Diploma in
Clinical Neuropsychology
and
Diploma in
Applied Neuropsychology

School of Experimental Psychology

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Welcome to the degree programme. The Diploma is provided under a formal Academic Partnership between Bristol University and North Bristol Trust. It has arisen as a result of longstanding close ties between the School of Experimental Psychology at Bristol University and the Department of Neuropsychology within North Bristol Trust. The collaboration initially led to a strong clinical contribution to our MSc in Neuropsychology. However, from an early stage we were aware of a pressing need to expand training in Clinical Neuropsychology at a national level. For this reason we developed the Diploma in Clinical Neuropsychology which provides the knowledge dimension of the Qualification in Clinical Neuropsychology (QiCN) as accredited by the Division of Neuropsychology within the British Psychological Society. We also offer a non-accredited parallel degree programme, the Diploma in Applied Neuropsychology. Because the two programmes have identical content we provide a single handbook for entrants to both diplomas.

The Diplomas have a strong scientist-practitioner ethos where candidates will refine their skills in understanding and applying the scientific evidence base to their practice. It is intended that candidates completing the course will have a firm contemporary knowledge of Clinical Neuropsychology practice as well as the skills to maintain this high level of knowledge throughout their careers. In designing the course we aim to be academically robust, contemporary and clinically relevant. We aim to train candidates who are knowledgeable, scientist-practitioners, confident and capable in assessment and rehabilitation / treatment within neuropsychology, who use evidence based tools, techniques and approaches, and are able to continue to learn and develop throughout their careers in Clinical Neuropsychology.

Many taking the Diploma will already have demanding professional lives and a core feature of our teaching vision is to provide taught content that does not impose undue workload demands. For this reason all of our lectures can be viewed over the internet, either live, or replayed at a later time to suit. This minimises disruption associated with travel or the need to attend lectures at specific times. A further core ethos is to develop longstanding collegiate ties between current and past members of our intakes in order to provide a forum for exchange of ideas, information and clinical insights.

If you have questions or queries about aspects of the diploma then please feel free to make contact via email or phone. For routine enquiries then please contact our Postgraduate Student Administrator, Charlotte Powell, in the general office (0117 928 8452). For academic and clinical enquiries please contact Dr Kit Pleydell-Pearce (c.pleydell-pearce@bristol.ac.uk) or Dr Martin Bunnage (Martin.Bunnage@nbt.nhs.uk).

I hope that during your degree, you are able to make the most of all the opportunities, and, of course, enjoy your time with us.

Dr Kit Pleydell-Pearce & Dr Martin Bunnage
Joint coordinators of the Diplomas in Clinical Neuropsychology and Applied Neuropsychology
GENERAL INFORMATION

WHO’S WHO IN THE SCHOOL?

Head of School
Professor Jan Noyes  J.Noyes@bristol.ac.uk

Course Co-ordinator
Dr Kit Pleydell-Pearce  C.Pleydell-Pearce@bristol.ac.uk
Dr Martin Bunnage  Martin.Bunnage@nbt.nhs.uk

Exams Officer
Dr Chris Kent  C.Kent@bristol.ac.uk

Disability Adviser
Dr Angela Rowe  A.C.Rowe@bristol.ac.uk

Postgraduate Administrator
Mrs Charlotte Powell  Charlotte.Powell@bristol.ac.uk

Student Administration Manager
Ms Oona Kelly  Or.Kelly@bristol.ac.uk

School Manager
Mr Kevin Williams  Kev.Williams@bristol.ac.uk

Subject Librarian for Psychology
Ms Sue Chubb  Sue.Chubb@bristol.ac.uk
Telephone 0117 331 6790 (Fridays only)

The School Office is open Monday–Friday, 9am until 5pm, during term time.

A full list of School staff is available at:
http://www.bristol.ac.uk/exppsych/people/group/
COMMUNICATIONS

Our primary means of making contact with you is by email. It is therefore vital that you check your email address as often as possible.

We will make every effort to ensure programme information, teaching week timetables, examination results, and other general messages, is emailed to you directly.

It is VERY important to keep us informed of your contact address and mobile telephone numbers in the event of correspondence and communication with you. This information is stored on a secure university database which only authorised users can access. You can update your own details by going to www.bris.ac.uk/studentinfo and logging in and updating your contact address and your telephone numbers.

Under the Data Processing Act, we will also not talk to third parties without your explicit permission.

YOUR STATUS

We recognise that all of you taking this Diploma are highly-qualified postdoctoral professionals who possess a diverse range of knowledge, skills and expertise. For this reason we feel it is more appropriate to describe you as ‘candidates’ than ‘students.’

COURSE ENTRANCE DATES

The course follows a modular structure and this allows us to accept two intakes in each academic year. In enabling duel intakes the course has been designed so that all candidates will experience a natural progression in learning. In any year, one intake is in October and the other is in January.
The University has regulations for teaching, assessment, and progress as given in the Regulations and Code of Practice for Taught Programmes 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. Further information is given in the Regulations and Code of Practice for Taught Programmes.

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: www.ole.bris.ac.uk/webapps/login/.

In addition, a paper copy MUST be sent in the post to the School Office, along with a coursework cover sheet (a copy of the cover sheet will be e-mailed to you in advance).

