13 12	68 65 62	<ul style="list-style-type: none"> <li>➤ Attained all the intended learning outcomes for a unit.</li> <li>➤ Able to use well a range of methods and techniques to come to conclusions.</li> <li>➤ Evidence of study, comprehension, and synthesis beyond the bounds of what has been explicitly taught.</li> <li>➤ Very good presentation of material.</li> <li>➤ Able to employ critical analysis and judgement.</li> <li>➤ Where group work is involved there is evidence of a productive individual contribution.</li> </ul>
C	11 10 9	58 55 52	<ul style="list-style-type: none"> <li>➤ Some limitations in attainment of learning objectives, but has managed to grasp most of them.</li> <li>➤ Able to use most of the methods and techniques taught.</li> <li>➤ Evidence of study and comprehension of what has been taught</li> <li>➤ Adequate presentation of material.</li> <li>➤ Some grasp of issues and concepts underlying the techniques and material taught.</li> <li>➤ Where group work is involved there is evidence of a positive individual contribution.</li> </ul>
D	8 7	48 45	<ul style="list-style-type: none"> <li>➤ Limited attainment of intended learning outcomes.</li> <li>➤ Able to use a proportion of the basic methods and techniques taught.</li> </ul>
E	6	42	<ul style="list-style-type: none"> <li>➤ Evidence of study and comprehension of what has been taught, but grasp insecure.</li> <li>➤ Poorly presented.</li> <li>➤ Some grasp of the issues and concepts underlying the techniques and material taught, but weak and incomplete.</li> </ul>
	5	35	<ul style="list-style-type: none"> <li>➤ Attainment of only a minority of the learning outcomes.</li> <li>➤ Able to demonstrate a clear but limited use of some of the basic methods and techniques taught.</li> <li>➤ Weak and incomplete grasp of what has been taught.</li> <li>➤ Deficient understanding of the issues and concepts underlying the techniques and material taught.</li> </ul>
	1 - 4	7 - 29	<ul style="list-style-type: none"> <li>➤ Attainment of nearly all the intended learning outcomes deficient.</li> <li>➤ Lack of ability to use at all or the right methods and techniques taught.</li> <li>➤ Inadequately and incoherently presented.</li> <li>➤ Wholly deficient grasp of what has been taught.</li> <li>➤ Lack of understanding of the issues and concepts underlying the techniques and material taught.</li> </ul>
0	0	0	<ul style="list-style-type: none"> <li>➤ No significant assessable material, absent, or assessment missing a "must pass" component.</li> </ul>

Source: <http://www.bristol.ac.uk/academic-quality/assessment/codeonline.html>