

**Academic Syllabus**

**Academic Year 2017/2018**

**Curriculum and Syllabus Pack (CASP)**

**Bundle:** Therapeutic Relationships & Self Awareness

**Broad Overview**

This bundle focuses on the nature of a therapeutic relationship, its importance in therapeutic work and the skills and confidence required to manage such a relationship. The importance of self awareness both in therapeutic relationships and in self care is explored.

**Aims**

Trainees will develop:

* An understanding of key issues in therapeutic relationships e.g. consent and boundaries.
* An appreciation of the inherent power imbalance between practitioners and clients and how abuse of this can be minimised.
* The ability to use formulations with clients to facilitate their understanding of their experience.
* The ability to recognise when (further) intervention is inappropriate, or unlikely to be helpful, and to communicate this sensitively to clients and carers.
* Strategies to handle the emotional and physical impact of their own practice and to recognise the need for at seek appropriate support when necessary, with good awareness of boundary issues.
* Their skills in managing their own personal learning needs and strategies for meeting these.

**Strand Title:** Therapeutic Relationships & Self Awareness

Strand Organiser (s): Philip Molyneux, Annette Schlӧsser & Emma Lewis

Workshop overview:

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Getting started: Self awareness * Getting started: expectations and professionalism * An introduction to the therapeutic relationship. * Working in the therapeutic relationship. * Working with stuckness and ruptures * Endings | * Working in the therapeutic relationship with different personality styles * Dissociation: is it on a continuum? | * Making endings and preparation for qualification |

**Year 4 Workshops**

**Workshop Title:** Getting started: Self-awareness

**Teaching Staff Name(s):** Annette Schlӧsser & Emma Lewis

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with an opportunity to consider the importance of self-awareness in working as a clinical psychologist. The workshop will make use of small group exercises and group discussion and use of metaphor.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* That they have considered what is important to them to help them keep healthy safe and well as they manage the professional demands of training as a clinical psychologist.

**Indicative Content for the Workshop**

Reflection on self-awareness

Use of metaphor

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group discussions

Video.

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Relationships & Self Awareness.*

Additional references might also be provided on the day.

**Workshop Title:** Getting started: Expectations and Professionalism

**Teaching Staff Name(s):** Nick Hutchinson

**Aim(s) of the Workshop:**

The aim of this workshop is to consider standards for professional behaviour as outlined by the HCPC (2008 & 2016) and BPS (2009) and to make trainees aware of their responsibility to work within these frameworks at all times.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of course expectations for professional behaviour and also what they can expect of the course team An understanding of the relevance of confidentiality in relation to all aspects of the course.
* An awareness of the professional standards of conduct, performance and ethics as outlined by the HCPC (2008 & 2016) and the BPS (2009) code of ethics and conduct.
* An awareness of standards of personal conduct with regard to social media.

**Indicative Content for the Workshop:**

* BPS (2009). *Code of Ethics and Conduct.* BPS: London.
* BPS*/DCP (2012)*. *E-professionalism: Guidance on the use of social media by clinical psychologists*
* HCPC (2008). *Guidance on conduct and ethics for students.* HCPC.
* HCPC (2016) *Standards of Conduct, Performance and Ethics.* HCPC.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group discussions

Video.

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Relationships & Self Awareness.*

Additional references might be also be provided on the day.

**Workshop Title:** An introduction to the therapeutic relationship & Working in the therapeutic relationship

**Teaching Staff Name(s):** Susanne Vosmer & David Wilberforce

**Aim(s) of the Workshop:**

This 2 day workshop will introduce trainees to the concept of the therapeutic relationships, how it can be understood from professional and theoretical perspectives and encourage then to consider key issues that are of importance when working in the therapeutic relationships.

**Learning Outcomes for the Workshop:**

By the end of the workshops trainees will be able to demonstrate:

* An understanding of what is meant by the therapeutic relationship and its importance in developing effective working alliances with clients.
* An awareness of the relevance of professional standards and codes of conduct to the therapeutic relationship.
* An understanding of the skills and values, which assist the development of the therapeutic relationship.
* An awareness of the importance of boundaries.
* An awareness of the processes involved in self-disclosure
* An awareness of the importance of reflection and self-awareness in clinical practice.

**Indicative Content for the Workshops:**

Boundaries

Self-disclosure

Neutral Therapist

Definitions and perspectives

Power

Self-awareness

The links between beginnings, middles and endings

Reviewing and maintaining progress

Working with Content and Process

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group discussions

Video.

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Relationships & Self Awareness.*

Additional references might be also be provided on the day.

**Workshop Title:** Working with stuckness and ruptures

**Teaching Staff Name(s):** David Wilberforce

**Aim(s) of the Workshop:**

This workshop will encourage trainees to consider psychological perspectives that can be used to understand stuckness in therapy and help move through it in clinical work.

**Learning Outcomes for the Workshop:**

By the end of the Workshops trainees will:

* Have an understanding of what is meant by stuckness and rupture within the therapeutic relationship;
* Have an understanding of therapist and client factors that may be involved;
* An awareness of how to work through ruptures with clients.

**Indicative Content for the Workshop:**

Definitions

Client and Therapist Perspectives

Approaches to working through stuckness and ruptures in the therapeutic relationship

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group discussions

Video.

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Relationships & Self Awareness.*

Additional references might be also be provided on the day.

**Workshop Title:** Endings

**Teaching Staff Name(s):** Annette Schlӧsser

**Aim(s) of the Workshop:**

The aim of this workshop is for trainees to be given an opportunity to reflect upon their Community Psychology placements and their experience of ending relationships with colleagues and service users. The workshop will make use of small group exercises and discussion.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* Reflected on their learning experience so far
* Considered the impact of ending relationships on self and other people
* Reflected on the process of endings for trainees and those they have influenced

**Indicative Content for the Workshop:**

Reflection on endings

The impact of endings

Learning about emotional self awareness

Working in the relationship

Community Psychology Placement review

**Learning and Teaching Strategies for the Workshop:**

Presentation

Group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Relationships & Self Awareness.*

Additional references might be also be provided on the day.

**Year 5 Workshops**

**Workshop Title:** Working in the therapeutic relationship with different personality styles

**Teaching Staff Name(s):** Mark McFetridge

**Aim(s) of the Workshop:**

For trainees to be given an opportunity to consider personality difficulties and relationship making styles that can help the therapist understand presenting problems.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of the importance of emotional development in the universal process of personality development.
* An understanding of models for working with personality difficulties.
* An awareness of how to match therapeutic style to foster engagement and identify key areas for therapeutic input.
* An understanding of how to identify patterns of relationship making that will help you understand a client’s difficulties.

**Indicative Content for the Workshop:**

DSM-5 (2013) definition of personality disorder

Assessment of personality disorder

NICE Guidance on BPD

Biopsychosocial model of BPD

Different therapeutic models (e.g. DBT/CBT)

Challenges to the therapist

Boundaries and self assessment

**Learning and Teaching Strategies for the Workshop:**

Presentation

Group Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Relationships & Self Awareness.*

Additional references might be also be provided on the day.

**Workshop Title:** Dissociation: is it on a continuum?

**Teaching Staff Name(s):** Mark McFetridge

**Aim(s) of the Workshop:**

For trainees to be introduced to the concept of dissociation and to consider psychological formulation and approaches to intervention.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of how dissociation is defined.
* A basic understanding of models of dissociation.
* Knowledge of methods of assessment and intervention strategies.

**Indicative Content for the Workshop:**

Definitions

Models

Assessment scales

Therapy approaches

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Relationships & Self Awareness.*

Additional references might be also be provided on the day.

**Year 6 Workshops**

**Workshop Title:** Making Endings (and Preparing for Qualification)

**Teaching Staff Name(s):** Emma Lewis & Susanne Vosmer

**Aim(s) of the Workshop:**

This workshop aims to address feelings associated with endings with clients. In addition, reflection on feelings in response to ending training and preparing for qualification.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Awareness of the concept and use of time in reference to the ending of therapy.
* Exploration of the management of feelings of ending.
* To have the opportunity to reflect on how much therapy is enough
* To consider how to make a good enough ending
* To reflect on endings in own client work

**Indicative Content for the Workshop:**

* Overview of models of loss.
* A Cognitive Analytical perspective on endings.
* Reflective Practice: Trainees decide content of presentations based on placement experiences.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group work

Reflective Practice

**Relevant Reading/Directed References for the Workshop:**

* Mann and Goldman (1994) Chapter 1: A review of the treatment model. Time limited psychotherapy.
* Mann (1982). Chapter 2: A selection of the central issue. Mann, J. & Golman, R. A Casebook in Time Limited Psychotherapy. McGraw Hill.
* Brief and Time-limited Psychotherapy. In Gabbard, G. O., Back, J. & Holmes, J. (eds) Oxford Textbook of Psychotherapy.
* Ryle, A. (1997). In Ryle, A. *Cognitive analytic therapy and Borderline Personality Disorder: the model and the method.* From Reformulation to Termination. (pp 109-127). Wiley

See library reading list *Therapeutic Relationships & Self Awareness.*

Additional references might be also be suggested and provided on the day.

**Bundle:** Clinical Skills

**Broad Overview**

The overall aim of this bundle is to foster the development of transferable clinical skills and generalisable meta-competencies to enable trainees to work with clients across the lifespan, with a range of intellectual functioning (+/or other needs necessitating the adaptation of communication) and across a range of health and social care settings. This will include skills in working with individuals, groups, families, MDT’s, and organisations and a working knowledge of more than one therapeutic approach. This bundle consists of a number of thematic strands: Assessment and Formulation; and Therapeutic Approaches (CBT, 3rd Wave/Contextual CBT, Systemic, Psychoanalytic, CAT, other).

**Aims**

Trainees will develop skills in:

* Developing and maintaining effective working alliances with clients, including individuals, carers, colleagues, families and services.
* Choosing, using and interpreting a broad range of assessment procedures appropriate to the client and approach to intervention
* Understanding the key elements of psychometric theory relevant to all aspects of clinical practice.
* Conducting appropriate risk assessment and using this to guide practice.
* Using assessments to develop formulations of presenting problems or situations, drawing on a range of psychological theory and models.
* Developing formulations collaboratively with individuals, families, carers and teams that provide a helpful understanding of experiences and difficulties. Using formulations to plan and guide appropriate interventions that take the client’s perspective into account.
* Implementing appropriate psychological interventions (following from a formulation), in a collaborative manner, directly or indirectly with individuals, couples, families, groups or services/organisations.
* Reflecting on and revising formulations in the light of ongoing feedback and intervention and when necessary re-formulating the problem.
* Evaluating clinical practice through selection and use of appropriate strategies and measures to monitor the process and outcome of interventions (individual, team, carer, family, group, organisational).
* Understanding therapeutic techniques and processes for clients of different ages and abilities experiencing a range of difficulties.
* The ability to utilise multi-modal interventions when appropriate.
* Communicating effectively clinical and non-clinical information from a psychological perspective in a style appropriate to a variety of different audiences (e.g. to professional colleagues, service users and their families/carers).
* Adapting style of communication to people with a wide range of levels of cognitive ability, sensory acuity and modes of communication.
* Preparing and delivering teaching and training which takes into account the needs and goals of the participants (for example by appropriate adaptations to methods and contents).
* Developing a basic awareness of group therapy skills.
* The critical appraisal of theoretical frameworks, the evidence base and best practice guidance and use these to inform their clinical practice.
* An understanding of social approaches to intervention.

**Strand Title:** Assessment and Formulation

Strand Organiser (s): Philip Molyneux & Annette Schlӧsser

Workshop Overview

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Understanding AFIE * Clinical interviewing skills * Adapting communication across the age and ability range * Creative approaches to working with children and young people * Risk to others and Anger Management * Deliberate self-harm, suicide and risk to self: theory, assessment and intervention * Familiarisation with tests: Overview of psychometrics (1) * Psychometrics with adults (2) * Psychometrics with children (3) * Formulation * Formulation Workshop * Clinical practice consolidation of skills * Introduction to Community Psychology Placement * Introducing and preparing for clinical placement | * Formulation Workshop |  |

**Year 4 Workshops**

**Workshop Title:** Understanding AFIE

**Teaching Staff Name(s):** Philip Molyneux & the Clinical Tutor team

**Aim(s) of the Workshop:**

To offer a broad introduction to the AFIE (Assessment, Formulation, Intervention, Evaluation) cycle including its role, importance and how it used as a framework to clinical practice.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have an understanding of:

* The role an importance of the AFIE cycle
* The importance of measuring outcome
* The importance of therapeutic relationships and context
* Outcome measurement and goal setting within the AFIE cycle
* Best practice in relation to communication of outcomes

**Indicative Content for the Workshop:**

Definitions and general approaches to assessment, formulation and intervention

Definition of clinical outcomes

Standard and person-centred approaches to evaluation

SMART goal setting

Goal attainment Scaling

Common symptom specific outcome measures

Communicating outcomes to a range of audiences

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group exercises

Discussion

**Relevant Reading/Directed References for the Workshop:**

BPS – Formulation guidelines

Johnstone, L and Dallos, R (Eds) (2006). Formulation in Psychology and Psychotherapy-Making Sense of Peoples Problems. London: Routledge

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

**Workshop Title:** Clinical Interviewing Skills

**Teaching Staff Name(s):** Philip Molyneux & the Clinical Tutor team

**Aim(s) of the Workshop:**

This workshop will provide trainees with an overview of skills necessary to undertake a clinical interview as part of initial assessments with clients (adult focus).

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An awareness of the range of methods that can be used in making an assessment of client’s problems.
* The ability to assess the client’s stage of change and the implications for the type of interventions offered.
* An understanding of the importance and limits of confidentiality.
* An understanding of the importance and function of case notes and an awareness of required content.
* An awareness of the relationship between assessment and formulation
* An awareness of the range of material that can be used in making an assessment of client’s problems

**Indicative Content for the Workshop:**

Assessment purpose and framework

Standards clinical interview questions

Case notes

Communication skills: active listening, questioning.

Stages of the clinical interview

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Role-play

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

**Workshop Title:** Adapting communication across the age and ability range

**Teaching Staff Name(s):** Annette Schlӧsser & Louise Mowthorpe

**Aim(s) of the Workshop:**

This workshop will encourage trainees to consider how to engage children in assessment and will give trainees an opportunity to practice their skills.

**Learning Outcomes for the Workshop:**

* Consider assessment procedures for children and families;
* Understand the 5P formulation process;
* Develop confidence in engaging and dealing with younger clients and their families.

**Indicative Content for the Workshop:**

Tools and materials for use in engagement and assessment of children

Principles of good communication

Confidentiality and risk

Developmental history taking

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Experiential exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

**Workshop Title:** Creative approaches to working with children and young people

**Teaching Staff Name(s):** Louise Mowthorpe

**Aim(s) of the Workshop:**

The workshop will provide trainees with an opportunity to learn and practice creative approaches to working with children and young people.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An awareness of a number of creative techniques, informed by the principles of play therapy, for engaging and working with children.

**Indicative Content for the Workshop:**

Play Therapy

Attachment based approaches such as Theraplay

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Experiential exercises

Role-play

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

**Workshop Title:** Risk to others and Anger management

**Teaching Staff Name(s):** Drew McAnespie

**Aim(s) of the Workshop:**

This workshop will provide trainees with the knowledge and skills required to undertake a comprehensive risk assessment. It will also cover assessment and intervention strategies for anger problems.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of anger and anger theory.
* An awareness of CBT assessment methods, formulations and intervention strategies for anger related problems.
* An understanding of what we mean by risk and risk factors
* A knowledge of the types of risk assessment
* An understanding of conducting a risk assessment in clinical practice and how to include this in the formulation
* An awareness of organisational issues relating to risk

**Indicative Content for the Workshop:**

Definition of anger and when it becomes a problem

CBT model

Assessment methods: clinical interview questions and psychometric assessment

Intervention strategies for managing anger

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

**Workshop Title:** Deliberate self-harm, suicide and risk to self: theory, assessment and intervention

**Teaching Staff Name(s):** Fran Burbidge

**Aim(s) of the Workshop:**

This workshop will consider psychological perspectives on self-harm and suicide. There will be a focus on skill development and practice during role-play to enable trainees to assess risk of suicide. The workshop will also cover ways of helping people who are suicidal or self-harm. *Note: this workshop involves the presentation of material that trainees may find distressing, so please see the course guidelines on managing emotional responses within teaching Workshops.*

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of some of the psychological models of self-harm;
* An ability to undertake assessment of self-harm;
* An awareness of interventions to help people who self-harm;
* An awareness of the various risk factors associated with suicide;
* To learn about key psychological perspectives on suicide;
* An ability to ask clients about suicide and to assess suicide risk;
* Reflected upon potential ethical dilemmas when assessing risk of suicide;
* Knowledge of how to respond to a client who is suicidal;
* Knowledge of practical and psychological techniques for reducing risk of suicide.

**Indicative Content for the Workshop:**

Definition of deliberate self-harm (DSH)

Biopsychosocial models of DSH

Key therapy skills when working with DSH

DBT interventions in relation to DSH

Suicide terminology and definitions

Facts and Figures across the age and ability range

Models of suicidality including diathesis-stress and CBT

Suicide risk assessment: clinical interviewing and psychometric tools

Responding to imminent risk

Intervention techniques

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Role play and skills practice

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

**Workshop Title:** Familiarisation with tests: Overview of psychometrics (1),

Psychometrics with adults (2), & Psychometrics with children (3)

**Teaching Staff Name(s):** Pete Fleming & Nikki McCloud

**Aim(s) of the Workshop:**

This 3 day workshop will provide trainees with a comprehensive overview of psychometric theory, how to undertake an assessment and, with reference to a range of widely used cognitive assessments, how to interpret and report tests scores. The workshop will be applicable to work with clients across the age and ability range.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of the principles of psychometric assessment;
* An awareness of the application of cognitive testing to clinical populations across the age and ability range;
* An understanding of how to engage clients is psychometric assessment;
* An understanding of how to score, interpret and report assessment results;
* Familiarity with some common tests, such as the WAIS-IV and WISC IV.

**Indicative Content for the Workshop:**

Types of psychometric tests

Psychometric theory

Psychometric principles: reliability and validity

Premorbid functioning

Intellectual Functioning

Memory

Executive functioning

Test interpretation: reliability versus abnormality of difference

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case examples

Skills practice

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

**Workshop Title:** Formulation

**Teaching Staff Name(s):** Philip Molyneux and the Clinical Tutor Team

**Aim(s) of the Workshop:**

This workshop provides trainees with a broad introduction to psychological formulation - how it is defined, its role and how to construct and communicate formulations.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of what a psychological formulation is and its purposes;
* An appreciation of how formulations, diagnoses and models connect and contrast;
* Knowledge of key ideas in constructing formulations
* An awareness of some ways of judging accuracy and usefulness of formulations
* Knowledge of some key models / frameworks used in building formulations
* An understanding of how to make theory-practice links in formulations
* An ability to develop an initial formulation using CBT frameworks and be able to communicate this in diagrammatic and written forms.

**Indicative Content for the Workshop:**

Critical approach to diagnosis

Formulation: definition, key ideas

Weerasekera 5 P’s framework

Generic CBT model

Butler’s tests of usefulness

Constructing formulations

Communicating Formulations

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case examples

Skills practice

**Relevant Reading/Directed References for the Workshop:**

Johnstone, J. & Dallos, R. (2014). Formulation in psychology and psychotherapy: Making sense of people’s problems. 2nd Edition.