Coursework must be submitted before 4 pm on the designated date. Submission deadlines are strict and the Faculty penalty for late work will be applied. http://www.bris.ac.uk/science/undergraduates/penalties.html

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

As a general rule, the School does not give extensions. If you do not submit work by the deadline, you need to complete the work as quickly as possible and hand it into the School Office. If you feel you have good reason for being late, you need to provide a written explanation and enclose any accompanying documentation (e.g. a self-certification or medical certificate).
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 coursework is 2,000, except if stated differently.

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 confirm to APA (American Psychological Association) style and use non-sexist language.

**Exams**

Examinations will form part of the assessment for several units. In order to take these examinations you must either attend the examination in person, or, make arrangements to take the examination at the exact same time within a university closer to where you live (however you should be aware that there is a charge for this arrangement). In most cases the School will arrange for examinations to take place during a teaching week.

The results of these exams will be considered by the School Exam board which takes place in June. No exam results will be given until after this exam board has taken place. 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 policy on the use of dictionaries in exams can be found here - http://www.bristol.ac.uk/science/postgraduates/examinationspolicy.html

**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 7 or below is a fail whilst a mark of 8 or
above is a pass. The marking scale can be found on section 13 of the Regulations and Code of Practice for Taught Programmes.

Illness and Extenuating Circumstances

If you wish an illness or period of absence to be considered by the Special Circumstances Committee, which meets before the School Exam board, then you should complete an Extenuating Circumstances form. Similarly, if you are ill during an exam you should complete this form.

Full guidance on absence and extenuating circumstances can be found on section 20 of the Regulations and Code of Practice for Taught Programmes

Plagiarism

It is not expected that all of your written work will consist of your original thoughts, but it is expected that the theories of others will form most your work. However, any use of ideas of findings of others must be appropriately acknowledged. Not to do so is plagiarism, that is, any 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).

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

Penalties

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 candidates. The University takes a very serious view of plagiarism and cheating, and there are penalties applied when these occur. See Annexe 6 of the Regulations and Code of Practice for Taught Programmes.

Faculty of Science Professional conduct and fitness to practice policy and procedures.

As the programme is jointly delivered by the University of Bristol and NBT there are special conduct guidelines associated with the degree. A copy of these guidelines can be found here.
SPECIFIC COURSE INFORMATION

Introduction to the Programme

The Diploma in Clinical Neuropsychology will combine 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, 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 provides input to both a specialist inpatient and outpatient rehabilitation services for people with acquired brain injury.

The Diploma in Clinical Neuropsychology will be delivered by academics and experienced clinicians. The course will run on a part-time basis and we are working hard to ensure the accessibility of course without undue necessity for travelling and taking time away from work or families (see Teaching Methods, below).

The course will be 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 Kit Pleydell-Pearce set up and ran the pre-existing MSc in Neuropsychology from 2004 to 2010 and is now giving up the MSc Directorship to focus exclusively on the new Clinical Diploma. 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, 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.
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 and currently has Clinical Lead responsibility for a regional community brain injury rehabilitation service. He is currently involved in a number of innovative research projects, including the assessment of the neuropsychological outcome following deep brain stimulation for treatment resistant depression and the use of Diffusion Tensor Imaging in the assessment of brain damage. He regularly provides expert neuropsychological opinion to the courts. Dr Bunnage has previously made extensive contributions to the existing MSc in Neuropsychology and regularly teaches Clinical Neuropsychology to other clinicians.

The Diploma will be guided by a steering committee consisting of the two Directors and Professor Jan Noyes, Head of the School of Experimental Psychology, and, Dr Ingram Wright, Head of the Department of Neuropsychology at North Bristol NHS Trust.

BPS Approval and Accreditation

In order to meet BPS approval criteria, a detailed outline of the course aims, organisation, content and assessment criteria were presented to the BPS Committee for Training in Neuropsychology on May 29th 2009. Following this, the Division of Neuropsychology of the BPS gave the Diploma its support as suitable to provide the underpinning knowledge and skills component of the QiCN (formerly PFMQ). The programme was subject to an accreditation visit in November 2010 and was subsequently fully approved by the BPS.

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 and the Diploma was formally approved by University Senate on May 10th 2010. 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: a blend of academic and clinical experience.
COURSE BACKGROUND

This new course delivers the underpinning knowledge to support candidates in the development of specialist practice in clinical neuropsychology. The content provides the Knowledge and Skills component of the British Psychological Society (BPS) syllabus for those who want to undertake the Qualification in Clinical Neuropsychology (QiCN formally known as the Practitioner Full Membership Qualification, PFMQ). The course has been approved for this aim by the BPS (see below). The course is based upon a new ground breaking academic partnership between the University of Bristol and Frenchay Hospital (North Bristol NHS Trust). The Academic Partnership was set up specifically to support this new course and represents a formal linkage between the School of Experimental Psychology within the University of Bristol, and the Department of Neuropsychology within North Bristol NHS Trust; institutions with records of clinical and academic excellence. The partnership agreement will bring distinct advantages to candidates enrolled on the course including opportunities to complete case studies during the unique 'placement' unit of the course with supervised experience at a tertiary neurosciences centre.

The Diploma in Clinical Neuropsychology course will have a strong scientist-practitioner ethos where candidates will refine their skills in understanding and applying the scientific evidence base to their practice. It is intended that candidates completing the course will have a firm contemporary knowledge of Clinical Neuropsychology practice as well as the skills to maintain this high level of knowledge throughout their careers. In designing the course we aim to be academically robust, contemporary and clinically relevant. We aim to train candidates who are knowledgeable, scientist-practitioners, confident and capable in assessment and rehabilitation / treatment within neuropsychology, who use evidence based tools, techniques and approaches, and are able to continue to learn and develop throughout their careers in Clinical Neuropsychology.