BPS/DCP. (2011). Good Practice Guidelines on the use of psychological formulation. BPS (Leicester)

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

**Workshop Title:** Clinical Practice: Consolidation of Skills

**Teaching Staff Name(s):** Philip Molyneux and the Clinical Tutor Team

**Aim(s) of the Workshop:**

This Workshop provides trainees with an opportunity to practice their initial assessment skills. Trainees undertake an initial assessment interview with an actor and receive formative feedback from course staff on service users on their ability to structure the interview, engage the client and gather the necessary information.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have the necessary skills to undertake initial interviews, under supervision, on their clinical placements.

**Indicative Content for the Workshop:**

n/a

**Learning and Teaching Strategies for the Workshop:**

Role-play

Small group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

**Workshop Title:** Introduction to the community psychology placements

**Teaching Staff Name(s):** Philip Molyneux and the Clinical Tutor Team

**Aim(s) of the Workshop:**

This workshop will prepare trainees for their community psychology placement and will outline placement arrangements, contracting, supervision, and evaluation.

**Learning Outcomes for the Workshop:**

By the end of the placement preparation session you will:

•Be familiar with the practical aspects of the CP placement and how it links with the teaching workshops and CLRP aspects of the course.

•Be familiar with CP placement documentation.

•Be aware of the reflective practice element of the placement; this includes guidelines for

–Keeping a reflective diary;

– Reflective practice groups;

– Placement poster presentations

•Have an awareness of models of supervision, what to expect from your supervisor and how to use supervision.

•Be aware of supervision arrangements and how the placement will be evaluated.

**Indicative Content for the Workshop:**

Overview of the integrated community psychology block

Placement documentation

Placement contracting and evaluation

Reflective Practice: definition, Gibbs Reflective Cycle (1988), methods (journals, RP Groups)

Supervision: definition, aims, roles and responsibilities, supervisory relationship

Models of supervision: process model, functional model, developmental model, specific therapy related models.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Clinical Skills: Assessment and Formulation*

See separate reading list

Additional references might be also be provided on the day

**Workshop Title:** Introducing and preparing for clinical placements

**Teaching Staff Name(s):** Philip Molyneux and the Clinical Tutor Team

**Aim(s) of the Workshop:**

This workshop will prepare trainees for their first clinical placement and will outline placement arrangements, contracting, supervision, and evaluation.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have had chance to:

* To consider how learning from the community psychology placement may be applied in clinical practice
* To be introduced to the paperwork required for placement contracting, reviewing and evaluation (PPAP)
* To be introduced to the Logbook of clinical experiences
* To be introduced to the CORE-net project
* To be familiar with the process for INITIAL PLACEMENT meetings, MID-PLACEMENT reviews and END of PLACEMENT REVIEWS
* To consider and review Confidentiality processes particularly in relation to recording of material on placement
* To consider challenges that may occur on placement and ways of managing them.
* To revise, with peers, the process for initial interviews.
* Consider practical questions that you may have about the first placement!

**Indicative Content for the Workshop:**

Placement documentation

Placement contracting and evaluation

Placement preparation

Roles and responsibilities of supervisors and supervisees

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

**Workshop Title:** Formulation Workshop

**Teaching Staff Name(s):** Chris Sanderson

**Aim(s) of the Workshop:**

This workshop provides trainees with an opportunity to observe, engage in and communicate formulations with other clinicians and other trainees. Trainees will be encouraged to reflect upon how different qualified clinicians, working with different client groups and from varying orientations, approach the process of formulation with individual clients. The workshop will prepare trainees for their clinical practice exams and familiarise them with the requirements and marking frameworks.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to:

* Reflect on what makes a ‘good’ or ‘useful’ formulation;
* Explore the similarities and differences that may exist between varying approaches to formulation and what varying formulations might look like;
* Identify their own strengths and areas improvement in their formulation skills.

**Indicative Content for the Workshop:**

This is dependent on the theoretical orientation of the presenters. Usually the workshop will include a CBT formulation, and a formulation based on an alternative theoretical approach.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Group discussion

Video

**Relevant Reading/Directed References for the Workshop:**

Johnstone, J. & Dallos, R. (2014). Formulation in psychology and psychotherapy: Making sense of people’s problems. 2nd Edition.

BPS/DCP. (2011). Good Practice Guidelines on the use of psychological formulation. BPS (Leicester)

See library reading list *Clinical Skills: Assessment and Formulation*

Additional references might be also be provided on the day

Bundle: Clinical Skills

**Strand Title:** Therapeutic Approaches (CBT)

Strand Organiser (s): Chris Sanderson

Workshop Overview

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Introduction to CBT and CBT for depression * CBT and fear: behavioural activation and working with cognitions * CBT and Fear: exposure, relaxation, phobias and panic * CBT and Fear: safety behaviours, OCD, worry and problem solving * CBT: behavioural experiments and social anxiety * CBT case formulation and maintaining progress * Adapting CBT when working with older people * Adapting CBT when working with people with learning disabilities * Adapting CBT when working with children * CBT: Eating disorders * CBT: PTSD | * CBT for people with psychosis * CBT for people with bipolar disorder | * Advanced CBT * Schema Therapy * Working with complex cases: The CBT way and CBT in inpatient settings |

**Introduction to the Strand**

**Aims**

The aims of the CBT strand are to support the development of CORE Competencies in Cognitive Behavioural Therapy (CBT), as suggested by the Division of Clinical Psychology (DCP) ‘Standards for Doctoral programmes in Clinical Psychology’.

Please refer to the following document for more information on CORE Competencies:

(<http://www.ucl.ac.uk/clinical-psychology/CORE/CBT_Competences/CBT_Competences_Map.pdf>)

Year four workshops aim to build on the knowledge of Behavioural and Cognitive Psychology developed during undergraduate study. The workshops cover theory and practice (Assessment, Formulation, Intervention and Evaluation), with the aim of providing trainees with skills to use on placement.

Workshops in Year six aim to further develop skills in CBT, with particular emphasis on working with core beliefs, schema and more complex problems.

Workshops utilise a range of teaching methods, including didactic presentations, modelling, role plays, videos, reflection, group discussion and experiential learning.

The workshops also aim to support the development of ‘CBT specific meta-competencies’, as well as the CBT and problem specific competencies outlined in each workshop. Meta-competencies include; the capacity to formulate and apply CBT models to the individual client; the capacity to select and apply most appropriate BT & CBT method; the capacity to manage obstacles to therapy and the capacity to implement CBT in a manner consonant with its underlying philosophy.

**Year 4 Workshops**

**Workshop Title:** Introduction to CBT

**Teaching Staff Name(s):** Chris Sanderson

**Aim(s) of the Workshop:**

This workshop aims to provide a general overview of the CBT strand and CORE competencies in CBT. The workshop also aims to develop ‘basic CBT competencies’ such as basic principles, rationale, and knowledge of common cognitive biases, ability to demonstrate rationale, agenda setting and sharing responsibility for Workshop structure. The Cognitive Therapy Rating Scale (CTSR) is also introduced.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Discuss the political and organisational context of Cognitive Behavioural Therapy (CBT)
* Demonstrate an awareness of the basic principles of CBT, the structure and characteristics of therapy
* An awareness of an overview of basic Cognitive-Behavioural Techniques available to them
* Demonstrate the following CBT skills in a role play or exercise:
  + Formulation from a vignette (Beck, 1979)
  + Agenda Setting
  + Socialising to the model
  + Guided discovery
  + Action plans (homework)

**Indicative Content for the workshop**

Characteristics of CBT

Evidence and political context

Assessment, suitability & SMART goals

CBT theory, formulation & Socialising to the model

Cognitive Therapy Rating Scale (CTS-R)

Agenda setting

Guided discovery & Socratic questioning

Overview of CBT techniques

Action plans (homework)

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

* Leahy and Holland (2000) *Treatment Plans and Interventions for Depression and Anxiety Disorders*
* Layard report 2006 London school Economics
* CBT competence framework (Roth and Piling, 2007,2008)
* BABCP guidelines/competencies
* Roth A and Fonagy P (1996). What works for whom? A critical review of psychotherapy research. London: Guilford

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** CBT for Depression

**Lecturer Name(s):** Chris Sanderson

**Aim(s) of the Workshop:**

The aim of the workshop is to develop trainee’s awareness and understanding of Beck’s (1979) Cognitive Model for Depression. The workshop includes facilitator’s stories about the lived experience of depression and receiving CBT. The social construction of depression is explored. The workshop aims to develop competencies in engagement, reflecting on the therapeutic relationship and potential adaptations for people experiencing low mood.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An awareness of the lived experience of ‘depression’.
* An understanding of the process of assessing somebody experiencing depression.
* Describe the cognitive and behavioural theory of depression.
* An understanding of Beck’s (1979) cognitive model and treatment protocol for depression.
* An ability to introduce and review activity schedules and thought records.
* An understanding of the general principles of behavioural activation.
* An awareness of factors that may influence the therapeutic relationship when using this model and be able to think about adaptations.

**Indicative Content for the workshop**

* Self care
* Assessment & Formulation
* Beck’s cognitive model of depression
  + Activity schedules
  + Thought records

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

* Cognitive Therapy of Depression. (Aaron Beck, John Rush, Brian Shaw & Emery, 1979).
* Cognitive Behaviour Therapy: Basics and Beyond. (Judith Beck, 2011)
* Mind Over Mood: Change How you Feel by Changing the Way You Think / Clinician’s Guide. (Christine Padesky & Dennis Greenberger, 1995)
* Oxford Guide to Behavioural Experiments in Cognitive Therapy. (Bennett-Levy, Butler, Fennell, Hackmann, Mueller, Westbrook, Rouf, 2004)

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** Behavioural Activation and Working with Cognitions

Lecturer Name(s): Claire Klein, Rachel Bland & Carolyn Scott

**Aim(s) of the Workshop:**

The aim of the workshop is to develop specific CBT competencies such as; activity monitoring and scheduling; using thought records; detecting and examining automatic thoughts; and eliciting key cognitions. The workshop also aims to develop problem specific competencies such as CBT for depression (Beck, 1979) and Behavioural Activation.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of why we may want to look at behaviours in CBT.
* An awareness of the type, role and functions of behaviours in CBT.
* An ability to identify and monitor behaviour.
* An understanding of Behavioural Activation
* An understanding of Beck’s (1979) cognitive model and treatment protocol for depression.
* Awareness of the theoretical context for working with cognitions in CBT
* An ability to identify accurately automatic cognitions linked to relevant mood states
* Awareness of a number of techniques to re-evaluate unhelpful or negative thinking
* Ability to help others to consider alternative interpretations and test validity of thoughts
* Ability to devise ways of testing out negative thoughts and alternative perceptions using behavioural experiments

**Indicative Content for the workshop**

* Assessment & Formulation
* Beck’s cognitive model of depression
  + Cognitive levels
  + Thinking biases
  + Activity schedules
  + Thought records

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

* Behavioural Activation (2009). [Kanter, Busch & Rusch.](https://www.dawsonera.com/search?sType=ALL&searchForType=2&author=%22Jonathan%20W.%20Kanter%2C%20Andrew%20M.%20Busch%20And%20Laura%20C.%20Rusch.%22&searchBy=0) [Taylor & Francis Ltd.](https://www.dawsonera.com/search?sType=ALL&searchForType=0&publisherSelect=581&searchBy=0)
* Cognitive Therapy of Depression. (Aaron Beck, John Rush, Brian Shaw & Emery, 1979).
* Cognitive Behaviour Therapy: Basics and Beyond. (Judith Beck, 2011)
* Mind Over Mood: Change How you Feel by Changing the Way You Think / Clinician’s Guide. (Christine Padesky & Dennis Greenberger, 1995)
* Oxford Guide to Behavioural Experiments in Cognitive Therapy. (Bennett-Levy, Butler, Fennell, Hackmann, Mueller, Westbrook, Rouf, 2004)

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** CBT and Fear: Exposure, Relaxation, Phobias and Panic

**Lecturer Name(s):** Daniel Gaunt

**Aim(s) of the Workshop:**

The aim of this workshop is to develop competencies in the following areas; exposure therapy; applied relaxation and tension; models for specific phobias and Clarke’s model of Panic.

\*Health Warning\* - this Workshop will involve experiential learning exercises that can induce anxiety, such as hyperventilation and facilitators engaging in exposure therapy.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the rationale and applications of relaxation techniques
* Skills in the practical application of relaxation techniques
* An understanding of the rationale and application of exposure therapy
* Skills in the practical application of exposure therapy
* An understanding of the application of Clarke’s model of Panic
* An ability to assess, formulate and work with different phobias

**Indicative Content for the workshop**

Phobias

Exposure Therapy

Relaxation

Panic

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

* Clark, D.M. (1986) A cognitive approach to panic. Behaviour Research and Therapy, 24, 461-470
* Clark, D.M. and Salkovskis P.M. (in press) Panic Disorder *in* Hawton, K., Salkovskis, P.M.,
* Foa and Kozack (1986) Emotional processing of fear: Exposure to corrective information. Psychological Bulletin 99, 20-35
* Hawton, K., Salkovskis, P., Kirk, J. and Clark, D.M. (1989). *Cognitive behaviour therapy for psychiatric problems.* Oxford University Press, Oxford.
* Jacobson, E.(1974) Progressive relaxation. Chicago: University of Chicago Press, Midway Reprint
* Wells, A. (1997). *Cognitive Therapy of Anxiety Disorders. A Practice Manual and Conceptual Guide.* Wiley

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** CBT and Fear: Safety Behaviours, OCD, Worry and Problem Solving

**Lecturer Name(s):** Chris Sanderson & Liz McGinnes

**Aim(s) of the Workshop:**

The aim of this workshop is to develop competencies in the following areas; knowledge of the role of safety seeking behaviours; ability to identify and work with safety behaviours; developing client’s problem solving skills; awareness and skills associated with CBT models of OCD and Generalised Anxiety Disorder (GAD).

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An awareness of safety seeking behaviours in CBT formulation
* An ability to identify and work with safety behaviours
* An understanding of the rationale and applications of problem solving skills
* An understanding of the application of CBT models for OCD (e.g. Steketee): signs and symptoms, OCD theory, specific interventions for OCD.
* An understanding of the application of CBT models for Worry / GAD (e.g. Dugas & Robichaud)
* An understanding of the concepts of uncertainty, tolerating uncertainty, and beliefs about worry.

**Indicative Content for the workshop**

OCD diagnosis, differential diagnosis and prevalence

Behavioural Models (Steketee)

CBT models (Salkovskis)

AFIE for OCD

Worry, GAD Diagnosis & Epidemiology

Cognitive Behavioural theory of distressing worry

CBT models of worry and GAD

AFIE for GAD

Dugas model of CBT intervention

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

* Dugas & Robichaud (2006).Cognitive-Behavioural Treatment for Generalized Anxiety Disorder: From Science to Practice (Practical Clinical Guidebooks). Routledge
* Steketee G.S. (1993) Treatment of Obsessive Compulsive Disorder New York: Guilford Press
* Wells, A. (2007).Cognitive Therapy of Anxiety Disorders: A Practice Manual and Conceptual Guide. Wiley-Blackwell

See also library reading list: Therapeutic Approaches (CBT

Additional reference lists might be also be provided on the day

**Workshop Title:** CBT and Fear: Behavioural experiments and social anxiety

**Lecturer Name(s):** Daniel Gaunt

**Aim(s) of the Workshop:**

This workshop aims to develop the problem specific competencies associated with CBT for Social Anxiety. The second part of the workshop aims to develop specific CBT competencies such as the ability to identify and help client modify assumptions, attitudes and rules, and the ability to identify and help client modify core beliefs.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* A clear understanding of the main cognitive models of Social Anxiety (Clark / Heimberg)
* An ability to use this models to help assess and formulate the experience of social anxiety
* Understanding and skill in the application of CBT interventions for Social Anxiety
* An ability to identify and help client modify assumptions, attitudes and rules
* An ability to identify and help client modify core beliefs

**Indicative Content for the workshop**

Diagnosis

CBT Model of Social Anxiety AFIE and Social Anxiety

Behavioural Experiments

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

* Clark, D.M. (2005) A cognitive Perspective on Social Phobia in W. Ray Crozicr W.R.and Alden, L.L .The Essential Handbook of Social Anxiety for Clinicians Chichester: John Wiley & Sons Ltd.
* Wells, A. (1997). Cognitive therapy of anxiety disorders: A practice manual and conceptual guide. Chichester, United Kingdom: Wiley
* Hope, D.A, Heimberg, R.G, & Turk, Cynthia, L. (2006) Managing social anxiety: A cognitive-behavioural approach. Oxford: OUP
* Hemiberg R.G. and Becker, R.E. (2002 ) Cognitive-behavioural group therapy for social phobia New York: Guilford Press
* Cognitive Behaviour Therapy: Basics and Beyond. (Judith Beck, 2011)

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** CBT case formulation and maintaining progress.

**Lecturer Name(s):** Chris Sanderson, Rachel Bland & Carolyn Scott

**Aim(s) of the Workshop:**

The first part of this workshop aims to introduce the ability to employ imagery techniques within a CBT framework. The workshop also aims to draw on the CBT theories, models and techniques covered so far, to think about idiosyncratic formulation. Idiosyncratic formulation is explored in the context of diagnostic uncertainty. The final aim of the workshop is to develop the ability to end therapy in a planned manner and to plan for long term maintenance of gains after treatment.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An ability to draw on CBT models to develop an idiosyncratic formulation: formulating collaboratively, formulating where there is co-morbidity.
* An ability to end therapy in a planned manner and to plan for long term maintenance of gains after treatment
* An awareness of recovery and relapse
* Knowledge of CBT effects on relapse
* Knowledge of key approaches to understanding relapse
* Skills in devising relapse plans

**Indicative Content for the workshop**

Good Formulation

Evidence based formulation

Collaborative Formulation

Idiosyncratic and disorder specific formulation

Co morbid difficulties

Definitions of recovery and relapse

Relapse Prevention Model

CBT and relapse prevention

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

* Hackman, Bennett-Levy & Holmes (2011). Oxford Guide to Imagery in Cognitive Therapy (Oxford Guides in Cognitive Behavioural Therapy). Oxford University Press.
* Bruch & Bond (1998). Beyond diagnosis: case formulation approaches in CBT. Chichester : Wiley

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** CBT with children and Young people

**Lecturer Name(s):** Nicola Green

**Aim(s) of the Workshop:**

The aim of this workshop is to develop skills in adapting CBT for Children and Young people. The workshop draws on the developmental stages of children and young people to help think about possible adaptations. Examples of creative adaptations are given**.**

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the developmental stages and an awareness of how to adapt CBT to suit different stages
* An ability to practically adapt CBT for children and young people

**Indicative Content for the workshop**

Adaptations - model, AFIE

Outcome measurement

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

* Bugental & Johnson, (2000). Parental and child cognitions in the context of the family (http://www.annualreviews.org/doi/pdf/10.1146/annurev.psych.51.1.315)
* Piaget, Jean (1952). Origins of intelligence in children.
* Fuggle, Dunsmuir & Curry, (2013). CBT with children, young people & families’

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** CBT and People with an Intellectual Disability

**Lecturer Name(s):** Nick Hutchinson

**Aim(s) of the Workshop:**

The aim of this workshop is to develop skills in adapting CBT for people with an Intellectual Disability. The workshop reflects on issues associated with suitability of CBT for an individual and consideration is given to practical adaptations.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An awareness of the core features of CBT and attributes thought necessary for CBT.
* An ability to assess suitability for CBT
* An ability to identify constraints & limitations when using CBT
* An ability to make practical adaptations to approaches.