Our decision to offer training in Clinical Neuropsychology builds on the success of the MSc in Neuropsychology currently offered within the School of Experimental Psychology, University of Bristol. The MSc was started in October 2004 by Dr Kit Pleydell-Pearce and has now developed into one of the most subscribed and popular courses within the entire Faculty of Science at the University of Bristol. From inception, the MSc maintained a strong focus upon Clinical Neuropsychology and also included significant teaching and supervisory input from practicing Clinical Neuropsychologists working within North Bristol NHS Trust. This close collaboration between the University of Bristol and a major local hospital which specialises in neurosciences led to the development of the new professional diploma which will commence October 2010.
The Department of Neuropsychology at Frenchay Hospital, a regional Neurosciences Hospital, is one of the largest Clinical Neuropsychology departments in the region. Clinicians at Frenchay work across the full spectrum of practice in Clinical Neuropsychology including inpatient and community based services. As a regional neurosciences centre, the hospital, in additional to generic clinical neuroscience services, is a recognised specialist regional centre for acquired brain injury rehabilitation, neuropsychiatry, and functional neurosurgery. High quality neuroimaging including 3T MRI with facilities for structural, functional and diffusion tensor imaging and excellent neurophysiology facilities are available. The Clinical Neuropsychology department is committed to delivering a service of exceptional quality with foundations in evidence-based practice, provision of high quality training, supervision and CPD, and robust clinical governance arrangements.

Pathway to fulfilling the criteria for QiCN Qualification

The Diploma in Clinical Neuropsychology is designed to satisfy professional training requirements for Clinical Neuropsychologists. In the UK professional practice in Clinical Neuropsychology is overseen by the British Psychological Society and the Health Professions Council. The BPS provide a Qualification in Clinical Neuropsychology (QiCN) which gives eligibility to join a specialist register of clinical neuropsychologists.

The Diploma in Applied Neuropsychology has the exact same content as the Diploma in Clinical Neuropsychology. The difference between the two courses is that the BPS accredited diploma is only open to those who hold a BPS accredited Doctorate in Clinical Psychology (DClin) or recognized equivalent qualification obtained in another country. Under BPS regulations we cannot offer the same degree to those who do not hold a Clinical Doctorate, but we can offer the same content, in our Diploma in Applied Neuropsychology. Whilst the content is the same, candidates should note that the Diploma in Applied Neuropsychology is not accredited by the BPS.
COURSE STRUCTURE

Postgraduate Diploma in Clinical Neuropsychology

Postgraduate Diploma in Applied Clinical Neuropsychology

The curriculum comprises eight taught components/units (each worth 10, 15 or 20 credit points). In order to complete the diploma, you must obtain 120 credit points. A unit description for each of these units can be found on the University’s unit catalogue and further in the handbook.

Autumn Term 2012

Assessment in Clinical Neuropsychology (20 credit points)
Applied Neuropsychology (10 credit points)

Spring Term 2013

Development and Rehabilitation (20 credit points)
Evidence Based Neuropsychology (15 credit points)

Autumn Term 2013

Health, Illness and Disability (20 credit points)
Functional Neuroanatomy and Neuroscience Methods (10 credit points)

Spring Term 2014

Neuropsychology in Practice (placement) (15 credit points)
Theoretical Neuropsychology (10 credit points)

Following satisfactory performance in the course work and examinations associated with each Unit, a student will be awarded a postgraduate diploma.
COURSE CONTENT

The course content is primarily guided by the BPS syllabus and guidelines for training in Clinical Neuropsychology. The Diploma includes eight units each of which supply credit points leading to a total 120 credits. Three of the units (30 credits) are taught within University of Bristol and the remaining five units (90 credits) are taught within North Bristol NHS Trust. Please note that units 1-3 below are also taken by our existing MSc Neuropsychology students and that these units were part of the overall course outline that was approved by the BPS in November 2010. Units 4 to 8 are exclusively reserved for those taking the Diploma in Clinical Neuropsychology or the Diploma in Applied Neuropsychology. Units that are running the current academic year are highlighted in bold. Units not highlighted will run in the next academic year (commencing October 2013).

1. **Applied Neuropsychology** (10 Credits)
2. Functional Neuroanatomy and Neuroscience Methods (10 Credits)
3. Theoretical Neuropsychology (10 Credits)
4. Clinical Neuropsychology in Practice (Placement) (15 Credits)
5. Health Illness and Disability (20 Credits)
6. **Development and Rehabilitation** (20 Credits)
7. Assessment in Clinical Neuropsychology (20 Credits)
8. **Evidence-based Neuropsychology** (15 Credits)

On the following pages you will find detailed descriptions of the content of all of the units listed above. This handbook contains descriptions of all units listed above, whether running in the current academic year or not.
**ASSESSMENT IN CLINICAL NEUROPSYCHOLOGY**

**PSYCM0026**

### DESCRIPTION OF UNIT
Candidates who complete this course will 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 their 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 course moral, ethical and legal aspects of clinical practice will be considered.

### KEY READING AND REFERENCES

### STATEMENT OF UNIT
The unit 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 the course aims:
- To teach candidates about how psychometric concepts and research are applied in the clinical setting to the real world problems clinician’s face in their practice.
- To give candidates an understanding and competent familiarity with a range of assessment tools typically used in clinical practice.
- 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.
- 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.

- 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.
- To help candidates develop an awareness of the moral, ethical and legal considerations relevant to clinical practice within neuropsychology.

**STATEMENT OF LEARNING OUTCOMES**
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.

**METHODS OF TEACHING**
The course materials will be delivered through a series of lectures by practicing clinicians and by clinical case conferences attended by practicing clinicians.

**CONTACT HOURS**
20 hours delivered in a single week block (Teaching week)

**LECTURE TOPICS**
- Models of cognitive function and dysfunction
- Psychometric approaches to assessment and diagnosis, part 1
- Psychometric approaches to assessment and diagnosis, part 2
- Assessment, localization and neuropsychological theory
- Assessment and ecological validity
- Screening methods, psychometrics and contemporary neuropsychological tests
- Contemporary cognitive tests, a practical guide and demonstration
- Clinical neuropsychology report writing and case examples
- Medico-legal report writing
- Legal, ethical and moral issues in clinical neuropsychology practice

**METHODS OF ASSESSMENT**
2 Hour Examination (50% long answers, 50% short answers) and also 40 minute duration MCQ.
DESCRIPTION OF UNIT
This Unit 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 10 lectures, each lasting 2 hours over ten weeks. Lectures can be accessed remotely using Adobe Connect.

KEY READING AND REFERENCES

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:

**STATEMENT OF UNIT**
The aim of the unit is to provide a thorough grounding in applied Clinical Neuropsychology. Candidates will learn how knowledge of neuropsychological theory, functional neuroanatomy and technical approaches to studying the brain are used within a medical context.

**STATEMENT OF LEARNING OUTCOMES**
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**
Teaching will involve seminars that will be led by research-active and clinically active members of Frenchay Hospital Department of Neuropsychology (although the course coordinator is a member of the School of Experimental Psychology). In addition to lecturer-led tuition, candidates are expected to take turns in providing weekly summaries of relevant background reading, providing a starting point for structured discussion.

**CONTACT HOURS**
2 hours per week over 10 weeks

**LECTURE TOPICS**
- Neuroanatomy and Neuropathology
- Neuropsychology of movement disorders (Parkinson’s disease, Huntington’s Disease and Multiple Sclerosis)
- Neuropsychology of Dementia, Alzheimer, Multi-infrac/vascular and Frontotemporal
- Principles of neurology and the neuropsychology of stroke
- Chronic severe conditions, PVS, minimally conscious state
- Neurosurgical Management of TBI
- Neuropsychology of MS & Neuropsychology of mTBI
- Neuropsychology of severe TBI
- Neuropsychology of Epilepsy
- Neuropsychology of functional surgery interventions in chronic conditions

**METHODS OF ASSESSMENT**
Coursework essay (2000 words) which requires students to provide evidence of critical understanding of a topic in applied neuropsychology.
DEVELOPMENT AND REHABILITATION
PSYCM0027

DESCRIPTION OF UNIT
This unit aims to provide candidates with an understanding of the effects of brain damage / disease across the life span. Candidates will develop an understanding of the principles of biological recovery from brain damage and will experience critical analysis of evidence concerning methods of rehabilitation for acquired neuropsychological disabilities caused by neurological disease / brain damage. Candidates will be exposed to a variety of perspectives on rehabilitation following brain damage across the different phases following injury, including, acute medical, acute rehabilitation, post-acute rehabilitation and social and work integration. Candidates will gain an understanding of the role of medical input in rehabilitation including pharmacological approaches to symptom management. Candidates will develop an understanding of contemporary approaches to cognitive rehabilitation, problematic behaviour management and the management of adjustment and emotional symptoms in rehabilitation. Candidates will develop an understanding of the need for, but complexities associated with, meaningfully evaluating outcome from rehabilitation intervention. Throughout the unit moral, ethical and legal aspects of clinical practice will be considered.

KEY READING AND REFERENCES


The human brain and its disorders (2007). Richards et al. OUP

STATEMENT OF UNIT
The unit aims to provide candidates with a contemporary understanding of the impact of neurological disease / brain damage across the lifespan and the methods and approaches used in contemporary rehabilitation. Specifically this course aims to:

- To teach candidates about the impact of brain damage / disease across the lifespan and the implications of this for biological recovery and functional
To teach candidates about contemporary clinical approaches to rehabilitation following brain damage / disease including the multi-disciplinary nature of such efforts.

- To guide candidates 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.

- To help student to translate research findings in to evidence based clinical interventions.

- To help candidates develop an awareness of the moral, ethical and legal considerations relevant to clinical practice in relation to rehabilitation.

**STATEMENT OF LEARNING OUTCOMES**
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.

**METHODS OF TEACHING**
The course materials will be delivered through a series of lectures by practicing clinicians and by clinical case conferences attended by practicing clinicians.

**CONTACT HOURS**
20 hours delivered in a single week block (Teaching week)

**LECTURE TOPICS**
1. Behavioural approaches to neuropsychology
2. Pharmacotherapy Cases
3. Cognitive rehabilitation
4. Evaluating outcomes from rehabilitation
5. Legal, ethical and moral issues in rehabilitation
6. Lifespan CNS development and degeneration
7. Neurobehavioural consequences of frontal lobe dysfunction
8. Neurological recovery and rehabilitation
9. Neuroplasticity and neurorehabilitation
10. Pharmacotherapy in rehabilitation
11. Vocational rehabilitation

**METHODS OF ASSESSMENT**
2 Hour Examination (50% long answers, 50% short answers) and also 40 minute duration MCQ.
DESCRIPTION OF UNIT
This unit requires candidates to write three 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. The core of the review will focus upon a specific published neuropsychological paper or published assessment technique. The three written reviews must outline the target publication but must also include a thorough critical analysis which draws additional theory and evidence from sources beyond the content of the focus article. A second course requirement is that candidates produce oral presentations (20 minute duration) of the content of their particular written review.