**Indicative Content for the workshop**

Cognitive model

Assessing suitability

Exploring ability to link thoughts, feelings and behaviours

Assessment measures

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

* Stenfert Kroese,B., Dagnan,D. & Loumidis,K. (eds) (1997) Cognitive-Behaviour Therapy for People with Learning Disabilities. Routledge, London,

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** CBT with Older People

**Lecturer Name(s):** Chris Clarke

**Aim(s) of the Workshop:**

The aim of this workshop is to reflect on possible adaptations to the CBT model when working with older people. This includes thinking about issues associated with aging and reflecting on age related beliefs.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An ability to reflect on why adaptations might be needed when doing therapy with older people
* An awareness of how the CBT model can be adapted to reflect issues in ageing
* An awareness of ways we can adapt CBT formulations for older people
* An awareness of ways we might need to modify our interventions in CBT with older people
* An ability to consider how age related beliefs can affect the process of CBT with older people

**Indicative Content for the workshop**

Knight’s model of ageing

Laidlow (2003) model of CBT for older people

Adaptations to AFIE

Evidence base

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

* Hepple, J., Pearce, J., & Wilkinson, P. (2002). Psychological Therapies with Older People - Developing treatments for effective practice. Brunner-Routledge.  RC 480.54 P9
* Laidlaw, K., Thompson, LW. Dick-Siskin, L., & Gallagher-Thompson, D. (2003) Cognitive Behaviour Therapy with Older People. Wiley
* James, IA. (2010). Cognitive Behavioural Therapy with Older People. JKP
* James, IA. (Ed.) (2004). Special Issue (Older People and CBT). Behavioural and Cognitive Psychotherapy. 32 (4).
* Laidlaw, L. & Knight, B. (2008). Handbook of Emotional Disorders in Later Life: Assessment and Treatment. OUP Oxford
* Mohlman, J. (Ed.). (2013). Special Issue – Anxiety in Late Life. Journal of Anxiety Disorders. 27 (6).
* Knight, B. (1986). Psychotherapy with Older Adults. Sage
* Laidlaw, L. & Knight, B. (2008). Handbook of Emotional Disorders in Later Life: Assessment and Treatment. OUP Oxford
* Woods, BT. (Ed.) (2003). Special Issue - Psychological Therapy with Older Adults. Clinical Psychology and Psychotherapy**.** 10 (3).

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** CBT and Eating Disorders

**Lecturer Name(s):** Julia Coakes

**Aim(s) of the Workshop:**

The aim of this workshop is to develop knowledge and skills of CBT approaches to working with people with eating disorders.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An ability to recognise and assess the different types of eating disorders
* Knowledge of physical risks of eating disorders
* An ability to reflect on personal attitudes and behaviours towards food, thinness and obesity.
* An ability to formulate and plan appropriate CBT interventions
* An ability to predict and assess for complicating factors.

**Indicative Content for the workshop**

Definition of Eating Disorders (ED)

Key issues in assessment

CBT Formulation – Fairburn’s model

Nice guidelines

CBT interventions

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** CBT and PTSD

**Lecturer Name(s):** Marie Acton

**Aim(s) of the Workshop:**

The aim of this workshop is to develop knowledge and skills of CBT approaches to working with people with PTSD.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Knowledge on epidemiology of PTSD
* An ability to Identify the main diagnostic features of PTSD
* An understanding of the main Cognitive and behavioural models of PTSD
* Knowledge and skills in assessment and treatment for PTSD

**Indicative Content for the workshop**

Prevalence

Definition and Diagnosis

Assessment, Formulation and Intervention using Ehlers and Clark (2000) model of PTSD

**Learning and Teaching Strategies for the Workshop**

Presentation

Discussion

Small group exercises

Role-play

**Relevant Reading/Key References for the Workshop:**

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** CBT for Psychosis

**Teaching Staff Name(s):** Chris Sanderson

**Aim(s) of the Workshop:**

The aim of this workshop is to help trainees to develop an awareness of some of the models that can be used to understand the experience of psychosis and dissociation. The workshop also aims to help trainees to consider these models when thinking about formulation and intervention planning.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Knowledge and awareness of different theoretical models relevant to psychotic symptoms – in particular ideas relating to CBTp, dissociative, and biological theories.
* Ability to refer to different models to understand and formulate psychotic symptoms in complex cases.
* An awareness of the breadth of current ideas, theories, and uncertainties relating to psychotic symptoms, and to consider implications re formulation and treatment.

**Indicative Content for the Workshop:**

Definition of psychosis and overview of experiences

Generic CBT formulation and Intervention

Specific CBT models of psychosis: Garety (2001) and Morrison (2001)

Engagement

Interventions

Other biopsychosocial models of psychosis

Considerations when working with people with psychosis

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: CBT*

Additional references might be also be provided on the day

**Workshop Title:** CBT for people with Bipolar Disorder

**Teaching Staff Name(s):** Sara Tai

**Aim(s) of the Workshop:**

The aim of this workshop is to help trainees to develop an understanding of bipolar disorder, how to assess and the interventions that are available.

**Learning Outcomes for the Workshop:**

Outline the nature of problems associated with bipolar disorders –

including diagnostic features within DSM-V (APA, 2013)

• Consider current approaches to treatment and the potential difficulties

• Introduce the TEAMS cognitive model of bipolar disorders as a

transdiagnostic framework

• Reflect on the TEAMS pilot trial of CBT for bipolar disorders and

consider the implications of this for future work

• Oultine key therapeutic techniques based on the TEAMS model

including:

– developing formulations

– Facilitating experiential processing, acceptance and tolerance of

internal states

– Shifting awareness to conflicting extreme appraisals about internal

states

– facilitating the development of a ‘healthy’ self

**Indicative Content for the Workshop:**

DSM V criteria for Bipolar Disorder (APA, 2013)

Subtypes of the disorder

Assessment

Overview of interventions

Relapse prevention

Integrative Cognitive Model (Mansell, Morrison, Reid,

Lowens & Tai, 2007)

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: CBT*

Additional references might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Working With Schemas and Beliefs: Concepts and Assessment

**Lecturer Name(s):** Kerry Smith

**Aim(s) of the Workshop:**

The aim of this workshop is to develop theoretical understanding and clinical skills when working with schema’s and core beliefs. This workshop includes information about; when to work with core beliefs, identification of unhelpful core beliefs, formulation of core beliefs, maintenance of core beliefs, socialisation to core belief work, examples of interventions and therapist beliefs. The workshop also introduced Schema Therapy (Young).

**Learning Outcomes for the Workshop:**

* + Be able to define what schemas, core beliefs and dysfunctional assumptions are
  + Be aware of the different ways that the schema concept has been developed and employed
  + Be able to describe the development of these concepts in CBT and what evidence there is for them
  + Be able to describe the main aspects of Young’s schema-therapy model and Beck’s (‘Beckian’) approach to beliefs and schemas
  + Be aware of some of the key techniques for assessing and identifying schemas

**Indicative Content for the Workshop:**

1. Beliefs and Schemas - Concepts and Assessment
2. Brief Introduction to Young’s Schema Therapy
   * + What are beliefs and schemas?
     + What do different CBT perspectives say about them?
     + How might we start to assess and identify them with our clients?
     + How can we work with schemas and create change?

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Key References for the Workshop:**

* Davidson, K. (2008) Cognitive Therapy for Personality Disorders. A Guide for Clinicians (2nd edition). Hove: Routledge.
* Arntz, A. & van Gendern, H. (2009) Schema Therapy for Borderline Personality Disdorder. Chichester: Wiley- Blackwell.

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

**Workshop Title:** Working with Core Beliefs within CBT

**Teaching Staff Name(s):** Kerry Smith

**Aim(s) of the Workshop:**

To introduce key techniques for working on core beliefs.

**Learning Outcomes for the Workshop:**

* + To consolidate existing knowledge regarding the identification of core beliefs
  + Have an awareness of when to work with core beliefs
  + Be aware of ways of socialising clients to core belief work including: “prejudice model”
  + Understand some of the key CBT techniques for working on core beliefs
  + Be able to observe and practice strategies that can be used to weaken unhelpful core beliefs and strengthen new, more adaptive, core beliefs

**Indicative Content for the Workshop:**

* When to work with core beliefs
* Identification of unhelpful core beliefs
* Formulation of core beliefs
* Maintenance of core beliefs
* Socialisation to core belief work
* Interventions
* Therapist beliefs and core belief work

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

* Beck, J. (1995). *Cognitive Therapy: Basics and Beyond. Guildford Press: New York.*
* *Beck, A. T. And Freeman, A. Cognitive Therapy for Personality Disorders (1990) Guildford Press. New York*
* Davidson, G. C. (2000). Stepped care: Doing more with less? *Journal of Consulting and Clinical Psychology, 68, 580–585*
* Davidson, K. (2008) Cognitive Therapy for Personality Disorders. A Guide for Clinicians (2nd edition). Hove: Routledge.
* James, I. A. (2001). Schema Therapy: The Next Generation, but should it carry a health warning? *Behavioural and Cognitive Psychotherapy,* 29, 401–407
* Padesky, C. (1994). Schema Change Processes in Cognitive Therapy. *Clinical Psychology and Psychotherapy,* 1 (5), 267-278.
* Salkovskis P (1996 ) Eds Frontiers of Cognitive Therapy. Chapter 2 integrating cognitive insight with clinical science– Teasdale.
* Smucker M.R., Neiderdee J. (1995). Treating incest-related PTSD and pathogenic schemas through imaginal exposure and rescripting. *Cognitive and Behavioral Practice,* 2, 63–93.
* Wild, J., Hackmann, A., Clark D.M. (2008). Rescripting Early Memories Linked to Negative Images in Social Phobia: A Pilot Study. *Behavior Therapy*, 39, 47-56.

See library reading list *Therapeutic Approaches: CBT*

Additional references might be also be provided on the day

**Workshop Title:** Working with complex cases: The CBT way & CBT in inpatient settings

**Lecturer Name(s):** Julia Coakes

**Aim(s) of the Workshop:**

The aim of this workshop is to develop trainees understanding of using CBT to work with complex cases. The workshop draws on the experience of working on inpatient units. The term complexity is defined and clinical cases are used to provide real world examples. Adaptations for the application of CBT in non-traditional settings are considered.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Knowledge of the underlying principles of An understanding of the term ‘complexity’
* Awareness of using CBT with complex clinical presentations.
* Ability to reflect on working with complex issues.
* Understanding of planning Workshops, formulating and using related models
* Awareness of issues associated with the application of CBT in a non traditional setting
* Knowledge of how CBT can be used in teams

**Indicative Content for the Workshop:**

Definition of case complexity

AFIE

CBT application in non-traditional settings

CBT use in teams

**Learning and Teaching Strategies for the Workshop:**

Presentation

Case Discussion

Small group exercises

**Relevant Reading/Key References for the Workshop:**

* Clarke and Wilson, *2008,CBT for acute inpatient mental health units*
* Greenberger and Padesky, 1995, *Mind over Mood*
* Free, 1999, *Cognitive Therapy in Groups*
* Leahy, 2003, *Roadblocks in Cognitive-Behavioral Therapy*
* Waller, Cordery, Costorphine, Hinrichsen, Lawson, Mountford and Russell, 2007, *Cognitive Behavioral Therapy for Eating Disorders*
* White and Freeman, 2000, *Cognitive-Behavioral Group Therapy*
* Davidson, K. (2008). *Cognitive Therapy for Personality Disorders: A Guide for Clinicians*. (2nd edition) Routledge.
* Grey, N. (2009). *A Casebook of Cognitive Therapy for Traumatic Stress Reactions.* Routledge.
* Smucker, M & Dancu, C. (2005)*Cognitive behavioural treatment for Adult Survivors of childhood Trauma; Imagery Rescripting and reprocessing.* Aronson.
* Gilbert, P. (2006). *Compassion: Conceptualisations, research and use in psychotherapy*. Routledge.
* Mollon, P. (1996). *Multiple selves, multiple voices: Working with trauma, violation and dissociation*. Wiley.
* Chu, J. (1998). *Rebuilding shattered lives: The responsible treatment of complex post- traumatic and dissociative disorders*. Wiley

See also library reading list: Therapeutic Approaches (CBT)

Additional reference lists might be also be provided on the day

Bundle: Clinical Skills

**Strand Title:** Contextual CBT

Strand Co-coordinator (s): Chris Sanderson

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Introduction to 3rd wave approaches * Compassion Focused Therapy (3 course joint teaching) | * Compassion Focused Therapy * Mindfulness * ACT * DBT |  |

**Introduction to the Strand**

The Contextual CBT (3rd Wave Approaches) builds on the CBT workshops in year four and introduces Mindfulness, Acceptance and Commitment Therapy (ACT), Compassion Focussed Therapy (CFT) and Dialectical Behaviour Therapy (DBT).

**Aims**

The aim of the strand is to develop theoretical, experiential, clinical and reflective awareness of contextual CBT models.

**Year 4 Workshops**

**Workshop Title:** Introduction to 3rd Wave approaches

**Lecturer Name(s):** Marie Acton

**Aim(s) of the Workshop:**

The aim of this workshop is to introduce both the theory, and the experience, of Acceptance and Commitment Therapy and Mindfulness.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An awareness of the history and background to 3rd wave Cognitive Behavioural Therapies
* An awareness of Acceptance & Commitment Therapy (ACT)
* Experience of ACT techniques through experiential exercises
* An awareness of Mindfulness
* Experience of mindfulness techniques through experiential exercises
* Behavioural Activation (Jacobsen)

**Indicative Content for the Workshop:**

* Overview of 3rd wave Cognitive Behavioural Therapies
* Introduce Mindfulness
  + Demonstrates some mindfulness techniques through experiential exercises
* Introduce Acceptance & Commitment Therapy (ACT)
  + Background theory & assumptions
  + Hexaflex
  + Demonstrate some ACT techniques through experiential exercises

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Key References for the Workshop:**

* Acceptance and commitment therapy: an experiential approach to behaviour change. Hayes, S.C., Kirk, S.D. & Wilson, K.G.
* Kabat-Zinn, J. *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness.* New York: Dell Publishing, 1990.

See also library reading list:

Additional reference lists might be also be provided on the day

**Workshop Title:** Compassion focussed therapy (Joint Teaching – Hull)

**Lecturer Name(s):** Ashleigh McLellan

**Aim(s) of the Workshop:**

The aim of this workshop is to introduce and offer a review of Compassion Focused Therapy (CFT). The workshop explores; how CFT started and why; its roots in an evolutionary and neuroscience approach to psychological processes; and the key strategies that are used in CFT.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the evolutionary approach
* An understanding of the therapist’s basic orientation to problems and to de-pathologise
* An understanding of the concept of ‘not our fault’ but our responsibility
* An understanding of the need to train our minds in order to take responsibility
* An understanding of the three circle model and the importance of affiliation as an affect regulator

**Indicative Content for the Workshop:**

* PSYCHOEDUCATION
  + Explanation of the model – neuroscience, evolutionary psychology, wisdom from Buddhism
  + Setting the scene and helping people get hold of the message ‘it’s not my fault’ – de-shaming
* SHARED FORMULATION
  + Using the 3 systems
  + Developmental formulation looking at key fears, protection strategies & unintended consequences
* DEVELOPMENT OF COMPASSION
  + Using mindfulness and imagery techniques…building up the soothing system
* COMPASSIONATE FOCUS ON SELF GOALS & FUTURE
  + compassionate behaviour, compassionate thinking

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Key References for the Workshop:**

.

* Gilbert (2009) The Compassionate Mind . London, UK: Constable and Robinson; Oakland, CA: New Harbinger.
* Rector, N.A., Bagby, R.M., Segal, Z.V., Joffe, R.T., & Levitt, A. (2000). Self-criticism and dependency in depressed patients treated with cognitive or pharmacotherapy. *Cognitive Therapy Research, 24,* 571 – 584.

Additional reference lists might be also be provided on the day

**Year 5 workshops**

**Workshop Title:** Introduction toMindfulness

**Lecturer Name(s):** Rochelle Crawford

**Aim(s) of the Workshop:**

Brief introduction to the theory and practice of mindfulness.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Understanding of the concept of mindfulness
* Understanding of how mindfulness is applied in clinical practice
* An awareness of the evidence base for this therapeutic approach
* An understanding of how Mindfulness works

**Indicative Content for the Workshop:**

Definition

Mindfulness Based Stress Reduction (MBSR)

Mindfulness based Cognitive Therapy (MBCT)

Core Practices

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Experiential exercises

Small group exercises

**Relevant Reading/Key References for the Workshop:**

Full Catastrophe Living by Jon Kabat-Zinn

Mindfulness: A guide to finding peace in a frantic world by Mark Williams

Mindfulness Based Cognitive Therapy. The CBT Distinctive Features Series by Rebecca Crane

See also library reading list:

Additional reference lists might be also be provided on the day

**Workshop Title:** Compassion Focussed Therapy

**Lecturer Name(s):** Ashleigh McLellan

**Aim(s) of the Workshop:**

To build on the introduction to 3rd Wave approaches in year 4 and further develop understanding and experience of Compassion Focussed Therapy.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Awareness of an overview of Compassion Focused Therapy, in a clinically relevant way
* An understanding of the evolutionary theory that underpins the explanation of the model
* Experience of exercises which can be used by trainees and with clients

**Indicative Content for the Workshop:**

Definition

Mindfulness Based Stress Reduction (MBSR)

Mindfulness based Cognitive Therapy (MBCT)

Core Practices

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Experiential exercises

Small group exercises

**Relevant Reading/Key References for the Workshop:**

* The compassionate mind: a new approach to life’s challenges (2010). Paul Gilbert.

See also library reading list:

Additional reference lists might be also be provided on the day

**Workshop Title:** Acceptance and commitment therapy

**Lecturer Name(s):** Mary Raeburn-Binns and Jade Smith

**Aim(s) of the Workshop:**

To build on the introduction to 3rd Wave approaches in year 4 and further develop understanding and experience of Acceptance and Commitment Therapy (ACT).