Titles for each presentation will be suggested by candidates 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.

KEY READING AND REFERENCES


Site accompanying Sackett et al., 2000: http://www.cebm.utoronto.ca/

Ebmmental health journal: http://www.bmj.com/template.cfm?name=specjou_mh

Cochrane reviews:
• http://www.update-software.com/ccweb/cochrane/whatcdsr.htm#BRA
• http://www.update-software.com/ccweb/cochrane/revabstr/g170index.htm

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/index.cfm

**STATEMENT OF UNIT**
The central aim is 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. Assessment includes the requirement to write three articles which must be written in American Psychological Association (APA) style in a form that is compatible with a published practitioner review or commentary (APA style is a consistent requirement of all undergraduate psychology within the University of Bristol). It is intended that all articles be combined, over years, into the formation of a web-based reference document available to all those taking neuropsychology courses within the School of Experimental Psychology. Each paper has a minimum word limit of 2000 words and a maximum of 3500 words. This requires candidates to develop skills in developing areas or challenging aspects of their own clinical practice. Candidates will also be required to provide an oral presentation of each article, and this presentation may be attended by all candidates taking neuropsychology courses within the School of Experimental Psychology and will also be attended by NHS practitioners and qualified clinical neuropsychologists. It is a course requirement that candidates taking the Clinical Diploma attend presentations given by their fellow course members.

**STATEMENT OF LEARNING OUTCOMES**
Be able to critically appraise 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

Production of independent critical work.

**METHODS OF TEACHING**
- The course coordinator will provide two initial lectures (each of 1 hour duration) in which candidates will be given guidance about critical appraisal of healthcare evidence as applied to neuropsychology.
- Candidates 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.
- 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).

**CONTACT HOURS**
20 hours delivered in a single week block (online).

**METHODS OF ASSESSMENT**
The mark is based upon formal assessed presentations.
DESCRIPTION OF UNIT
Candidates who complete this unit 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. This 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 course moral, ethical and legal aspects of clinical practice will be considered.

KEY READING AND REFERENCES


The human brain and its disorders (2007). Richards et al. OUP

STATEMENT OF UNIT
The unit 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 course 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.

### STATEMENT OF LEARNING OUTCOMES

The learning outcomes are mainly expressed within the statement of aims described in the previous section. This convergence is a natural consequence of a clinically oriented course. The principal learning outcome is to develop competence in clinical practice pertaining to normal and abnormal adjustment to illness.

### METHODS OF TEACHING

The course materials will be delivered through a series of lectures by practicing clinicians.

### CONTACT HOURS

20 hours delivered in a single week block (Teaching week)

### LECTURE TOPICS

1. Psychological adjustment and treatment of psychological disorders / psychiatric illness in people with neurological disease.

2. Abnormal and unhelpful illness behaviours.

3. Assessment of effort and symptom exaggeration and the diagnosis of factitious disorder and malingering.

4. Introduction to the neuropsychology of functional surgery intervention in chronic neurological conditions, using PD surgery as an example.

5. Prognosis and rehabilitation in neurological disease and the changing needs of patients with chronic neurological disease.

6. Living with and managing degenerative conditions, e.g. dementias, MS, MND.

7. Chronic severe conditions, PVS, Minimally Conscious State, end stage MND, HD, MS, etc.

8. Systemic issues in chronic neurological illness.

9. Mental Capacity and the Law relevant to long term neurological conditions.

10. Legal, ethical and moral issues.

### METHODS OF ASSESSMENT

2 Hour Examination (50% long answers, 50% short answers) and also a 40 minute duration MCQ.
FUNCTIONAL NEUROANATOMY AND NEUROSCIENCE METHODS

PSCYM0016

DESCRIPTION OF UNIT
This Unit 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. Candidates will be required to perform preparatory reading prior to each seminar and will be expected to make an active contribution to discussion. The course will cover the entire brain, and will not simply focus upon structures typically associated with ‘higher-order cognitive function. The Unit will include ten seminars, each lasting 2 hours. These lectures can be attended online on the internet 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


STATEMENT OF UNIT
The aim of the unit is to provide a thorough grounding in human functional neuroanatomy and in techniques employed to study the brain. The course will stress how knowledge of functional neuroanatomy is crucially related to a range of methodological techniques, applied at varying levels within cerebral organisation (from single neuron recordings to whole brain imaging techniques).

STATEMENT OF LEARNING OUTCOMES
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
Teaching will consist of lectures given by research active staff members, with a strong seminar-style interactive component.
CONTACT HOURS
2 hours per week over 10 weeks.