**Learning Outcomes for the Workshop:**

At the end of the workshop, trainees will be able to:

* Formulate clinical problems in terms of ACT processes
* Select interventions for ACT processes
* Summarise the evidence base for ACT and its place within the CBT tradition
* Recognise ACT’s philosophical and theoretical underpinnings

**Indicative Content for the Workshop:**

Experiencing & observing ACT processes

Outline of ACT model, formulation & therapy

Theoretical foundations

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion and reflection

Small group experiential exercises

**Relevant Reading/Key References for the Workshop:**

See also library reading list:

Additional reference lists might be also be provided on the day

**Workshop Title:** Dialectical Behaviour Therapy

**Lecturer Name(s):** Peter Burbidge

**Aim(s) of the Workshop:**

The aims of this workshop are to introduce the theory and of DBT and to gain experience of participation in a DBT group.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the Biosocial model of DBT for emotionally unstable personality disorder
* An understanding of the theoretical underpinnings of DBT
* An understanding of the Structure, Modalities and Treatment Cycle of DBT
* An awareness of how therapy is delivered in skills groups and in individual therapy
* An experience of listening to a service user’s perspective on DBT

**Indicative Content for the Workshop:**

What is Borderline/Emotionally unstable personality

DBT Model

Structure and treatment cycle

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Key References for the Workshop:**

* Linehan, M. M. (1993a). *Cognitive-Behavioural Treatment of Borderline Personality Disorder*. New York: Guilford Press.
* Linehan, M. M. (1993b). *Skills Training Manual for Treating Borderline Personality Disorder.* New York: Guilford Press
* Swales, M. A. and Heard, H. L. (2009). *Dialectical Behaviour Therapy: Distinctive Features.* London and New York: Routledge

See also library reading list:

Additional reference lists might be also be provided on the day

Bundle: Clinical Skills

**Strand Title:** Systemic Therapy

Strand Co-coordinator (s):

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * An introduction to working systemically with families * Social Constructionism | * Structural FT * Strategic FT * Milan school of FT * Social Constructionism and FT * Post Milan ideas and reflecting teams * Brief solution focussed FT * Narrative Therapy * Working with Professional systems (MDT’s) | * Open dialogue and working with people with psychosis * Couples Therapy for depression * FT for eating disorders * Multi-systemic and Functional therapy approaches * Working with organisations (application of systemic theory) * 3 course joint teaching on FT |

**Year 4 Workshops**

**Workshop Title:** Introduction to Working Systemically with Families

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

Trainees will develop an understanding of the application of systems theory to the family (and other systems) and an understanding of the importance of identifying significant relationships in the client’s life and exploring how these are influenced by life events, changes over time and across generations. The Workshop will also provide trainees with a ‘survival guide’ for working from a family therapy perspective on family placements as well as give them an awareness of the technologies and processes associated with family therapy practice.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An understanding of mutual causality
* An understanding of pattern over time
* An understanding of the significance of context for creating meaning
* The ability to map significant relationships through drawing a genogram, and to use this to explore life events, patterns across generations and family beliefs and values
* An understanding of life cycle stages and how these can influence family functioning over time
* The ability to critically evaluate the life cycle model, taking into account issues of social difference and diversity
* An understanding of the concept of ‘Family Scripts.’
* An understanding or the purpose of the ‘one-way screen’
* A basic awareness of the ‘reflecting team’ processes

**Indicative Content for the Workshop:**

Systems Focus

Circularity

Connections and Patterns

Narratives and Language

Constructivism

Social Constructionism

Cultural Context

Power

Co-constructed therapy

Self-Reflexivity

Strengths and Solutions

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** An Introduction to Social Constructionism

**Teaching Staff Name(s):** Anjula Gupta

**Aim(s) of the Workshop:**

The aim of the Workshop is to encourage trainees to understand the importance of considering the influences of the wider society and culture on the formation of individual and family meanings and behaviours.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An understanding of the ways in which language can be seen as ‘constructive’ rather than ‘representative’ of reality
* The ability to reflect on a range of cultural discourses or ideologies
* Consideration of how your their personal and professional culturally informed values, beliefs, prejudices and stereotypes influence their view of reality
* An appreciation of the role of power in defining reality
* Knowledge of the ways in which cultural discourses influence, and are influenced by, individual differences (gender, race, religion, age, ability, culture, class, education, ethnicity, sexuality, spirituality)

**Indicative Content for the Workshop:**

Main principles

Implications

Social constructionist family

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

Burr, V. (1995) An Introduction to Social Constructionism, Routledge, London.  
Cronen, V.E. (1994) Coordinated Management of Meaning: Practical Theory for the Complexitieis and Contradictions of Everyday life. In J. Siegfried (Ed) The Status of Common Sense in Psychology. Ablex Publishing.  
Hoffman, L. (1990) Constructing Realities: an art of lenses. Family Process 29 (1) 1-12.  
Pearce, W.B. (1994) Interpersonal Communication: Making social worlds. New York: Harper Collins.

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** Structural FT

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The workshop will give trainees an overview of the theoretical concepts of Structural Therapy and a basic ability to practice structural techniques.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An ability to situate the Structural model in the historical development of family therapy and systemic practice, and in relation to wider cultural ideologies (such as that of professional expertise)
* An understanding of the theory of change which informs Structural therapy
* An ability to use basic methods and techniques used in Structural therapy (joining, tracking, enactment and unbalancing) and to evaluate their use
* An ability to critique the theory and practices of Structural therapy, taking into account ethical considerations and issues of difference and diversity

**Indicative Content for the Workshop:**

Subsystems

Boundaries

Hierarchies

Alliances

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Strategic FT

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the Workshop is to provide trainees with an overview of the theoretical concepts of Strategic therapy and a basic ability to practice Strategic techniques.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An ability to situate the Strategic model in the historical development of family therapy and systemic practice, and in relation to wider cultural ideologies (such as that of professional expertise)
* An understanding of the theory of change which informs Strategic therapy
* An ability to use basic methods and techniques used in Strategic therapy (directive tasks and paradoxical prescriptions) and to evaluate their use
* An ability to critique the theory and practices of Strategic therapy, taking into account ethical considerations and issues of difference and diversity

**Indicative Content for the Workshop:**

* Strategies
  + ‘circular questioning’
  + ‘externalising’
  + ‘interventive interviewing’ etc
* Tactics
  + ‘paradoxical injunctions’
  + ‘reframing’
  + Task setting’ etc
  + ‘story telling’

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Milan School of FT

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the Workshop is to provide trainees with an overview of the theoretical concepts of Milan therapy and a basic ability to practice Milan techniques.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An ability to situate the Milan model in the historical development of family therapy and systemic practice, and in relation to wider cultural ideologies (such as that of professional expertise)
* An understanding of the theory of change which informs Milan therapy
* An ability to use basic methods and techniques used in Milan therapy (hypothesizing, circularity, neutrality, reframing, observing teams and the 5 part Workshop method) and to evaluate their use
* An ability to critique the theory and practices of Milan therapy, taking into account ethical considerations and issues of difference and diversity

**Indicative Content for the Workshop:**

Hypothesising

Neutrality

Circularity

Positive connotation

Prescription of ritual

Reframing

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Social Constructionism and FT

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the workshop is for trainees to enhance their ability to develop and maintain collaborative partnerships with clients and their families.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* Understanding of the ways in which understandings of knowledge, language and change have been influenced by post modern, social constructionist ideas
* An ability to identify factors which enhance collaboration in relationships and to use these in practice
* A basic ability to use a not-knowing/non-expert position
* A basic ability to create dialogues
* An understanding of the concept of safe uncertainty
* An ability to use reflecting processes and reflexivity

**Indicative Content for the Workshop:**

Modernism

Principles of Social Constructionism

Lynn Hoffman (1990)

Observer Effect

Coordinated Management of Meaning (Cronen;1994 & Pearce; 1994)

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Post-Milan ideas and reflecting teams

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the Workshop is to provide trainees with an overview of the theoretical concepts of Post Milan therapy and a basic ability to practice Post Milan techniques.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An ability to situate the Post Milan model in the historical development of family therapy and systemic practice, and in relation to wider cultural ideologies (such as the influences of post modernism)
* An understanding of the theory of change which informs Post Milan therapy
* An ability to use basic methods and techniques used in Post Milan therapy (curiosity, interventive interviewing and reflecting teams) and to evaluate their use
* An ability to critique the theory and practices of Post Milan therapy, taking into account ethical considerations and issues of difference and diversity

**Indicative Content for the Workshop:**

Interventive questions

Double description

History of FT Teamwork

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

* Kingston, P., and Smith, D. (1983) Preparation for live consultation and live supervision when working without a one-way screen. *Journal of Family Therapy* 5: 219-233
* Speed, B., Seligman, P., Kingston, P., and Cade, B. (1982) A team approach to therapy. *Journal of Family Therapy* 4: 271-284
* Jones, E. (1993) Family Systems Therapy – developments in the Milan-systemic therapies. Chapter 2 – Working in Teams.
* Naden, M.G., Callison, K.M., Haynes, C.M. (2002) Treasured awakenings: reciprocity and the reflecting team process. *Journal of Systemic Therapies* 21: 41-57

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Brief Solution Focussed FT

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the Workshop is to provide trainees with an overview of the theoretical concepts of Brief Solution Focussed therapy and a basic ability to practice the associated techniques.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An ability to situate the Brief Solution Focused model in the historical development of family therapy and systemic practice, and in relation to wider cultural ideologies
* An understanding of the theory of change which informs Brief Solution Focused therapy
* An ability to use basic methods and techniques used in Brief Solution Focused therapy (goal setting, miracle question and scaling questions) and to evaluate their use
* An ability to critique the theory and practices of Brief Solution Focused therapy, taking into account ethical considerations and issues of difference and diversity

**Indicative Content for the Workshop:**

Overview of Brief solution focussed model

Miracle Question

Scaling Questions

Goal Setting

Exceptions

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Narrative Therapy

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the Workshop is to provide trainees with an overview of the theoretical concepts of Narrative therapy and a basic ability to practice Narrative techniques.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An ability to situate the Narrative model in the historical development of family therapy and systemic practice, and in relation to wider cultural ideologies (such as professional expert knowledge)
* An understanding of the theory of change which informs Narrative therapy
* An ability to critique the influences of power in relationships and identify practices which aim to deconstruct power
* An ability to use basic methods and techniques used in Narrative therapy (unique outcomes/exceptions, externalising, re-authoring and outsider witness groups) and to evaluate their use
* An ability to critique the theory and practices of Narrative therapy, taking into account ethical considerations and issues of difference and diversity

**Indicative Content for the Workshop:**

Mutual Influence

Naming the problem story

Externalisation

Naming the preferred story

Deconstructing the story

Thickening the preferred story

Intention state identity

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Working with professional systems (MDT’s)

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the Workshop is to offer trainees an opportunity to apply systemic ideas to the professional contexts and systems in which they will work.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An ability to apply systemic language and theory to your own team
* An awareness of power in teams and the meaning of this for you and others
* An ability to take a position on the language and dominant discourses of your team, from a neutral and comparative position

**Indicative Content for the Workshop:**

Sculpting in systemic work

Reflecting Team

Outsider Witness Groups

Therapeutic letters

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

Byng-Hall, J. (1980) Symptom-bearer as marital distance regulator: clinical implications. Family Process, 19, 355-65.

Duhl, F. Kantor, D. and Duhl, B. (1973). Learning Space and Actions in Family Therapy: A primer in sculpture. In D. Bloch (ed.) Techniques of family therapy. Grune and Stratton, New York.

Minuchin, S. (1974) Families and Family Therapy. Harvard Press, Cambridge.

Myerhoff, B. (1982). Life history among the elderly: performance, visibility, and remembering. In J. Ruby (Ed.), A crack in the mirror: reflexive perspective in anthropology. (pp. 99-117). Philadelphia: University of Pennsylvania Press.

Seikkula, J., Alakare, B., & Aaltonen, J. (2011). The comprehensive open-dialogue approach (II). Long-term stability of acute psychosis outcomes in advanced community care: The Western Lapland Project. Psychosis, 3, 1–13. DOI:10.1080/17522439.2011.595819

Walrond-Skinner, S. (1976). Family Therapy: The treatment of natural systems. Routledge, London.

White, M. (2007) Maps of Narrative Practice. Norton, New York.

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Open dialogue and working with people with psychosis

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of this workshop is for trainees to be given an overview of a language-based understanding of psychosis and the open dialogue approach to treatment.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An understanding of psychosis as a ‘crisis in language’
* Knowledge of the principles of the Open Dialogue approach
* An understanding of the use of treatment meetings in the Open Dialogue approach
* An ability to critique the Open Dialogue approach and to consider its applications to your own practice contexts

**Indicative Content for the Workshop:**

Psychosis as a ‘crisis in language’

Principles of the Open Dialogue approach

Treatment meetings in the Open Dialogue approach

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Couples therapy for people with depression

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with an overview of the theoretical concepts associated with a manualised approach to working with couples of which one member is experiencing depression.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An awareness of a range of therapeutic strategies/skills to be used with couples of which one member is experiencing depression
* An ability to contextualise the presenting symptoms, placing them in the context of the individual's current and past relationships with family members and significant others, as well as wider social and cultural factors and discourses.
* An ability to explore with the couple the history and meaning of their current situation and how they have tried to resolve the difficulties.
* An awareness of some of the problems associated with depression; e.g. threats of self-harm.

**Indicative Content for the Workshop:**

Risk in couple

Therapeutic relationship: engagement, involvement and balance

Improving interactions

Managing feelings and emotions

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** FT for people with eating disorders

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the workshop is to give trainees an overview of current ideas influencing the practice with families when an eating disorder is present in the life of a family member.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* Knowledge of evidence based Family Therapy and Systemic Practice, including NICE Guideline recommendations for the treatment of Eating Disorders
* An understanding of core ideas in the treatment of Eating Disorders
* An appreciation of the nature and demands for individuals, families and practitioners in the treatment of eating disorders, in particular Anorexia Nervosa.

**Indicative Content for the Workshop:**

NICE guidelines for treatment of eating disorders

Core ideas in treatment

Working with families

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Working with organisations

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the workshop is for trainees to have an understanding of how systemic ideas may be applied to organisations other than family and team.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An ability to describe organizations in systemic language
* An ability to consider power in respect of organizational change
* An appreciation of organizations from different levels of context including interactional, internal culture and the wider culture in which they exist
* A consideration about what would constitute and bring about change in an organization and one’s own places in respect of this

**Indicative Content for the Workshop:**

Systemic language

Power (organisational change)

Culture of organisations

Change in organisations

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Multi-systemic and functional therapy approaches

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the Workshop is to provide trainees with an overview of the theoretical concepts of multi-systemic and functional therapy and a basic ability to practice these techniques.

**Learning Outcomes for the Workshop:**

To have an understanding of the theoretical underpinnings of muli-systemic therapy

To gain knowledge of ecological model

To have a basic understanding of the techniques involved in these approaches

**Indicative Content for the Workshop:**

Theoretical assumptions of multi-systemic therapy

Ecological models

Role of treatment fidelity

Influences on key stakeholders

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

**Workshop Title:** Family Therapy (joint Yorkshire courses)

## Teaching Staff Name(s): Phil Arthington & Kate Hall

**Aim(s) of the Workshop:**

The aim of this workshop is to a review of thinking systemically about couples. The workshop explores; distress in couples, socially constructed discourses, Gottman and Silver’s research into predictors of divorce, domestic violence and working with infidelity.

**Learning Outcomes for the Workshop:**

To develop an awareness of the relevance of relationships to mental health problems

To understand how systemic models provide a way of thinking contextually and relationally about individual distress.

To develop an understanding about the importance of living in a contextual world.

**Indicative Content for the Workshop:**

Thinking systemically about couples

Research into couple relationships and mental health issues

Issues of gender and sexuality when working with couples

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

Almeida, R. and Bograd, M. (1990) Sponsorship: men holding men accountable for

domestic violence. Journal of Feminist Family Therapy, 2: 234–256.

Baucom, D.H. et al. 2012. Couple-based interventions for psychopathology. Journal of Family Therapy, 34(3), 250-270.

Benson, L et al. 2012. Common principles of couple therapy. Behavior Therapy, 43, 25-35.

Birditt, K., Hope, S., Brown, E. & Orbuch T., 2012. Developmental trajectories of marital happiness over 16 Years. Research in Human Development, 9 (2), 126–144.

Brown, J. 2014. Couple therapy for gay men: exploring sexually open and closed relationships through the lenses of hetero-normative masculinity and attachment style. *Journal of Family Therapy.* Available online as *early view article*.

Butler, M., et al. 2009. Facilitated disclosure versus clinical accommodation of infidelity secrets: An early pivot point in couple therapy. *Journal of Marital and Family Therapy,* **35(1)**, 125-143.

Caldwell, B. et al. 2007. Preliminary estimates of cost-effectiveness of marital therapy. Journal of Marital and Family Therapy, 33, 392-405.

Crago, H (2006) Couple Family and Group Work. McGraw Hill.

Crane, R (1996) Fundamentals of marital therapy. Brunner Mazel.

See library reading list *Therapeutic Approaches: Systemic*

Additional references might be also be provided on the day

Bundle: Clinical Skills

**Strand Title:** Psychoanalytic Therapy

Strand Co-coordinator (s): Annette Schlosser & Susanne Vosmer

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Introduction to Psychoanalytic theory and principles * Introduction to how psychoanalytic theory is used therapeutically | * Application of Psychodynamic Principles: Teams who work with complex cases | * Application of psychodynamic theory: clinical case material. * Application of Psychodynamic therapy to group work * Application of Psychodynamic Principles to Organisations and complex cases |

**Year 4 Workshops**

**Workshop Title:** Introduction to psychoanalytic theory and principles

**Teaching Staff Name(s):** Susanne Vosmer & Sharon Croskin

**Aim(s) of the Workshop:**

This workshop provides a brief introduction to core psychoanalytic concepts and approaches based on object relations theory.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of object relations theory;
* An understanding of the developmental model based on the work of Klein and Winnicott;
* An understanding of the basic tenets of the psychoanalytic approach, including: the ttherapeutic alliance, therapeutic frame, the psychoanalytic attitude, psychoanalytic third, transference, counter-transference, projection and projective identification.

**Indicative Content for the Workshop:**

CBT and Psychoanalytic Paradigms: Commonalities and/or differences

A genogram of psychoanalytic theory Key theorists (Freud and my choice: Klein; Winnicott)

Psychoanalytic Theory Overview

Key Psychoanalytic Concepts

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case examples

**Relevant Reading/Directed References for the Workshop:**

Casement, P. (1985). On learning from the patient. Routledge.

Greenberg, J.R. & Mitchell, S.A. (1983). Object relations in psychoanalytic theory. Harvard.

Ivey, G. (1990). An introduction to object relations theory. Unpublished manuscript produced with permission of the author.

Ivey, G. (1999). Thoughts on the ‘analytic attitude’. Psycho-Analytic Psychotherapy in South Africa, 7(1), 1 – 18.

Klein, M. (1921 – 1945). Series on contributions to psychoanalysis

Sadock, Sadock and Ruiz. Kaplan and Sadock's Comprehensive Textbook of Psychiatry.

Winnicott, D.W. (1971). Playing and reality. Pelican Books.

See library reading list *Therapeutic Approaches: psychoanalytic*

Additional references might be also be provided on the day

**Workshop Title:** Introduction to how psychoanalytic theory is used therapeutically

**Teaching Staff Name(s):** Susanne Vosmer & Sharon Croskin

**Aim(s) of the Workshop:**

This workshop will provide trainees with an understanding of key psychoanalytic theory and concepts used in clinical psychology practice.

**Learning Outcomes for the Workshop:**

By the end of the workshops trainees will have:

* An understanding of the main theoretical contributions made by key theorists - Freud, Klein and Winnicott;
* An understanding of core psychoanalytic concepts such as: conscious/unconscious; conflict, anxiety and psychic pain; defence mechanisms; instincts and drives.

**Indicative Content for the Workshop:**

Psychoanalytic Theory and ORT

Developmental model

Key psychoanalytic/ORT for therapy key tenets with case examples

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case material

**Relevant Reading/Directed References for the Workshop:**

Casement, P. (1985). On learning from the patient. Routledge.

Greenberg, J.R. & Mitchell, S.A. (1983). Object relations in psychoanalytic theory. Harvard.

Ivey, G. (1990). An introduction to object relations theory. Unpublished manuscript produced with permission of the author.

Ivey, G. (1999). Thoughts on the ‘analytic attitude’. Psycho-Analytic Psychotherapy in South Africa, 7(1), 1 – 18.

Kernberg, O. (1984). Structural diagnosis. In Severe Persoanlity Disorders: Psychotherapeutic Strategies. p 3- 26.

Klein, M. (1921 – 1945). Series on contributions to psychoanalysis

Sadock, Sadock and Ruiz. Kaplan and Sadock's Comprehensive Textbook of Psychiatry.

Winnicott, D.W. (1971). Playing and reality. Pelican Books.

See library reading list *Therapeutic Approaches: psychoanalytic*

Additional references might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** Application of psychodynamic principles: teams who work with complex cases

**Teaching Staff Name(s):** Susanne Vosmer

**Aim(s) of the Workshop:**

This workshop will provide trainees with an opportunity to consider different types of teams and how group dynamics can influence team working.

**Learning Outcomes for the Workshop:**

By the end of the workshops trainees will be able to:

* Identify how group dynamics influence team working.
* Identify their own responses to team working.
* Understand how hierarchical teams , and the flattened hierarchies of Therapeutic Communities respond to complex cases and manage their own dynamics
* Outline recommendations in policy for teams who work with complex cases.

**Indicative Content for the Workshop:**

Id, Ego and Superego

Defense mechanisms

Conflict triangle

Object relations theory

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case material

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: psychoanalytic*

Additional references might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Application of psychodynamic principles to group work

**Teaching Staff Name(s):** Susanne Vosmer

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with an understanding of how therapy groups work and to experience an experiential group setting.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to:

* Recognise and describe basic concepts in group psychoanalytic psychotherapy.
* Reflect upon who might be appropriate for treatment in a group.

**Indicative Content for the Workshop:**

Transference/Countertransference

Projective Idenitifcation

Foulkes

Destructive forces

**Learning and Teaching Strategies for the Workshop:**

Discussion

Experiential activities

**Relevant Reading/Directed References for the Workshop:**

Foulkes & Anthony (1957) Group Psychotherapy: The Psychoanalytic Approach. London: Karnac, 1984

Foulkes (1964) Therapeutic Group Analysis. London: Allen & Unwin. Reprinted in 1984, London: Karnac.

Foulkes (1975) from Hopper (2006) Theoretical and Conceptual Notes Concerning Transference and Countertransference. Processes in Groups and by Groups, and the Social Unconscious: Part 1. Group Analysis, 39:549.

Bernard & MacKenzie (1994) Basics of Group Psychotherapy. Guilford Press.

See library reading list *Therapeutic Approaches: psychoanalytic*

Additional references might be also be provided on the day

**Workshop Title:** Application of psychodynamic principles to organisations

**Teaching Staff Name(s):** Sharon Croskin

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with an understanding of how psychodynamic concepts can be drawn upon to help in understanding the dynamics of organisations.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to:

* Reflect upon relationship dynamics within organisations from a psychodynamic perspective.

**Indicative Content for the Workshop:**

Key theorists in psychoanalytic therapy

Object Relations theory

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case material

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: psychoanalytic*

Additional references might be also be provided on the day

**Workshop Title:** Application of psychodynamic theory: clinical case material.

**Teaching Staff Name(s):** Nathan Babiker

**Aim(s) of the Workshop:**

To provide trainees with an opportunity to hear clinicians present case material on the application of psychodynamic theory in their clinical practice.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to:

* Show an awareness of psychodynamic theory and concepts and reflect upon its application to psychological therapy undertaken by clinical psychologists.

**Indicative Content for the Workshop:**

Psychodynamic theory refresher

Malan’s triangles

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case material

**Relevant Reading/Directed References for the Workshop:**

**On Psychoanalytic Settings & Boundaries**

Borghetti-Hiscock, S. (2007). The first encounter with chronic pain patients. *Psychoanalytic Psychotherapy, 21(2),* 119-135

Temperley, J. (1984). Settings for psychotherapy. *British Journal of Psychotherapy, 1(2),* 101-111

**On Transference**

Joseph, B. (1985). Transference: The total situation. *International Journal of Psychoanalysis, 66, 447-454*

Roth, P. (2001). Mapping the landscape: Levels of transference interpretation. *International Journal of Psychoanalysis, 82,* 533-543

**Other Interesting Papers**

Joseph, B. (1986). Envy in everyday life. *Psychoanalytic Psychotherapy, 2(1),* 13-22

Wittenberg, I. (1999). Ending therapy. *Journal of Child Psychotherapy, 25(3),* 339-356

**Introductory Books**

Lemma, A. (2003). *Introduction to the Practice of Psychoanalytic Psychotherapy.* Wiley.

Malan, D. (1995). *Individual Psychotherapy and the Science of Psychodynamics.* Hodder Arnold.

Gomez, L. (1997). An *introduction to object relations.* Free Association.

See library reading list *Therapeutic Approaches: psychoanalytic*

Additional references might be also be provided on the day

Bundle: Clinical Skills

**Strand Title:** Cognitive Analytic Therapy

Strand Co-coordinator (s): Emma Lewis

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
|  | * CAT: overview of theory * CAT: Working with Individuals * CAT: Consultative working with teams | * 3 course joint teaching on CAT |

**Year 5 Workshops**

**Workshop Title:** CAT – overview of theory and working with individuals

**Teaching Staff Name(s):** Emma Lewis & Claire Wilson

**Aim(s) of the Workshop:**

This workshop aim of this 2-day workshop is to provide a general overview of the CAT model and underlying theory and is application to 1-1 therapy.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* To gain an understanding of the key principles of Cognitive Analytic Therapy.
* To be aware of the key theories that have developed the model.
* To become familiar with identifying reciprocal roles.
* To learn how to structure and deliver a CAT intervention
* To become familiar with the process of working within the therapeutic alliance from a CAT perspective
* To develop a level of confidence to formulate using CAT as a framework.
* To develop skills to create a reformulation letter and SDR

**Indicative Content for the Workshop:**

Underlying theoretical concepts

Reciprocal Roles

Procedural Sequence

Patterns of behaviour - Traps, Dilemmas and Snags

CAT therapy: structure, tasks and tools, reformulation, SDR, goodbye letters,

Therapeutic alliance

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

Case material

**Relevant Reading/Directed References for the Workshop:**

* Ryle, A. (1990). Cognitive Analytic Therapy: Active Participation in Change. Chichester: J. Wiley & Sons.
* Ryle, A. (Ed.) (1995a). Cognitive Analytic Therapy: Developments in Theory and Practice. Chichester: J. Wiley & Sons.
* Ryle, A. (1997b). Cognitive Analytic Therapy and Borderline Personality Disorder: The Model and the Method. Chichester. J. Wiley & Sons.
* Ryle, A. & Kerr, I (2002). Introducing Cognitive Analytic Therapy: Principles and Practice. J. Wiley & Sons.

See library reading list *Therapeutic Approaches: CAT*

Additional references might be also be provided on the day

**Workshop Title:** CAT – Consultative working with teams

**Teaching Staff Name(s):** David Wilberforce

**Aim(s) of the Workshop:**

This workshop aim of this workshop is to introduce trainees to how the CAT model and theory can be applied to indirect working within teams.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of the CAT approach to understanding with and working with staff teams.

**Indicative Content for the Workshop:**

Parallel Process

Reciprocal Role processes in teams

CAT approach to consultation

Rupture in teams

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

Case material

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Therapeutic Approaches: CAT*

Additional references might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** CAT Consultancy: An overview of using CAT with Complex Cases

(Yorkshire and Humber 3 course joint teaching)

**Teaching Staff Name(s):** Angela Carradice

**Aim(s) of the Workshop:**

The aim of this workshop is to introduce the idea of different levels of working in CAT therapy and how contextual mapping can be used in indirect work (consultancy) within adult services working with complex clients.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of the basics of CAT theory
* An understanding of models of CAT consultancy including key principles and skills.
* An opportunity to discuss and reflect on the consultancy role
* Had an opportunity to practice contextual mapping.

**Indicative Content for the Workshop:**

CAT theory refresher

Elements of CAT consultation

Parallel Process

Levels of working

Contextual mapping

Consultation key skills

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

Case material

**Relevant Reading/Directed References for the Workshop:**

Ryle & Kerr: Chapter 9 (CAT in various conditions and context)

Ryle & Kerr: Chapter 11 (the difficult patient and contextual reformulation)

Carradice, A. (2004). Applying CAT to guide indirect working. Reformulation, theory and practice in CAT, Reformulation (ACAT members journal) 23, 16-23.

Dunn, Mary & Parry, G. (1997). A formulated care plan approach to caring for people with borderline personality disorder in a community health service setting. Clinical Psychology Forum, 104, 19-22.

Kerr, I. Cognitive analytic therapy for borderline personality disorder in the context of a community mental health team: Individual and organisational psychodynamic implications. British Journal of Psychotherapy, 15, 425-438

Pickvance, D., Parry, G. and Howe, A. (2005). A cognitive-analytic framework for understanding and managing problematic frequent attendance in primary care. Primary Care and Mental Health, 2, 165-174.

Bennett D. & Kerr I.B. (2006) Personality disorder in other healthcare settings. , Editor(s): Sampson M, McCubbin R & Tyrer P. Personality disorder and community mental health teams: A practitioner's guide,p. 323-340,John Wiley & Sons Ltd, New York, NY, US.

Kerr, I.B., Parry, G. & Dent-Brown, K. (2007). Psychotherapy and Mental Health Teams. International Review of Psychiatry, 19, 63–80

Hamilton, L. (2010) The Boundary Seesaw Model: good fences make for good neighbours, in A.Tennant and K. Howells (eds), Using Time Not Doing Time: Practitioner Perspectives on Personality Disorder and Risk, Oxford: John Wiley.

See library reading list *Therapeutic Approaches: CAT*

Additional references might be also be provided on the day

Bundle: Clinical Skills

**Strand Title:** Therapeutic Approaches: Other

Strand Co-coordinator (s): Annette Schlosser

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
|  | * Psychoeducational groups | * Interpersonal Therapy (IPT) * Mentalisation |

**Year 5 Workshops**

**Workshop Title:** Psychoeducational Groups

**Teaching Staff Name(s):** Annette Schlӧsser & Emma Lewis

**Aim(s) of the Workshop:**

This workshop considers how trainees can set up and run psychoeducational groups with clients across the age and ability range. It involves presentations from clinicians working with different client groups.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An awareness of key content components of successful psycho-educational programmes;
* Reflected upon the skills and therapist qualities required for successful and ethical psycho-education group work;
* An understanding of the impact of group dynamics on running psycho-educational groups;
* Knowledge of possible ways of ending and evaluating psycho-educational groups.

**Indicative Content for the Workshop:**

Application to working with people with learning disabilities, older people with dementia, and people being supported in clinical health psychology settings (e.g. pain management groups).

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

Ashworth, S., Jansen, K., Bullock, L., Mooney, P. (2017) Mind Matters: a psychoeducation programme for individuals with intellectual disabilities and co-morbid diagnoses of mental disorder. Journal of Intellectual Disabilities and Offending Behaviour, Vol. 8 (1), pp.34-40, https://doi.org/10.1108/JIDOB-07-2016-0011

Brown, N. (2011). Psychoeducational Groups: Process and Practice. New York, London: Routledge

Charalampopoulos, D. et al (2017). Psycho-educational interventions for children and young people with Type 1 Diabetes in the UK: How effective are they? A systematic review and meta-analysis. PLOS One https://doi.org/10.1371/journal.pone.0179685

Cole, F., Macdonald, H., Carus, C. and Howden-Leach, H. (2005). Overcoming Chronic Pain.

Free, M. (1999). Cognitive Therapy in Groups: Guidelines and Resources for Practice, John Wiley & Sons Ltd.

Gladding, S. (1995). Group work: a counselling specialty. Englewood Cliffs, NJ: prentice-Hall

Graham, P.J. (Ed) (2004): Cognitive Behaviour Therapy for Children and Families 2nd Edition. Series: Cambridge Child and Adolescent Psychiatry College London (Also available in eBook format)

Nichols, K. and Jenkinson, J. (1991). Leading a Support Group. Chapman and Hall.

Sibitz, I., Amering, M., Gössler, R., Unger, A. and Katschnig, H. (2007). One year outcome of low-intensity booster sessions versus care as usual in psychosis patients after a short-term psychoeducational intervention. European Psychiatry, Vol 22 (4), pp 203-210

Sin, J. et al (2017). Effectiveness of psychoeducational interventions for family carers of people with psychosis: A systematic review and meta-analysis. Clinical Psychology Review, Vol 56, pp.13-24

See library reading list *Group Work*

Additional references might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Interpersonal Therapy (IPT)

**Teaching Staff Name(s):** Rachel Whitehead and Jade Smith

**Aim(s) of the Workshop:**

To provide an introduction to IPT model and theory and its application to working with clients in 1-1 therapy.

**Learning Outcomes for the Workshop:**

To have an understanding of the basics of the IPT Model and IPT-A Model

To have an awareness of the techniques and application of the model

**Indicative Content for the Workshop:**

Introduction to IPT model and IPT-A model

Structure

Theory

Research

Application of model

Focal Areas

Strategies

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

Case material

**Relevant Reading/Directed References for the Workshop:**

Mufson- Interpersonal Psychotherapy for Depressed Adolescents, Second Edition 2011.

Weissman- Comprehensive Guide To Interpersonal Psychotherapy 2000.

Law- Defeating Depression: How to use the people in your life to open the door to recovery 2013

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4347931/ IPT for Families

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3886290/ IPT for Eating Disorders

http://www.oxfordclinicalpsych.com/view/10.1093/med:psych/9780190465599.001.0001/med-9780190465599-chapter-4 IPT for PTSD

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3330631/ IPT Groups

https://www.nice.org.uk/guidance/cg28/resources/depression-in-children-and-young-people-identification-and-management-pdf-975332810437

https://www.nice.org.uk/guidance/cg90/resources/depression-in-adults-recognition-and-management-pdf-975742636741

https://iptinstitute.com/ipt-for-adolescents/

See library reading list *Therapeutic Approaches: other*

Additional references might be also be provided on the day

**Workshop Title:** Mentalisation Based Treatment

**Teaching Staff Name(s):** Jemma Jackson & Nadya Bedenko

**Aim(s) of the Workshop:**

The aim of this workshop is to provide an introduction to the theory of mentalisation and its application to working with clients who present with severe psychological distress.

**Learning Outcomes for the Workshop:**

By the end of this workshop trainees will have:

* A basic understanding of mentalisation theory
* An awareness of how the theory can be applied to working with clients with borderline personality disorder and people who self-harm.
* An understanding of the assessment of mentalisation and of therapeutic techniques.
* An understanding of MBT based group work.

**Indicative Content for the Workshop:**

Definition

Model and Key Features

Borderline Personality Disorder

Attachment Theory

MBT Treatment Structure

Therapist Stance

MBT group work

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

Case material

**Relevant Reading/Directed References for the Workshop:**

*Mentalization-Based Treatment for Borderline Personality Disorder: A Practical Guide*by Anthony Bateman and Peter Fonagy (Oxford: Oxford University Press, 2006).

*Psychotherapy of Borderline Personality Disorder: Mentalisation-based treatment.*by Anthony Bateman and Peter Fonagy  
(Oxford: Oxford University Press, 2004)

See library reading list *Therapeutic Approaches: other*

Additional references might be also be provided on the day

**Bundle:** Practice Based knowledge and applications

**Broad Overview**

The focus of this bundle is to provide working knowledge and evidence and the skills to obtain/ update knowledge and evidence to underpin and inform all areas of clinical practice. This will include an overview of different psychological models, theories and therapy approaches to working with clients with a range of psychological difficulties across the lifespan and ability range and in different service settings. In addition, the bundle will provide trainees with an understanding of common presenting conditions in all areas of contemporary practice (for example child, adult, LD, older adults, health). This bundle consists of three thematic strands: Lifespan Development Perspectives; Clinical Health and Neuropsychology; and Complex Mental Health.

**Aims**

Trainees will develop skills in:

* The critical appraisal of theoretical frameworks, the evidence base and best practice guidance and use these to inform their clinical practice.
* Deciding, using a broad evidence and knowledge base, how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with clients, carers and service systems.
* Developing formulations of presenting problems or situations which integrate information from assessments within a coherent framework that draws upon psychological theory and evidence and which incorporates interpersonal, societal, cultural and biological factors.
* Understanding therapeutic techniques and processes for clients of different ages and abilities experiencing a range of difficulties.
* Working from a recovery perspective informed by client values and goals.
* An understanding of social approaches to intervention.

**Strand Title:** Lifespan development perspectives

Strand Co-coordinator (s): Annette Schlosser

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Developmental Difficulties * Autism and Asperger’s Syndrome * Attachment * Introduction to personality issues * Bereavement * Adjustment: health and illness * Adjustment: later life | * Working with children, young people and their families * Working with people with intellectual disabilities * Working with older people * Personality disorder * Challenging behaviour in people with Intellectual Disabilities * Challenging Behaviour in Older people * Challenging behaviour in people with brain injury |  |

**Year 4 Workshops**

**Workshop Title:** Developmental Difficulties

**Lecturer Name(s):** Annette Schlosser

**Aim(s) of the Workshop:**

To provide trainees with an understanding of cognitive, emotional and social difficulties in children and young people and the role of clinical psychologists in assessment, formulation and treatment of presenting problems.

**Learning Outcomes for the Workshop:**

By the end of this workshop trainees will have:

* An understanding of child development
* An ability to confidently assess a child/young person, making use of a variety of sources and methods
* An awareness of the importance of family and school life in children and young people
* Considered ‘deficit’ versus ‘strengths’ based classification of difficulties.

**Indicative Content for the Workshop:**

Normal development (physical/language, emotional, social)

Classification and overview of developmental difficulties: dyscalculia, dysgraphia, dyspraxia, dyslexia, ADHD,

Assessment schedules

Identifying and overcoming emotional barriers to learning.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

Case material

**Relevant Reading/Key References for the Workshop:**

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Workshop Title:** Autism and Asperger’s syndrome

**Lecturer Name(s):** Sue Stebbings

**Aim(s) of the Workshop:**

To provide trainees with an understanding of theory and practice when working with people on the autistic spectrum.

**Learning Outcomes for the Workshop:**

By the end of the workshops the trainees will have:

* An understanding of the definition and classification of autism and Asperger’s syndrome.
* An awareness of a range of psychological models of autism.
* An understanding of the role of a clinical psychologist in the assessment, formulation and intervention/support of people with autism and Asperger’s syndrome.

**Indicative Content for the Workshop:**

Features

Prevalence

Theories in Brief

Sensory issues

Assessment

Co-morbidity with mental illness

Support strategies/Practical Support

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Workshop Title:** Attachment

**Lecturer Name(s):** Louise Mowthorpe

**Aim(s) of the Workshop:**

The aim of this workshop is to give trainees an overview of attachment theory and its application to clinical practice.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of attachment theory, attachment behaviours and styles.
* An understanding of approaches to the assessment of attachment relationships.
* An awareness of the research on early attachment and brain development.
* An understanding of the role of a clinical psychologist in direct and indirect work in CAMHS settings.

**Indicative Content for the Workshop:**

Attachment Theory

Attachment Styles

Children’s development and Trauma

Implications for making and maintaining relationships across the lifespan

Attachment theory applied to clinical practice

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Group exercises

**Relevant Reading/Key References for the Workshop:**

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Workshop Title:** Introduction to Personality Issues

**Lecturer Name(s):** Mark McFetridge

**Aim(s) of the Workshop:**

To provide trainees with an opportunity to reflect upon what is meant by the terms ‘personality’ and ‘personality disorder’ and consider how to understand adult psychological difficulties from an attachment perspective.

**Learning Outcomes for the Workshop:**

To have a basic understanding of personality disorder and traits

To have an awareness of the contributing theory underpinning personality issues

To gain knowledge in the treatment approaches

**Indicative Content for the Workshop:**

Definitions of personality and personality traits

Personality Disorder

Attachment theory

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Workshop Title:** Bereavement

**Lecturer Name(s):** Jemma Jackson

**Aim(s) of the Workshop:**

To provide trainees with an understanding of psychological theory relating to loss and bereavement and apply this to supporting individuals across the age and ability range.