LECTURE TOPICS
1. Introduction to the unit and overview: history of neuropsychology, localisation versus networking, development of different techniques
2. A brain tour: neuroanatomy and functional neuroanatomy
3. Brain damage – what can brain lesions tell us about cognition
4. Assessment of neurological deficits with psychophysical methods
5. fMRI and related technologies
6. Positron Emission Tomography (PET) and related methods
7. Electroencephalography (EEG) and related technologies
8. Principles of psychopharmacology
9. Summary, short presentations and topic-led discussions
10. Summary, short presentations and topic-led discussions

METHODS OF ASSESSMENT
Assessment involves an unseen examination (2 hours) that assesses the level and depth of background knowledge. Diploma candidates should note that their assessment on this course will involve a single 2 hour examination. However, MSc students, who also take this unit, will have an additional assessment in which they provide an assessed PowerPoint presentation concerning methods employed to study the human brain. **Diploma candidates are not required to undertake this assessment.** Candidates should note that the examination will assess knowledge of the principals of neuroscience techniques, their strengths and weaknesses, relative merits, and inferences that they permit.
# THEORETICAL NEUROPSYCHOLOGY

**PSYCM0018**

## DESCRIPTION OF UNIT

This Unit focuses upon key theoretical issues within Neuropsychology. The Unit involves 10 seminars, and each focuses upon a basic cognitive-affective 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.

## KEY READING AND REFERENCES


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.

## STATEMENT OF UNIT

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 course.

## STATEMENT OF LEARNING OUTCOMES

At the end of the course, 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

Teaching will involve seminars that will be led by research-active members of the School of Experimental Psychology.
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<thead>
<tr>
<th>CONTACT HOURS</th>
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<td>2 hours per week over 10 weeks</td>
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<th>LECTURE TOPICS</th>
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<td>1. Introduction to the unit</td>
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<td>2. Sleep and wakefulness</td>
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<td>3. Normal and abnormal ageing</td>
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<td>4. Visual agnosia</td>
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<td>5. Unilateral neglect</td>
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<td>6. Disturbances of consciousness and alertness</td>
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<td>7. Emotion</td>
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<td>8. Reward Circuits</td>
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<td>9. Theories of consciousness - part 1</td>
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<td>10. Theories of consciousness - part 2</td>
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<th>METHODS OF ASSESSMENT</th>
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<td>Coursework essay (2000 words) which requires candidates to provide evidence of critical understanding of a topic in theoretical neuropsychology. The essay must be based upon one of the topics covered in the unit. Candidates are free to create their own essay title but the title must be approved by the course director before the essay is written.</td>
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DESCRIPTION OF UNIT
The unit involves candidates spending a week long teaching block at North Bristol NHS Trust, a regional neuroscience centre, where they will be able to gain experience of aspects of clinical neuropsychology practice that they may struggle to obtain within their own work environment. The week is intended to be more 'hands on' than a traditional lecture course but it is not a 'placement'. The week will comprise talks from Allied Health Professionals about their roles and interactions with psychology and neuropsychology, opportunities to see investigational techniques frequently used in the neurosciences, e.g. MRI, CT, EEG, opportunities to watch neurosurgery and opportunities to participate in different types of Multi-Disciplinary Team. Two days of the week will be devoted to Clinical Case presentation and review. Candidates will present clinical cases in a format comparable with that required for the QiCN qualification and have their presentations reviewed by their peers and NBT clinicians. It is intended this exercise will help candidates bridge the gap between research and clinical practice and help them to hone their skills in Clinical Neuropsychology. One of these cases will be formally assessed for each candidate. While not formally part of the course, candidates are encouraged to consider using their attendance at NBT as an opportunity to gain experience with cases they may otherwise struggle to see as part of their routine clinical work. This may help candidates meet the portfolio requirements of the QiCN.

CONTACT HOURS
Week long teaching block (online)

METHODS OF ASSESSMENT
30 minute case presentation (15 minutes delivery, 15 minutes questions). Candidates will be expected to demonstrate sound knowledge of the theoretical background of the case. The case presentation must also be submitted in the form of a 3000 word essay. The presentation constitutes 20% of the overall unit mark, and the essay provides the remaining 80%.
TEACHING STYLES AND METHODS

The course is initially offered on a part-time basis over two years (as are other similar courses offered elsewhere in the UK). This is because of the common pre-existing life demands of those electing to take such courses. The modular structure allows us to take a fresh intake in October and January of each year. For each new intake there will be an induction and orientation procedure and an opportunity to meet and get to know existing candidates.

The Diploma employs variety of innovative teaching techniques in order to make it easier for candidates to integrate course demands with the ongoing pressure of their clinical practice and personal life. These innovations and approaches are summarised below:-

**Teaching week blocks:**

The following units are provided within a single block of lectures presented over a period of one week.

- Assessment in Clinical Neuropsychology
- Development and Rehabilitation
- Health, Illness and Disability

You are strongly advised to attend these week-long blocks in person.

**Weekly lectures:**

The following units are presented on a weekly basis within regular University time.

- Functional Neuroanatomy and Neuroscience Methods
- Theoretical Neuropsychology
- Applied Neuropsychology

These units are also taken by MSc students within Experimental Psychology, however, the content of these lectures will be made available on-line, so that they can be attended in person or can be downloaded and viewed at a more convenient time.

**Online lectures:**

The following units are delivered on-line (via Adobe Connect).

- Evidence Based Neuropsychology
- Clinical Neuropsychology in Practice (Placement)
E-LEARNING AND REMOTE ACCESS

We understand that you are all busy clinicians and that it is not feasible to travel to Bristol to attend lectures. To overcome this problem, we employ software which allows you remote but live access to lectures from the comfort of your office or your own home. The software also allows you to watch a recording of the lectures at a later time. However, where possible we strongly advise you to engage with live access to lectures. One reason for this is that our software allows you to type in questions or comments which the lecturer will be able to respond to during the lecture. In order to ask questions and contribute with verbal comments it is essential that you own or buy a microphone which will be plugged into the audio input of your computer’s sound card. If you do not own a microphone you will be able to buy one for a very modest price at any computer supply shop. Some of you may own computers which already have a built-in microphone. You can also interact with Adobe Connect by typing in questions or comments in a manner similar to internet chat applications (e.g. MSN or Yahoo Messenger).

The software that we employ is Adobe Connect (for information please visit http://www.adobe.com/products/acrobatconnectpro/). 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 the questionnaire at the end of this document requests a time when we can telephone you to check all is working. You will need to supply a time when you are on 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. You will be able to check all of this when we phone you.

E-learning and remote access provides an excellent way of managing professional and family commitments. However, it is important that you consider carefully the consequences of over-reliance on this medium. We are very keen for candidates to feel integrated and connected within the University of Bristol and with your peer candidates. Thus, we strongly encourage attendance in person at the week-long lecture blocks. Obviously the clinical placement unit will also require attendance in person. Please note that some of the courses will include assessment via written examination. In order to take these examinations you must either (1) attend the examination in person, or, (2) make arrangements to take the examination at the exact same time within a university closer to where you live (but you will be liable for any costs which that university may wish to levy for this service). You will also need to make arrangements with that university under your own direction. Details of examination procedures will be explained in the first week long block of lectures. We will also ensure that you are given specimen copies of exam papers so that you have a realistic expectation of the nature and type of assessment.

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/secretary/legal/copyright/legalbckgrd.html

Adobe Connect as an Academic and Social Interface

Adobe connect provides an opportunity for you all to partake in exchanges concerning academic and social issues. We strongly encourage you to use the platform to communicate ideas, questions, clinical insights and the benefits of your own experiences to other candidates taking the course. We believe that you can all enhance each other’s learning experience by sharing your own insights, sources and expertise. There is even a possibility that some of you might wish to give lectures on your own experiences to your peers via Adobe Connect. The Diploma constitutes a pathway to a professional accreditation. We therefore encourage you all to develop a spirit of sharing, exchange and mutual support. If candidates do start to use this facility then, despite the powerful security features of Adobe Connect, please ensure that all discussions of patients preserve full anonymity.
WHERE TO FIND HELP?

The University has a whole host of support services for when you feel you need help. Details of these services can be found here –
http://www.bristol.ac.uk/studentservices/
http://www.bristol.ac.uk/postgraduates/#health

The Science Faculty Handbook also provides students with key information.

Student Representation

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 candidates and teaching staff in a constructive dialogue. To facilitate this process, the School has a number of ways by which candidates 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. Two methods are the Teaching Evaluation Questionnaires which are completed at the end of each unit and the elected representative who will act as a liaison between peer candidates and the two course directors.

Personal Tutoring System

The two course directors (Martin Bunnage and Kit Pleydell-Pearce) will act as your joint tutors during your time at University. Tutors can provide academic and pastoral support. Please feel free to contact either tutor by e-mail, phone or arrange a face-to-face meeting as and when you need to. However, if you have questions, circumstances or criticisms which might constitute a conflict of interest then you may contact the Graduate School Director Dr Justin Park – J.H.Park@bristol.ac.uk

Candidates often choose their Personal Tutors as one of their referees for jobs. As a matter of courtesy, you should let them know about the applications you are making, and make sure that they have an up-to-date copy of your CV.

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 candidate experiencing financial difficulties should contact the Student Funding Office for advice.  [http://www.bristol.ac.uk/studentfunding/](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/](http://www.bristol.ac.uk/student-counselling/)

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 visit the following website - [http://www.bris.ac.uk/careers/pdp/index.asp](http://www.bris.ac.uk/careers/pdp/index.asp)

Computer Help and Advice

The Computing Service is located next to the Main Library on Tyndall Avenue. There is a 24 hour access terminal room on the 1st floor which houses about 40 PCs and a couple of laser printers. These facilities are used by most University students, so it tends to get busy. Machines run Windows, Microsoft Office, Minitab, PC-NFS etc. This room has a disc dispensing machine where discs can be purchased. Also, there is a very wide range of handouts, which will help students with all of the software available.

There are a number of other computer centres available around the University precinct, some of which are open on a 24 hour basis. Further information on locations and access can be found at: [www.bris.ac.uk/is/locations/computerrooms/](http://www.bris.ac.uk/is/locations/computerrooms/)

For computer and IT help, please contact the IT Helpdesk - [http://www.bristol.ac.uk/it-services/](http://www.bristol.ac.uk/it-services/)
Email – Service-desk@bristol.ac.uk
LIBRARY SERVICES

The Arts and Social Sciences Library is one of 10 branch 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. A printed guide to each library is available when you visit and will help you find your way around and identify the resources and library services available.

General Enquiries and Issue Desk Telephone: 0117-9288000

http://www.bristol.ac.uk/library/using/branches/assl/
Email: library-enquiries@bristol.ac.uk

Subject Librarian for Psychology

Sue Chubb, 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: Sue.Chubb@bris.ac.uk   Telephone: 0117-9288033 (Fridays only)

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 also gives you access to the Library Catalogue, MetaLib (see more about this resource below) information concerning each branch library, access to electronic journals and books, the subject resources and support pages for psychology, Internet searching and many other useful information pages.