*Health warning* - this workshop will involve material and discussions around grief, death and dying that some trainees might find distressing or upsetting. Please make sure you take care of yourselves and your colleagues. More guidance on managing upsetting material can be found in the document *Managing emotional response to teaching*.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of what constitutes loss and grieving
* An understanding of why people fail to grieve
* An understanding of complicated mourning and therapeutic techniques.

**Indicative Content for the Workshop:**

Attachment, loss and grief

Normal grief and the mourning process

Tasks of mourning

Complicated mourning

Therapeutic procedures and techniques

Loss and Later life

Issues when working with grief in older people

Bereavement models in older life

Loss and bereavement in people with learning disabilities

Supporting people with learning disabilities with complicated grief.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Workshop Title:** Adjustment – health and illness

**Lecturer Name(s):** Emma Lewis

**Aim(s) of the Workshop:**

To provide trainees with an understanding of adjustment issues and models that inform psychological work supporting people with physical health problems and illness.

**Learning Outcomes for the Workshop:**

By the end of this workshop trainees will be able to:

* Define what adjustment means and interpret the concept with reference to health/illness
* Consider the challenges in illness that may require adjusting to and psychological models of adjustment that can inform psychological formulation and interventions.

**Indicative Content for the Workshop:**

Definitions

Adjustment events

Factors that inhibit/enable adjustment

Models of adjustment to ill-health and disease (Shontz, Moos, Hopson and Adams, Moss-Morris)

Models of stress and coping (Lazarus and Folkman)

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Group exercises

**Relevant Reading/Key References for the Workshop:**

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Workshop Title:** Adjustment – later life

**Lecturer Name(s):** Emma Wolverson

**Aim(s) of the Workshop:**

To provide trainees with an understanding of adjustment issues associated with later life and the role of the clinical psychologist in helping people adjust to later life.

**Learning Outcomes for the Workshop:**

By the end of this workshop trainees will be have:

* An understanding of models of adjustment in later life.
* An awareness of societal conceptualisations of old age.
* An understanding of how adjustment issues can be considered in psychological assessment, formulation and intervention with older adults.

**Indicative Content for the Workshop:**

Areas of adjustment in later life

Models of Successful ageing

Society, Culture and ideas about successful ageing

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Key References for the Workshop:**

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** Working with children young people and their families

**Lecturer Name(s):** Annette Schlosser

**Aim(s) of the Workshop:**

This is a 2 day workshop on working with children, young people and their families. The aim is to provide trainees with an overview of service context and the role of clinical psychologists working within child services.

**Learning Outcomes for the Workshop:**

* Consider child and adolescent in their context
* Consider common issues of concern or reasons for referral
* Focus on theory and models to assist assessment and formulation
* Focus on specific services and interventions

**Indicative Content for the Workshop:**

Service Context including CAMHS and LAC services

Safeguarding

Policy and NICE guidelines

Psychological theory underpinning psychological problems in childhood and young adulthood

Parental mental health

Direct and Indirect interventions

**Learning and Teaching Strategies for the Workshop:**

Presentation

Case vignettes

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Workshop Title:** Working with people with intellectual disabilities

**Lecturer Name(s):** Nick Hutchinson, Alex Holmes and Amy Lee

**Aim(s) of the Workshop:**

This is a 2 day workshop on working with people with intellectual, their families, carers and other MDT professionals. The aim is to provide a general introduction to the core knowledge and skills trainees will need to enable them to work on placement with adults with intellectual disabilities (across the ability range), their carers, other professionals and care systems.

**Learning Outcomes for the Workshop:**

Reflect upon the historical and current understandings of intellectual disability;

Have an awareness of the historical and current life and service context for people with learning disabilities; this will include an understanding of current legislation, government policies and guidance.

Demonstrate an understanding of and ability to critically appraise ‘best practice’ in relation to assessing intellectual disability.

Have an awareness of some of the current issues in the lives of people with learning disabilities, including decision making, social inclusion, support required to develop and maintain relationships and safeguarding.

Appreciate that people with intellectual disabilities are a diverse group with a range of needs, and are more likely to have additional support needs in relation to communication, physical health, mental health, physical health, challenging behaviour, dementia.

Consider how best to adapt assessments and interventions to the needs of people with intellectual disabilities, taking into account communication issues and ways of making information more accessible to people.

Have an awareness of the evidence base in relation to psychological interventions with people with learning disabilities and of suitable methods for evaluating interventions in clinical practice.

Reflect upon the impact of intellectual disability on the person, family and paid carers.

**Indicative Content for the Workshop:**

Historical perspectives

Definition

Philosophies of care

Social model of disability

Demographics

Causes and prevalence

Additional needs and difficulties

Impact of ID on self and others

Assessment and interviewing

Adapting communication

Psychological therapies: evidence base

Working with families and carers

Top tips for working on placement

**Learning and Teaching Strategies for the Workshop:**

Presentation

Case vignettes

Video

Discussion

**Relevant Reading/Key References for the Workshop:**

BPS (2015). *Guidance on the assessment and diagnosis of intellectual disabilities in adulthood.* BPS: Leicester.

Carr, A., O'Reilly, G., Walsh, P. N., & Mcevoy, J. (2007). *The Handbook of Intellectual Disability and Clinical Psychology Practice.* : Routledge.

Emerson, E., Hatton, C., Dickson, K., Gone, R., Caine, A., & Bromley, J. (2012). *Clinical Psychology and People with Intellectual Disabilities.* Second edition. Wiley-Blackwell. John Wiley and Sons.

Emerson, E., Hatton, C., Felce, D., & Murphy, G. (2001). *Learning Disabilities: The Fundamental Facts.* The Mental Health Foundation.

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Workshop Title:** Working with older people

**Lecturer Name(s):** Chris Clarke and Emma Wolverson

**Aim(s) of the Workshop:**

This is a 2 day workshop on working with older people, their families, carers and other MDT professionals. The aim is to provide a general introduction to the core knowledge and skills trainees will need to enable them to work on placement with older people, their carers, other professionals and care systems.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of how dementia is conceptualised and the implications of these varying conceptualisations for people with dementia, the public and in relation to care practices
* An awareness of relevant polices relating to working with older people.
* An understanding of principles and models of cognitive rehabilitation.

**Indicative Content for the Workshop:**

Models of dementia

Dementia discourse

Wellbeing in dementia

Policy

Cognitive rehabilitation

**Learning and Teaching Strategies for the Workshop:**

Presentation

Case vignettes

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Workshop Title:** Personality disorder

**Lecturer Name(s):** Mark McFetridge

**Aim(s) of the Workshop:**

To provide an overview of personality disorder with a focus on borderline personality disorder, assessment, formulation and intervention.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of personality disorders with a focus on borderline personality disorder.
* An understanding of models of borderline personality disorder.
* An understanding of the evidence base relating to psychological intervention for people with borderline personality disorder.

**Indicative Content for the Workshop:**

DSM criteria

Assessment

Theory

Formulation

Interventions

Challenges to the therapist

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Lifespan Development*

Additional references might be also be provided on the day

**Workshop Title:** Challenging behaviour and people with Intellectual Disability

**Teaching Staff Name(s):** Nick Hutchinson

**Aim(s) of the Workshop:**

This is part of a 2 day workshop on working with adults who behave in ways that challenge other people and services. The aim is to provide trainees with knowledge of how challenging behaviour is defined and conceptualised across client groups and to consider approaches to AFIE.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of how challenging behaviour is defined and socially constructed;
* An awareness of current understandings of how challenging behaviour develops and is maintained;
* An understanding of best practice in relation to AFIE when working with people with learning disabilities described as challenging;
* An awareness of the positive behavioural support framework that underpins assessment and intervention.

**Indicative Content for the Workshop:**

Definition

Contextual Framework

Prevalence

Models

Positive behavioural support: key components, functional assessment, assessment methods, reactive and proactive interventions.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case vignettes

**Relevant Reading/Directed References for the Workshop:**

BPS (2004). *Psychological interventions for severely challenging behaviours shown by people with learning disabilities.* Leicester: BPS.

Emerson, E., Hatton, C., Dickson, K., Gone, R., Caine, A., & Bromley, J. (2012). *Clinical Psychology and People with Intellectual Disabilities.* Second edition. Wiley-Blackwell. John Wiley and Sons.

RCPsych, BPS, RCSALT (2007). *Challenging behaviour: a unified approach. Clinical and service guidelines for supporting people with learning disabilities who are at risk of receiving abusive or restrictive practices.*

See library reading list *Challenging Behaviour*

Additional references might be also be provided on the day

**Workshop Title:** Challenging behaviour in older people with dementia

**Teaching Staff Name(s):** Sara Appleyard

**Aim(s) of the Workshop:**

This is part of a 2 day workshop on working with adults who behave in ways that challenge other people and services. The aim is to provide trainees with knowledge of how challenging behaviour is defined and conceptualised across client groups and to consider approaches to AFIE.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of how challenging behaviour (CB) is defined and manifests in older people with dementia;
* An appreciation of the links between dementia and CB;
* An awareness of the impact of neurological, physical, psychological and environment influences in CB.
* An awareness of key frameworks for formulating CB in dementia.
* An understanding of how CB in dementia can be assessed and addressed.

**Indicative Content for the Workshop:**

Definition and types

Stokes Model

Psychological needs models

Interventions

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Challenging Behaviour*

Additional references might be also be provided on the day

**Workshop Title:** Challenging behaviour in people with acquired brain injury

**Teaching Staff Name(s):** Miles Rogish, Steve Chapman and Pete Fleming

**Aim(s) of the Workshop:**

This is part of a 2 day workshop on working with adults who behave in ways that challenge other people and services. The aim is to provide trainees with knowledge of how challenging behaviour is defined and conceptualised across client groups and to consider approaches to AFIE.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An awareness of different types of brain injury;
* An awareness of behavioural problems following brain injury;
* Knowledge of methods of assessment and monitoring of challenging behaviour;
* Knowledge of interventions for challenging behaviour.

**Indicative Content for the Workshop:**

Brain injury

Types of behavioural problems after ABI

Assessment and treatment

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Challenging Behaviour*

Additional references might be also be provided on the day

**Bundle:** Practice Based knowledge and applications

**Strand Title:** Clinical Health and Neuropsychology

Strand Co-coordinator (s): Emma Lewis and Pete Fleming

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * The Psychological Care of Medically Ill Patients: Introduction (Part 1 and Part 2) * Psychological aspects of pain and MDT working * Medication Management * Sleep and wellbeing * Neuropsychology * Mental Capacity Act/DOLS * Neuropsychology: Dementia | * Sexual health and HIV * Neurodegenerative disorders * Neuro: Stroke/Headway * TBI/ABI presentations * Epilepsy * Rehabilitation of memory disorders and executive function (Neurorehabilitation day 1) | * Psychosexual therapy and couple work * Child neuropsychology * Death, dying an palliative care * Family and ABI complex presentations in ABI (Neurorehabilitation day 2) |

**Year 4 Workshops**

**Workshop Title:** The Psychological Care of Medically Ill Patients: Introduction (Part 1 and Part 2)

**Lecturer Name(s**): Emma Lewis and Beate Riedl

**Aim(s) of the Workshop:**

The workshop aims to provide an introduction to various common health conditions, how to conduct an assessment in clinical health psychology and the role of clinical psychology within a physical health setting.

**Learning Outcomes for the Workshop:**

* To gain a level of understanding of clinical health psychology and its relevance in various different specialities
* To have a level of understanding about the biopsychosocial model and its application
* To develop a sense of understanding of the meaning and context for both individual and MDT working in this area

**Indicative Content for the Workshop:**

Health and Health Psychology

Factors influencing health

Biopsychosocial model

Family systems illness model

Incidence of psychological problems

Assessment of psychological problem

Formulation of difficulty (using case studies)

Challenges of the work (including cancer)

**Learning and Teaching Strategies for the Workshop:**

Presentation

Case vignettes

Video and interactive role play

Discussion

**Relevant Reading/Key References for the Workshop:**

Engel, G.L. (1977) The need for a new medical model: A challenge for bio-medicine. Science, 196, 129-35

Leventhal, H., Nerenz,D. and Steele, D.J. (1984) Illness Representations and coping with health threats. In *Handbook of Psychology and Health, Vol IV: social and psychological aspects of health* (A. Baum, S.E. Taylor, and J.E. Singer eds). LEA, Hillsdale NJ.

Fielding, D. and Latchford, G. (2000) Clinical health Psychology in general medical settings. Ch 11. In Marzillier & Hall (eds, 2000). *What is Clinical Psychology?* (3rd ed). Oxford Medical Publications. ISBN 0 19 262928 X

Mehnert A, Brähler E, Faller H, et al. Four-week prevalence of mental disorders in patients with cancer across major tumor entities. *J Clin Oncol.* 2014;32(31):3540-3546.

Mitchell AJ. Pooled results from 38 analyses of the accuracy of distress thermometer and other ultra-short methods of detecting cancer-related mood disorders. *J Clin Oncol.* 2007;25(29):4670-4681.

Mitchell AJ, Chan M, Bhatti H, et al. Prevalence of depression, anxiety, and adjustment disorder in oncological, haematological, and palliative-care settings: a meta-analysis of 94 interview-based studies. *Lancet Oncol.* 2011;12(2):160-174.

Moorey, S & Greer, S “Adjuvant Psychological Therapy for patients with cancer” (2007)

Ogden, J. (2007) Health Psychology; A Textbook. Open University Press. ISBN 0 335 20596 0

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Psychological aspects of pain and MDT working

**Lecturer Name(s):** Hannah Marklew and Toni Jenkinson

**Aim(s) of the Workshop:**

To provide an overview of chronic pain models and the role of MDT working within pain services.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* Knowledge of what chronic pain is and the challenges it poses for clients
* An understanding of the holistic influences on chronic pain
* An appreciation of the role of multidisciplinary working in chronic pain
* Knowledge of psychological factors in pain
* An awareness of psychological approaches to supporting clients with chronic pain

**Indicative Content for the Workshop:**

Definitions of pain

Factors increasing/decreasing pain

MDT working

Psychological interventions

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Self-Management

**Lecturer Name(s):** Annette Schlosser and Emma Lewis

**Aim(s) of the Workshop:**

To provide an overview of self-management strategies and how to apply these ideas with different client groups

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will have:

* An understanding of the range of conditions which are helped through the use of self management strategies including chronic physical conditions & mental health problems across the life span and ability range;
* An understanding of the drivers towards self management
* Knowledge of a range of self management tools
* An awareness of facilitators and barriers to the use of self management strategies
* An awareness of how self management tools can be adapted
* An understanding of the clinical psychologist’s role in enabling self management in clients

**Indicative Content for the Workshop:**

Definitions

Barriers

Motivational interviewing

Relapse prevention

**Learning and Teaching Strategies for the Workshop:**

Presentation

Case vignettes

Small group exercises

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Medication management

**Lecturer Name(s):** Emma Lewis

**Aim(s) of the Workshop:**

To introduce an understanding of the key themes to explore when working with clients who are taking medication for a physical or mental health condition and to explore how clinical psychology is positioned in relation to other healthcare professionals**.**

**Learning Outcomes for the Workshop:**

* Thinking about types medication and the impact these medications will have on the individual
  + How drugs alter feelings, thinking and behaviour
  + The implications of taking medication and having therapy
* Encourage critical thinking around assessment and decision making in relation to when and why drugs are compatible with therapy and when they are not
* Promote reflection on practice and discussion of professional liaison issues and ethical dilemmas

**Indicative Content for the Workshop:**

How drugs alter thinking, feeling and behaviour

Implications for therapy

Liaison issues and ethics

Role of clinical psychology

Medication and AFIE

Best interest meeting role play

Implications for therapy

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group exercises

Discussion

Role play

**Relevant Reading/Key References for the Workshop:**

British National Formulary (BMA)

Fundamentals of Clinical Psychopharmacology 2nd edition, Anderson & Ried, 2004.

The Pharmacological Basis of Therapeutics - Goodman & Gillman.

The interface between psychopharmacological and psychotherapeutic approaches. Chapter 32 Handbook of Counselling Psychology 3rd Edition 2011.

Psychopharmacology: a primer. Chapter 16 The Trainee Handbook. 3rd Edition 2011

Psychopharmacology and Psychotherapy: A Collaborative Approach. Michelle B. Riba (Editor), Richard Balon.

Hayward, P., Wardle, J. & Higgitt, A. (1989). Benzodiazepine research: Current findings and practical consequences. British Journal of Clinical Psychology, 28, 307-327.

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Sleep & wellbeing

**Lecturer Name(s):** Jason Ellis

**Aim(s) of the Workshop:**

The aim of this course is to provide the relevant information from which the learner can identify, assess, and diagnose cases of insomnia, and with peer supervision, manage cases using the principles of Cognitive Behaviour Therapy for Insomnia (CBT-I).

**Learning Outcomes for the Workshop:**

Define Insomnia Disorder according to International Classification of Sleep Disorders (3rd Edition), the Diagnostic and Statistical Manual of Mental Disorders (5th Edition) and the Research Diagnostic Criteria.

Identify the differences between the various types and subtypes of Insomnia Disorder.

Conduct a differential diagnostic for Insomnia Disorder, including the assessment of intrinsic and extrinsic sleep disorders masking as insomnia (e.g. Restless Legs Syndrome, Periodic Limb Movement Disorder, Narcolepsy)

Identify who is and who is not a suitable candidate for CBT-I

Conduct CBT-I under peer supervision, including note and case studies

Determine when brief therapies and adjunct therapies are indicated

**Indicative Content for the Workshop:**

What is sleep?

Brain mechanisms

CBT based interventions

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Neuropsychology: An Historical Overview of Neuropsychology

**Lecturer Name(s):** Miles Rogish and Pete Fleming

**Aim(s) of the Workshop:**

To introduce theory, neuroanatomy, neuropsychological problems and the role of the clinical psychologist in assessment, formulation and intervention in neuropsychology settings.

**Learning Outcomes for the Workshop:**

* To have a basic overview of the historical influences on and figures involved in the development of neuropsychology.
* To have an understanding of how historical influences have an impact or influence on current practice.

**Indicative Content for the Workshop:**

Historical perspectives

Neuroanatomy

Neuropsychological assessment

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* Beaumont, J.G. (1983). Introduction to Neuropsychology. Blackwell Scientific Publications, Oxford.
* Butter, C.M. (1968). Neuropsychology: The study of brain and behaviour. Brooks/Cole Publishing Company, Belmont, California.
* Davison, L. A. (1974). Introduction in Clinical Neuropsychology: Current Status and Applications. Reitan & Davison Eds. Wiley & Sons, Inc. New York.
* Russell, E.W., Neuringer, C. & Goldstein, G. (1970). Assessment of Brain Damage, A Neuropsychological Key Approach. Wiley-Interscience, New York.
* Selnes, O.A. (2001). A historical Overview of contributions from the study of deficits. In The Handbook of Cognitive Neuropsychology, Rapp, B. Editor. Taylor & Frances.
* http://www.powayusd.com/online/usonline/worddoc/ellisislandsite.htm
* http://psychology.about.com/od/psychologicaltesting/a/int-history.htm

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Neuropsychology:Dementia

**Lecturer Name(s):** Chris Clarke & Emma Wolverson

**Aim(s) of the Workshop:**

To introduce different types of dementia’s and how to conduct an assessment.