The Library Catalogue, Borrowing and Your Library Account

The library’s online catalogue is available from any computer with an internet connection at: https://www.lib.bris.ac.uk/
The catalogue covers the holdings of all 10 branch libraries. As well as searching the online catalogue, you can log into your individual library account, to do this, you will need your computing username and password. From within the online catalogue, click on ‘My Library Account’ and enter your details. Once you are logged in, one option is to view the items you have borrowed and to renew your library books, thus extending the loan period. Most categories of items you have borrowed can be renewed, providing no other user has requested any of the items, they are not very overdue or belong in a short loan collection. From the library catalogue you may also make your own online reservations for items that are out on loan. You will be contacted once the material has been returned to the Library, reserved books will be kept at the Issue Desk for a limited period of time, before being re-shelved or issued to the next person in any reservation queue.

Borrowing periods vary from 3 hours to 28 days/3 months please take careful note of the date stamped on the issue label, as fines soon mount up, bear in mind that an item may also be recalled before the due date stamped in the book.

**MetaLib**

MetaLib is the Library’s online resource gateway that allows you to find and access electronic information resources, such as databases, library catalogues, subject-based gateways to information and other selected internet resources. MetaLib also allows you to link to and search specialist psychology subject resources or multidisciplinary subject resources with psychology content. You also have the option to cross-search up to 10 separate resources simultaneously. Resources available include databases, search engines, library catalogues and ebooks.

MetaLib can also be used to locate electronic academic journals to which we have paid a subscription or which are freely available on the Internet. The full text journal articles can then be accessed online, as direct links are provided to many journals and their full text contents.

To access MetaLib go to: [http://metalib.bris.ac.uk/](http://metalib.bris.ac.uk/)

For full access to all MetaLib resources and to use the ‘My space’ option you will need to login to MetaLib using your UOB computing username and password. The **Login** link appears at the top of the menu bar on the following screens: ‘Cross-search’, ‘Find database’, ‘Find eJournal’, and ‘My space’.

**Electronic journals**

In addition to the Library’s print journal collection, over 60,000 full text journals are available online (approx 1,100 of these are psychology/psychiatry titles) and can be
accessed via the Library’s electronic journals web page at:  
http://www.bristol.ac.uk/library/resources/eresources/ejournals/

You have access to these journals and their contents at any time and from any networked public PC on the University campus. You may also access the full text journals from a home computer/laptop using the University’s ‘Off-site Proxy’ service or the ‘Student Remote Desktop’. Information on both of these options is available from:

http://www.bristol.ac.uk/library/resources/eresources/access/#off-site

Inter-library loans

Material that is not available anywhere in the University Library may be obtained using the Inter-Library loans service. At present you may request up to 20 items at a time, but to use the service you must either hand in a voucher (for each item you request) or pay £8 per item. Free Inter-Library loan vouchers may be obtained from the Reception Office in the School of Experimental Psychology. It is best to check how many vouchers you may have, before you make your Inter-Library loan request/s online via the Library catalogue.

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. In addition, the Web of Science collection of databases and Biosis Previews, will also be useful and are available on the Web of Knowledge gateway. All of these databases are available online and you can access them both on and off-campus.

Further details of individual databases that are relevant for psychology may be found on MetaLib, go to: http://metalib.bris.ac.uk/

Look at the ‘Cross-search’ option, then using the drop down list entitled, ‘cross-search resources by subject’, select ‘Psychology, experimental’ from the list of subjects given, and then click on ‘Go’.

A list of relevant databases and web resources will appear. Details of each resource’s subject content and coverage can be found by clicking on the information icon beside the resource. Online links are also provided enabling you to connect to and access your chosen resource.

To see an alphabetical listing of all the resources available on MetaLib, go to the home page and click on the ‘Find database’ option.
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, you will not 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 80 journals and contains over 160,000 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 on the Web of Knowledge gateway service, includes the Science, Social Sciences, and Arts and Humanities Citation Indexes and therefore psychology is only one of many subjects covered. The databases can be searched individually or in any combination. Various searches, including subject and author searches can be performed, but a unique 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 Previews, Medline, Embase, FRANCIS, Cogprints and PILOTS.

Psychology subject resources and support web pages

http://www.bristol.ac.uk/library/support/subjects/psychology/

These support pages include information on finding psychology material in the University Library branches, give details of quick reference tools for psychology and information on how to find and use online resources such as ebooks, ejournals, databases, academic psychology websites and gateways to information. The subject pages also include self-help materials, such as links to short video tutorials on finding and using library materials and collections, and links to downloadable library
and database guides. The pages also give guidance on how to evaluate information found, write for your subject, including information on how to reference and cite your academic work correctly and avoid plagiarism. Help is also provided on how to manage your references using EndNote Web software.

**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 Library branches and in being able to study and use library facilities. Additional services are therefore provided for these students, such as photocopying and the posting out of journal articles and book chapters, through the ‘AddLibS’ – Additional Library Support service. Further details may be found at: [http://www.bristol.ac.uk/library/using/addlibs/](http://www.bristol.ac.uk/library/using/addlibs/)

**Using other UK Higher Education Libraries, 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 is available from: [http://www.bristol.ac.uk/library/using/membership/sconul](http://www.bristol.ac.uk/library/using/membership/sconul)

Further information about the scheme in relation to the University of Bristol Library and how to join is available at: [http://www.bristol.ac.uk/library/using/membership/sconul/sconulaccess.html](http://www.bristol.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 while at work of all its members. To this end it applies and enforces all current legal requirements together with other appropriate safety measures where reasonably applicable.

The University needs the co-operation 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.