**Learning Outcomes for the Workshop:**

* To consider neuropsychological assessment issues in old age
* To consider types and neuropsychological profiles of dementia
* To develop knowledge of and reflect on issues related to assessment and diagnosis of dementia in late life

**Indicative Content for the Workshop:**

What is normal healthy ageing

Types of dementias

Assessment

Key neuropsychological tests

Diagnostic disclosure

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group tasks

**Relevant Reading/Key References for the Workshop:**

* BPS (2014) Clinical Psychology in the Early Stage Dementia Care Pathway
* Clare (2004) The construction of awareness in early-stage Alzheimer’s disease: A review of concepts and models. British Journal of Clinical Psychology, 43, 155-175.
* Snyder (2009). Speaking our minds: What its like to have Alzheimer's disease (revised edition). Health Professions Press: London.
* Harding & Palfrey (1997) The social construction of dementia. Confused Professionals. Jessica Kinsley Publishers.
* Whitehouse, P (2008). The Myth of Alzheimer's: What You Aren't Being Told about Today's Most Dreaded Diagnosis.
* Green, J. (2000). Neuropsychological Evaluation of the Older Adult: A Clinician's Guide
* Nunn, K et al. (2008). Who's Who of the Brain: A Guide to Its Inhabitants, Where They Live and What They Do
* Bryden, C. (2005). Dancing with Dementia

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Mental Capacity Act & Deprivation of Liberty Safeguards

**Lecturer Name(s):** Stacey Lee-Curtis & Lauren Henshall

**Aim(s) of the Workshop:**

To introduce the key areas of the MCA and an awareness of DOLs.

**Learning Outcomes for the Workshop:**

* Be able to highlight when a capacity-related issue may be present/ identify when a capacity assessment should be done.
* Know and understand the five key principles relating to the MCA.
* Be able to contribute to assessments of capacity, and best interest decision making when appropriate.
* Understand how the skillset and training of a Clinical Psychologist can be applied to capacity assessments and Best Interest decision making.
* Be aware of the Deprivation of Liberty Safeguards (DoLS) and to identify when this may be appropriate.
* Be aware of how DoLS legislation interacts with the MHA legislation and frameworks.

**Indicative Content for the Workshop:**

MCA

Assessing capacity

Bests Interests

Deprivation of liberty safeguards

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case vignettes

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** Sexual Health and HIV

**Lecturer Name(s):** Sarah Rutter and Sarah Blackwell

**Aim(s) of the Workshop:**

* Discuss sex & sexuality & reflect upon your own reactions
* Gain an understanding of STIs and HIV
* Assess the psychological needs of people with STIs & HIV, with respect to their cultural diversity & sexuality
* Identify potential roles for clinical psychologists working in HIV/sexual health settings
* Recognise & describe the application of psychological theories & models to facilitate effective interventions
* Be aware of relevant policies, National guidance & useful sources of information

**Learning Outcomes for the Workshop:**

* Discuss sex and sexuality, and reflect upon your own reactions
* Gain an understanding of STIs and HIV
* Assess the psychological needs of people with STIs and HIV, with respect to their cultural diversity and sexuality
* Identify potential roles for clinical psychologists working in HIV/sexual health settings
* Recognise and describe the application of psychological theories and models to facilitate effective interventions
* Be aware of relevant policies, national guidance, and useful sources of information

**Indicative Content for the Workshop:**

Understanding sexual health, STIs, and HIV

Team roles

Policies and guidelines

Ethical dilemmas

Psychological issues

Working clinically in sexual health

How can we assess patients?

What models can we use?

Reflective practice supervision

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

Role play

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** Neurodegenerative disorders

**Lecturer Name(s):** Jas Moorhouse

**Aim(s) of the Workshop:**

To introduce a number of neuro degenerative disorders that are encountered in Clinical Neuropsychology practice

**Learning Outcomes for the Workshop:**

To review the neuropsychological profiles of these conditions and typical presenting problems

To develop an understanding of the clinical challenges and emotional impact encountered in this area of clinical work

To develop an understanding of the bredth of the role of a Clinical Neuropsychologist

**Indicative Content for the Workshop:**

Parkinson’s Disease

CBD, PSP, MSA

Huntington’s Disease

Multiple Sclerosis

Presenting problems for clinical psychologists

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Neuropsychology: Stroke

**Lecturer Name(s):** Pete Fleming & Emma Lewis

**Aim(s) of the Workshop:**

To introduce stroke, the impact on rehabilitation and adjustment and the role of clinical psychology.

**Learning Outcomes for the Workshop:**

To be familiar with the different types of stroke

To have an awareness of the range of difficulties resulting from stroke

To develop an awareness of assessment and formulation skills

To understand the importance of MDT working within stroke services

**Indicative Content for the Workshop:**

Different types of stroke

Pathway for stroke

Problems resulting from stroke

Neuropsychological assessment

Cognitive rehabilitation

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Key References for the Workshop:**

Engel, G. L. (1977). The need for a new medical model: A challenge for biomedicine. *Science, 196,* 129-136.

Holbrook, M. (1982). Stroke: Social and emotional outcome. *Journal of the Royal College of Physicians of London, 16,* 100-104.

Lincoln, N. B., Kneebone, I. I., Macniven, J. A., & Morris, R. C. (2011). *Psychological management of stroke*. John Wiley & Sons.

Oxford stroke classification http://www.medquarterly.com/mq88/MQPDF/MM/OxfordStrokeClassification.pdf

http://www.nle.nottingham.ac.uk/websites/stroke/contents/classify.html

Stroke Association – statistics

https://www.stroke.org.uk/sites/default/files/state\_of\_the\_nation\_2016\_110116\_0.pdf

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Traumatic Brain Injury/ Acquired Brain Injury presentations

**Lecturer Name(s):** Dr Jaswinder Moorhouse and Dr Selen Osman

**Aim(s) of the Workshop:**

To introduce common causes of TBI and ABI and how to assess and formulate.

**Learning Outcomes for the Workshop:**

To gain an understanding of the common causes and consequences of ABI

To be able to generate ideas about what would be included in an assessment of someone with an ABI

To pull together a formulation of a case of someone with an ABI

**Indicative Content for the Workshop:**

Traumatic Brain Injury

Hypoxic/Anoxic Brain Injury

Encephalitis

Stroke

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

Case vignettes

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

**Workshop Title:** Epilepsy

**Lecturer Name(s):** Miles Rogish

**Aim(s) of the Workshop:**

To introduce epilepsy and an awareness of the causes of epilepsy and the associated psychology issues.

**Learning Outcomes for the Workshop:**

* To know some basic information on epilepsy, including prevalence, types, and associated disorders
* Develop an awareness of the causes of and the terminology associated with epilepsy
* Introduce NEAD
* See some examples of seizures and reflect on adjustment to chronic neurological conditions

**Indicative Content for the Workshop:**

Prevalence

Types of seizure

NEAD

Psychopathology in epilepsy

Cognition in epilsepsy

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

**Workshop Title:** Rehabilitation of memory disorders and executive function

(Neurorehabilitation day 1)

**Lecturer Name(s):** Jas Moorhouse and Pete Fleming

**Aim(s) of the Workshop:**

To review different types of memory, the neuroanatomy of memory and how to assess memory.

**Learning Outcomes for the Workshop:**

To understand the different types of memory and the underlying processes

To have an awareness of how to help with rehabilitation of memory

**Indicative Content for the Workshop:**

* Models of memory
* Types of memory
* Neuroanatomical correlates
* Assessment of Memory
* Rehabilitation of Memory Disorders

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

Case vignettes

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

**Year 6 Workshops**

**Workshop Title:** Psychosexual therapy and couple work

**Lecturer Name(s):** John Dixon

**Aim(s) of the Workshop:**

To provide an understanding of how to work with psychosexual issues with couples.

**Learning Outcomes for the Workshop:**

* Reflect on issues that may arise for patient and clinician in working with sensitive/ controversial issues.
* Consider some of the issues counsellors face when presented with sexual issues in therapy
* Consider the dynamic interaction that forms the basis of intimate relationships, and understand how it informs the formulation and treatment of sexual problems
* Discuss a simple, effective, theoretical framework for working with sexual problems
* Consolidate and increase current knowledge of human sexual anatomy and sexual response and learn about the interventions used in psychosexual therapy

**Indicative Content for the Workshop:**

Sex, gender and sexuality

Working with sexual issues

Facts and figures

Sexual dysfunction

Relationship issues

Psychological Therapy

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group exercises

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Child Neuropsychology

**Lecturer Name(s):** Emily Talbot

**Aim(s) of the Workshop:**

To provide a basic introduction to developmental neuropsychology

**Learning Outcomes for the Workshop**

To have an awareness of paediatric neuropsychology

To understand the context of paediatric neuropsychology and the role of the clinical psychologist

**Indicative Content for the Workshop:**

What is Paediatric Neuropsychology

Context of Paediatric Neuropsychology

Contrast between adult and child neuropsychology

Brain development

Issues relating to brain injury and the developing brain

The role of the Paediatric Neuropsychologist

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Family and ABI complex presentations in ABI (Neurorehabilitation day 2)

**Lecturer Name(s):** Miles Rogish and Pete Fleming

**Aim(s) of the Workshop:**

To introduce working with family systems and the challenges in ABI.

**Learning Outcomes for the Workshop:**

* To understand what the challenges are in this area of work
* To have an awareness of the issues specific to different stages
* To understand the importance of psychoeducation

**Indicative Content for the Workshop:**

* Overview of TBI/ABI in family systems
* Specific issues to be mindful of when working with families experiencing ABI
* TBI from different perspectives in the family
* Approaches to working with families experiencing TBI
* Overview of research in the field of families and TBI

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case studies

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Workshop Title:** Death, dying and Palliative care

**Lecturer Name(s):** Dorothy Frizelle, Anita Wraith & Adrienne Vince

**Aim(s) of the Workshop:**

To introduce concepts and personal understanding of death and to consider psychological work related to palliative and terminal care.

**Learning Outcomes for the Workshop:**

* To explore concepts and personal understanding of death
* To apply psychological knowledge and experience to palliative and terminal situations
* To gain a wider understanding of psychological work in palliative and terminal care
* To gain knowledge of current NHS standards in palliative and terminal care
* To start to consider issues of palliative and terminal care from a cultural, sociological and lifespan perspective
* To start to consider psychological ‘work’ related to palliative and terminal care that trainees may experience, employ and build upon.

**Indicative Content for the Workshop:**

Death in Western culture

Theories and models

Psychological impact

What is a good death?

Palliative Care

Role of Psychology

National context

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case discussion

**Relevant Reading/Key References for the Workshop:**

See library reading list *Clinical Health and Neuropsychology*

Additional references might be also be provided on the day

**Bundle:** Practice Based knowledge and applications

**Strand Title:** Complex Mental Health

Strand Co-coordinator (s): Chris Sanderson

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Critical Community Psychology * Introduction to traumatic stress * Working with child sexual abuse | * Working in Forensic Settings * Complex presentations in forensic settings * Substance misuse and motivational interviewing * Trauma: Working with military veterans * Holistic approaches to psychosis and healing * Attachment and Peri-natal mental health * Complex mental health in older people * Recovery | * Working with complex trauma |

**Introduction to the Strand**

The Complex\* Mental Health strand aims to develop practice based knowledge and the application of critical and reflective thinking in practice. Year four workshops cover critical thinking and an introduction to working with trauma. Year five workshops focus on working with experiences often referred to as Psychosis, Substance Misuse and Personality Disorder. Complex presentations are considered across the lifespan and ability range, and also is different settings, such as Forensic services. The advanced trauma workshop in year six aims to further develop the ability to think, reflect and work with more complex presentations.

\*’Complex refers to people or settings with a range of complicating factors, which may include culture, stigma, services and personality factors. Complex may also refer to presentations or settings where there may not be clear or explicit guidance or models.

**Aims**

The aims of this strand are to develop knowledge and skills for working with what are deemed complex problems; trauma, psychosis, personality factors and substance misuse. The strand also aims to develop transferable skills for working with and reflecting on complexity, such as critical and creative thinking.

**Year 4 Workshops**

**Workshop Title:** Critical Community Psychology

**Lecturer Name(s):** Anjula Gupta

**Aim(s) of the Workshop:**

The aim of this workshop is to help trainees to explore the ideas and values associated with critical and community psychology.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An awareness of the field of Community Psychology
* An awareness of the explicit values within the approach
* An understanding of how the values / principals of this approach interact with our own values
* An awareness of critical psychology position and its relationship with community psychology
* An understanding of ways in which psychologists may work at different levels of context with different populations

**Indicative Content for the Workshop:**

Social constructionism

Deconstructing dominant discourse

Implications for critique

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* Carolyn Kagan (Manchester Metropolitan University) talking about critical disabilities studies <http://www.youtube.com/watch?v=zwhe8Jy-35Y>
* History of Community Psychology in Britain <http://www.compsy.org.uk/Community_Psychology_in_Britain_History_version%202_MB,CK.pdf>
* Community Psychology UK Website <http://cps.bps.org.uk/>
* Community Psychology UK Website (from Manchester) <http://www.compsy.org.uk/>

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Workshop Title:** Introduction to traumatic stress

**Lecturer Name(s):** Jenny Ormerod

**Aim(s) of the Workshop:**

To introduce the key concepts associated with working with people who experience trauma. The workshop includes information on assessment, formulation and intervention, with a particular emphasis on attachment, stabilisation and trauma processing.

*Health warning* - this workshop will involve material and discussions that some trainees might find distressing or upsetting. Please make sure you take care of yourselves and your colleagues. More guidance on managing upsetting material can be found in the document *Managing emotional response to teaching*.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An awareness of key theory associated with trauma and PTSD
* An understanding of trauma assessment
* An ability to use theory in the formulation of PTSD
* An awareness of the role of early attachment styles in the development of trauma
* An awareness of the key principles of processing traumatic memories

**Indicative Content for the Workshop:**

Definition

PTSD

Trauma: assessment and formulation

Attachment

Psychological interventions

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group exercises

Discussion

**Relevant Reading/Key References for the Workshop:**

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Workshop Title:** Working with child sexual abuse

**Lecturer Name(s):** Louise Mowthorpe and Jo Wagstaff

**Aim(s) of the Workshop:**

The aims of these two half day workshops are to develop understanding of the processes associated with childhood sexual abuse. This includes thinking about perpetrator behaviour, therapeutic interventions and issues associated with these.

*Health warning* - this workshop will involve material and discussions that some trainees might find distressing or upsetting. Please make sure you take care of yourselves and your colleagues. More guidance on managing upsetting material can be found in the document *Managing emotional response to teaching*.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* + An ability to think about the definition of a sexually abusive experience
  + An awareness of a framework to help understand some of the processes involved in sexual abuse.
  + An ability to think about the issues a therapeutic intervention might need to address.

**Indicative Content for the Workshop:**

What is CSA

Historical perspective

Child Sexual Exploitation

Cycle of offending

Safeguarding

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* A sourcebook on Child Sexual Abuse. Finkelhor, 1986

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** Holistic approaches to Psychosis and Healing

**Lecturer Name(s):** Rufus May

**Aim(s) of the Workshop:**

This workshop explores the holistic approaches when supporting people with psychosis. The workshop aims to develop an appreciation of the experience of voice hearing. Interventions such as Voice Dialogue, Mindfulness, Body Work and Community Based Approaches are covered in this workshop.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the experience of hearing voices
* An understanding of the principles of the recovery movement
* An awareness of Voice Dialogue: talking with peoples voices
* An awareness of Body Work for Psychosis
* An appreciation of Community Based Approaches for people with distressing psychosis
* An understanding of the role of Mindfulness for distressing psychosis

**Indicative Content for the Workshop:**

Intros, Values and Hopes

Making sense of psychosis

Stages of healing

Mindfulness with challenging experiences

Negotiating with unusual beliefs/ alternative realities

Symbolic meaning of unusual beliefs

The hearing voices approach

Mapping out hearing voices

Voice dialogue understandings

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* <http://www.rufusmay.com/> Website with articles, resources and video clips, including the Channel 4 documentary ‘the Doctor who hears voices’.

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Workshop Title:** Recovery

**Lecturer Name(s):** Chris Sanderson

**Aim(s) of the Workshop:**

This workshop aims to think about the principles of Recovery. This includes a review of policy, user involvement in services, Recovery Colleges and peer support workers. The workshop also provides exercises to reflect on trainees perception of what recovery means.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the principles of Recovery
* An awareness of service user involvement
* An understanding of co-production and Recovery Colleges
* An awareness of the role of peer support workers

**Indicative Content for the Workshop:**

What is recovery?

Definition & principles

Recovery in practice

Self reflection exercises

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* <http://www.centreformentalhealth.org.uk/recovery/publications.aspx>

This website has publications a range of publications that promoting Recovery, such as information about Recovery Colleges, Peer Support Workers and Organisational Change.

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Workshop Title:** Attachment and Perinatal Mental Health

**Lecturer Name(s):** Mary Clarke

**Aim(s) of the Workshop:**

* To understand the impact early relationships have on the developing child
* To learn about how the quality of early relationships impacts on socio-emotional development across the lifespan
* To gain practice in developing attachment-based formulations of severe and enduring distress in children and young people

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Knowledge about psychological theories of attachment specifically CAT and Attachment Theory
* An understanding of what 'good enough parenting' looks like
* An understanding of how early relationships are internalised and embedded in the baby's mind/brain
* An understanding of the transgenerational transmission of trauma
* An understanding of normal adolescent development

**Indicative Content for the Workshop:**

Bonding and attachment

IWM

Perinatal mental health problems

Interventions with parents and infants

Baby communications

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* Anthony Ryle, Ian B. Kerr (2002). Introducing cognitive analytic therapy: principles and practice. John Wiley & Sons
* John Bowlby (2005). A secure base: clinical applications of attachment theory. Routledge

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Workshop Title:** Complex mental health & recovery in older people

**Lecturer Name(s):** Chris Clarke

**Aim(s) of the Workshop:**

The aim of this workshop is to consider psychosis and personality problems in the context of later life.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Awareness of how psychotic problems and symptoms present in late life
* Knowledge about the bio-psycho-social factors that contribute to late-life psychotic problems
* Awareness of how psychotic problems in late life can be addressed psychologically
* An understanding of how personality problems present in later life
* An awareness of how personality problems in late life might be addressed psychologically

**Indicative Content for the Workshop:**

Knight’s model of ageing

Psychotic problems in later life

Psychological interventions

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* Collerton & Dudley (2005). A cognitive behavioural framework for the treatment of distressing visual hallucinations in older people. Behavioural and Cognitive Psychotherapy, 32 (4): 443-455.
* Depp & Jeste (2004). Bipolar disorder in older adults: A critical review. Bipolar disorders, 6: 343-367.
* Hepple & Sutton (2004). Cognitive Analytic Therapy in Later Life. Brunner-Routledge.
* Lynch et al (2007). Treatment of older adults with co-morbid personality disorder and depression: a dialectical behavior therapy approach. Int J Geriatr Psychiatry 2007; 22: 131–143.
* Zarit & Zarit (2007). Mental Disorders in Older Adults (2nd ed.). Guilford

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Workshop Title:** Working in Forensic Settings

**Lecturer Name(s):** Sarah Rockliff

**Aim(s) of the Workshop:**

The aim of this workshop is to develop awareness of working as a Clinical Psychologist in forensic settings. The workshop includes a reflection on trainee’s beliefs about offenders, risk assessment and the use of psychological models (especially CAT) in forensic settings.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the role of the clinical psychologist in forensic settings
* An awareness of different assessment measures, including risk assessments which may be used in forensic settings
* An understanding of the application of psychological models e.g. cognitive theory to forensic work as well as learning about specific theory relating to violent and sexual offending
* An awareness of case material to facilitate learning in relation to the assessment/formulation/intervention process in forensic services

**Indicative Content for the Workshop:**

Psychology in forensic settings

Difference between HMP and hospitals

Mental Health Act

Individual therapy

Working in the MDT

Risk Assessments

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* GOOD PRACTICE GUIDELINES: Training in Forensic Clinical Psychology (2007) BPS
* Incorporating index offence analysis into forensic clinical assessment Adrian G. West and Paul V. Greenall (2011) Legal and Criminological Psychology (2011), 16, 144–159
* Offence Paralleling Behaviour (2010) Michael Daffern, Lawrence Jones and John Shine. Wiley
* Forensic Case Formulation (2011) Peter Sturmey and Mary McMurran. Wiley
* Theories of Sexual Offending (2006) Tony Ward, Devon Polaschek and Anthony Beech. Wiley
* Attachment and Sexual Offending (2006) Phil Rich. Wiley
* Clinicians Guide to Violence Risk Assessment (2011) The Guilford Press
* Playing With Dynamite (2011) Estella Weldon. Karnac

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Workshop Title:** Complex Presentations in Forensic Settings

**Lecturer Name(s):** Sarah Rockliff

**Aim(s) of the Workshop:**

**Learning Outcomes for the Workshop:**

* To consider how to explore an individual’s offending behaviour
* To consider what factors contribute to someone offending
* To introduce offence specific risk factors and models
* To introduce the concept of offence paralleling behaviours
* To consider how to understand an individual’s offending behaviour

**Indicative Content for the Workshop:**

Sharing information

Barriers to exploration

Criminogenic factors

Relevance of psychological theory

Socio-economic model of violence

Case formulation

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Workshop Title:** Substance Misuse and Motivational Interviewing

**Lecturer Name(s):** Anne Parry

**Aim(s) of the Workshop:**

The aim of this workshop is to develop skills, confidence and awareness for working with people who misuse substances and experience mental health difficulties. The workshop explores attitudes towards substance use, assessment skills and interventions, such as relapse prevention.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Increased awareness of substance misuse and dual diagnosis issues
* Increased awareness of some practical Skills/Tools for working with substance misuse and dual diagnosis issues

**Indicative Content for the Workshop:**

Assessing & formulating substance misuse

Cognitive & Behavioural interventions

Motivational Interviewing skills training

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* [www.nova.edu/gsc/online\_files.html](http://www.nova.edu/gsc/online_files.html)

Lots of resources including assessment tools

* <http://www.nta.nhs.uk/>

National Treatment Agency site, which include best evidence, treatment protocols/manuals, service configuration models etc

* <http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4009058>

Department of Health: Dual Diagnosis Good Practice Guide

* <http://www.talktofrank.com/>

Lists drug and effects, help for patients and carers/family

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Workshop Title:** Working with Military Veterans

**Lecturer Name(s):** Jenny Ormerod

**Aim(s) of the Workshop:**

To introduce the key concepts when working with trauma in military veterans.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An awareness of the prevalence of trauma in military veterans

A level of understanding of the key issues associated with military trauma

Knowledge of how to conduct an assessment and develop a formulation in this area

**Indicative Content for the Workshop:**

Background with regard to the armed forces

Trauma and PTSD

PTSD assessment

Psychological interventions for war trauma

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* Herman, Judith (1999) Trauma and Recovery – easily readable, detailed chapters on each stage of the phase oriented approach
* Jones, Edgar and Wessely, Simon (2005) Shell Shock to PTSD: Military Psychiatry from 1900 to the Gulf War (Maudsley Monographs) – detailed history of military psychiatry
* Shepard, Ben (2002) A War of Nerves: Soldiers and Psychiatrists
* Silver and Rogers (2002) Light in the Heart of Darkness EMDR and the treatment of War and Terrorism Survivors. Norton Press

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Working with Complex Trauma

**Lecturer Name(s):** Ashleigh McLellan and Claire Wilson

**Aim(s) of the Workshop:**

The aims of the workshop are to present ideas about the concept of complex trauma and related concepts in order to better understand this concept in practice. There are opportunities and exercises to reflect on previous work with clients through more of a trauma lens.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of ‘Complex Trauma’ relative to PTSD (following on from 4th year workshop)
* An ability to reflect on different models / theories of understanding Complex Trauma
* An ability to reflect on assessment, formulation and therapy with this client group
* An awareness of overlaps with other difficulties, including personality problems and psychosis

**Indicative Content for the Workshop:**

Complex Post Traumatic Stress Disorder (CPTSD)

Conceptual basis of effective therapy for CPTSD

Engagement with CPTSD clients

Phased based model of treatment

Stabilisation

Psychoeducation

Trauma processing

Reintegration, reconnection and recovery

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* <http://www.enijenhuis.nl/articles/traumarelated.pdf> (good article on structural dissociation and defining dissociation in complex trauma)
* <http://www.sensorimotorpsychotherapy.org/articles.html> (body-focused psychotherapy, window of tolerance)
* <http://www.sensorimotorpsychotherapy.org/ttmanual/26_Using_Homework_Sheets.pdf> (how to use body resources with clients, some copyrighted but will give you ideas!)
* Tapping In: A Step by Step Guide to activating your Healing Resources through Bilateral Stimulation (Laurel Parnell, 2008)
* The Body Remembers Casebook (and Client Workbook), Babette Rothschild, 2003)
* Trauma and Recovery (Judith Herman, 1992)

See also library reading list: *complex mental health*

Additional reference lists might be also be provided on the day

**Bundle:** Ethical Practice, Values & Professional Issues (EPVPI)

**Broad Overview**

This bundle explores the importance and role of ethical standards and values in clinical work. It also focuses on the professional issues and development. This bundle consists of two thematic strands: Ethical Practice and Difference and Diversity.

**Aims**

Trainees will develop their:

* Understanding of the ethical foundations of clinical psychology practice.
* Awareness of issues within the profession and of personal development procedures.
* Awareness of the role of one’s own value base on clinical practice
* Understanding of ethical issues and applying these in complex clinical contexts, ensuring that informed consent underpins all contact with clients and research participants.
* Ability to recognise malpractice or unethical practice and know how to respond to this.
* Understanding of the impact of difference and diversity on people’s lives, and its implications for working practices.
* Skills in working effectively at an appropriate level of autonomy, with awareness of the limits of own competence and accepting accountability to relevant professional and service managers
* Understanding the process of communicating effectively through interpreters and awareness of the clinical implications/limitations of this.

**Strand Title:** Ethical Practice

Strand Co-coordinator (s): Nick Hutchinson and Annette Schlosser

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * What is clinical psychology * Tea and Talk: Service user perspectives * Power, inclusion, and understanding difference * Community and Critical Psychology * Ethics and Values | * Ethics * Working with Vulnerable People | * Whistle Blowing and Reporting Concerns |

**Year 4 Workshops**

**Workshop Title:** What is clinical psychology?

**Lecturer Name(s):** Nick Hutchinson

**Aim(s) of the Workshop:**

To introduce the discipline of clinical psychology and reflect on current issues at the start of training.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An awareness of the origins of psychology as a discipline and the early development of Clinical Psychology.
* An awareness of the growth of the clinical psychology profession within the NHS.
* An understanding of the developments in the professions scope, roles and core skills.
* An opportunity to consider historical and current opportunities and challenges to the profession.
* An opportunity to reflect upon current professional issues.

**Indicative Content for the Workshop:**

Origins of clinical psychology

NHS and current context

Professionalism within the NHS

Models of clinical psychology practice

HCPC and core competencies (BPS)

Current professional issues

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

Beinhart, H., Kennedy, P., & Llewelyn, S. (2009). *Clinical Psychology in Practice*. BPS Blackwell.

Burns, J. (2010). Creative Approaches to training budding clinical psychologists: A commentary. *Psychology learning & teaching*, 9 (2), 48-49.

Clinical Psychology Forum Number 256, April 2014 – special issue: Draft Manifesto for a Social Materialist Psychology of Distress. BPS. Palgrave McMillan.

Cromby J., Harper, D., & Reavey, P. (2013). Psychology, Mental Health and Distress.

DCP (2013). Classification of behaviour and experience in relation to functional psychiatric diagnoses: time for a paradigm shift.

British Psychological Society (2009) *Code of Ethics and Conduct.* Leicester: British Psychological Society.

Division of Clinical Psychology (2010) *The Core Purpose and Philosophy of the Profession*. Leicester: British Psychological Society.

Hall, J., Pilgrim, D., Turpin, G. (2016) *Clinical Psychology in Britain: Historical Perspectives.* BPS.

Harper, D. (2010). Clinical Psychology in Context: A commentary on David Pilgrim’s ‘British Clinical Psychology and Society’. *Psychology learning & teaching*, 9 (2), 13-14.

Health and Care Professions Council (2015). *Standards of Proficiency for Practitioner Psychologists.*

Llewelyn, S. & Murphy, D. (2014). *What is Clinical Psychology?* Fifth Edition. Oxford University Press.

Marmot, M. (2010). *Fair Society, Healthy Lives: The Marmot Review*.

May, R. (2010). Creative Approaches to training budding clinical psychologists. *Psychology learning & teaching*, 9 (2), 42-45.

Newnes, C. (2014). *Clinical Psychology: a critical examination*. PCCS Books.

Norcross, J.C & Karpiak , C.P (2012) Teaching Clinical Psychology: Four Seminal Lessons that all can master. *Teaching of Psychology,* 39 (4), 301-307.

Orford, J. (2008). *Community Psychology: Challenges, Controversies and emerging consensus.* Chichester: Wiley.

Pilgrim, D. (2010). British Clinical Psychology and Society. *Psychology learning & teaching*, 9 (1), 8-12.

See also library reading list: *ethical practice*

Additional reference lists might be also be provided on the day

**Workshop Title:** Tea and Talk – service user perspectives

**Lecturer Name(s):** Annette Schlosser

**Aim(s) of the Workshop:**

For trainees to listen to direct service user experience and find out what is helpful when building a relationship with another person. To encourage trainees to think with services users about the links between the theory and your practice.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Reflection on what is helpful and what is not helpful when helping people.
* To allow you to continue to reflect on issues of power and ways of relating with service users in different contexts outside of therapy.
* To reflect on needs of different service users and different groups as an extension of the Tea and Talk session.

**Indicative Content for the Workshop:**

n/a

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See also library reading list: *ethical practice*

Additional reference lists might be also be provided on the day

**Workshop Title:** Power, Inclusion and Understanding difference

**Lecturer Name(s):** Anjula Gupta

**Aim(s) of the Workshop:**

To introduce ideas of power, inclusion and understanding difference.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An understanding of power and the impact that it may have when working with individuals.

An awareness of difference and the implications it may have when working with individuals from diverse backgrounds.

An understanding of inclusion.

**Indicative Content for the Workshop:**

What is power?

Inclusion

Understanding difference and diversity

Personal reflection

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Reflection

**Relevant Reading/Key References for the Workshop:**

See also library reading list: *ethical practice*

Additional reference lists might be also be provided on the day

**Workshop Title:** Ethics and Values

**Lecturer Name(s):** Peter Oakes

**Aim(s) of the Workshop:**

To introduce personal and professional values in relation to a professional code.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* To explore personal and professional values
* Develop the beginnings of a professional code
* Recognize some examples of values and ethics
* Introduce and apply some fundamental ethical principles

**Indicative Content for the Workshop:**

Sources of values and ethics

Principles

Human Rights

Decision making grid

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

Allan, A. and Love, A. (2010) Ethical Practice in Psychology. London, Wiley

BPS (2015) Guidance on teaching and assessment of ethical competence in psychology education. BPS, Leicester

Downie, RS Calman KC (1994) Healthy respect: ethics in health care Oxford University Press, USA

Kish-Gephart (2010) Bad apples, bad cases and bad barrels: meta-anlytic evidence about sources of unethical decisions at work. *Journal of Applied Psychology*, 95 (1); 1-31)

Rest, J. (1982). A psychologist looks at the teaching of ethics. *The Hastings Center Report, 12*(1), 29–36.

Seedhouse (1998) - Ethics: the heart of health care. Wiley

* Powers, , M. (2012) Liberty, Mill and the framework of public health ethics. Public Health ethics: 10.1093/phe/phs002
* Tannahill (2008) Beyond Evidence to Ethics: a decision making framework for health promotion, public health and health improvement. Health Promot int 23:4:380-390

See also library reading list: *ethical practice*

Additional reference lists might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** Ethics

**Lecturer Name(s):** Peter Oakes

**Aim(s) of the Workshop:**

To build on the previous workshop and explore the main ethical positions.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Understanding main ethical positions
* Applications of Ethics – in healthcare

**Indicative Content for the Workshop:**

Ethical principles

I know if this is an ethical issue (sensitivity).

I know what to do about it (reasoning)

I want to something about it (motivation)

I do something about it (implementation) (Rest, 1982)

Ends and means

Psychologist against austerity

Working with the law

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

Gordon, P. (1999) Face to face: therapy as ethics. London, Constable and co.

The guardian newspaper: http://www.guardian.co.uk/society/2013/feb/06/nhs-mid-staffordshire-public-inquiry

Kish-Gephart (2010) Bad apples, bad cases and bad barrels: meta-analytic evidence about sources of unethical decisions at work. *Journal of Applied Psychology*, 95 (1); 1-31)

Powers, , M. (2012) Liberty, Mill and the framework of public health ethics. Public Health ethics: 10.1093/phe/phs002

Rest, J. (1982) A psychologist looks at the teaching of ethics. The Hastings Centre.

Seedhouse (1998) - Ethics: the heart of health care. Wiley

Tannahill (2008) Beyond Evidence to Ethics: a decision making framework for health promotion, public health and health improvement. Health Promot int 23:4:380-390

See also library reading list: *ethical practice*

Additional reference lists might be also be provided on the day

**Workshop Title:** Working with Vulnerable People

**Lecturer Name(s):** Nick Hutchinson and Chris Clarke

**Aim(s) of the Workshop:**

To highlight the concept of vulnerability and abuse and work in these settings.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Definition of vulnerable adult and abuse.
* Types and prevalence of abuse.
* Legislative and policy context.
* Vulnerability and abuse risk factors
* Environments and cultures that promote abuse and early indicators
* The role of the clinical psychologist in relation to issues of vulnerability and abuse.
* Identifying and reporting concerns.

**Indicative Content for the Workshop:**

The concept of vulnerability and abuse

Vulnerability and risk of abuse: individual ad systemic factors

Abuse in care settings: Early indicators of concern

Role of Clinical Psychologist

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See also library reading list: *ethical practice*

Additional reference lists might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Whistleblowing and reporting concerns

**Lecturer Name(s):** Peter Oakes

**Aim(s) of the Workshop:**

To introduce the concept of whistleblowing, how to report concerns and how to manage decision making around this.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Define Whistleblowing and set within an ethical framework
* Think about how we take decisions

**Indicative Content for the Workshop:**

Ethical principles

Ethical practice

Whistleblowing

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Case scenarios

**Relevant Reading/Key References for the Workshop:**

* Francis R. (2009) Ethics for Psychologists. Wiley, Blackwell
* Kish-Gephart, Harrison and Trevino (2010) Bad Apples, Bad cases and bad barrels: Meta-Analytic evidence about sources of unethical decisions at work *Journal of Applied Psychology* 95, 1, 1–31
* Rest, J. (1986). Development in judging moral issues. Minneapolis, MN:University of Minnesota Press.
* Vincent (2011) The Essentials of patient safety. http://www.chfg.org/wp-content/uploads/2012/03/Vincent-Essentials-of-Patient-Safety-2012.pdf

See also library reading list: *ethical practice*

Additional reference lists might be also be provided on the day

**Bundle: Ethical Practice, Values & Professional Issues (EPVPI)**

**Strand Title:** Difference and Diversity

Strand Co-coordinator (s): Annette Schlosser

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Difference and diversity: Culture and Ethnicity | * Difference and diversity: LGBT issues * Difference and Diversity: working with asylum seekers * Spirituality and Religion (CLRP) * Class (CLRP) | * Difference and diversity in organisations * Gender |

**Year 4 Workshops**

**Workshop Title:** Difference and Diversity: culture and ethnicity

**Lecturer Name(s):** Zenobia Nadirshaw

**Aim(s) of the Workshop:**

To bring to awareness issues that impact on people from culturally different and diverse backgrounds.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An understanding of psychological and therapeutic service usage by black and ethnic minority

Increase confidence and effectiveness in working with people from culturally different and diverse backgrounds

Increase awareness of working with difference in therapeutic situations and supervisor/supervisee relationships

Advance the development of inclusive and meaningful knowledge and practice and ethnically diverse communities

**Indicative Content for the Workshop:**

Social graces model

Social factors and psychological health

Acculturation model

Culturally adaptive CBT

Barriers arising from work with these communities

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See also library reading list: *difference and diversity*

Additional reference lists might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** Difference and Diversity: LGBT issues

**Lecturer Name(s):** Annette Schlosser and Miles Rogish

**Aim(s) of the Workshop:**

To bring an awareness of LBGT issues and to think about what information clinical psychologists need to know when working with these issues.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* To gain an overview of the historical context of sexual minority status in the UK.
* To understand the context, social and political, that sexual minorities face in the UK.
* To gain an understanding of and reflect on heterocentric cultural biases that may influence work with sexual minority individuals.
* To understand how a heterocentric culture leads to internalised homophobia and how this can present.
* To understand how unconscious “microaggressions” can impact therapy with sexual minorities.

**Indicative Content for the Workshop:**

History of “gay” in the UK

World views

Mental health and LGBT

Microaggressions in therapy

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

* Hunt, R., Cowan, K., and Chamberlain, B. (2007). Being the gay one: Experiences of lesbian, gayu and bisexual people working in the health and social care sector. Stonewall Publications, funded by the Department of Health.
* Kashubeck-West, S., Szymanski, D., & Meyer, J (2008). Internalized Heterosexism, Clinical Implications and Training Considerations. The Counseling Psychologist (36,4) p 615-30.
* Platt, L.F. And Lenzen, A.L.(2013). Sexual Orientation Microaggressions and the Experience of Sexual Minorities. Journal of Homosexuality (60) 1011-1034.
* Shelton, K., and Delgado-Romero, E.A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual and queer clients in psychotherapy. Journal of Counselling Psychology, 58, 210-221.
* Sue, D.W. (2010). Microaggressions in everyday life: Race, gender and sexual orientation. Hoboken, NJ: Wiley.

See also library reading list: *difference and diversity*

Additional reference lists might be also be provided on the day

**Workshop Title:** Difference and Diversity: working with asylum seekers

**Lecturer Name(s):** Ashleigh Mcllelan & Claire Wilson

**Aim(s) of the Workshop:**

To raise awareness of the issues facing asylum seekers and to explore good practice in working therapeutically.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* To recognise how the refugee’s journey can impact physical and mental health.
* Understand some of the complexities in working with this group
* Explore how policies and practice can be adapted to meet the needs of this client group
* Develop good practice in working with interpreters in therapeutic sessions

**Indicative Content for the Workshop:**

Policy

Definitions

Working with interpreters

Torture

Modern Slavery

Working with trauma

Self-care

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

See also library reading list: *difference and diversity*

Additional reference lists might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Difference and Diversity in Organisations

**Lecturer Name(s):** Annette Schlosser

**Aim(s) of the Workshop:**

To bring an awareness of the important of diversity, the social and cultural context of working in originations and to understanding the impact of differences, diversity and social inequalities on people’s lives, and their implications for working practices.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Culture and cultural competence: framework and model
* Understand how difference and diversity play a role in organisations
* Reflect on what we bring to organisations as individuals and as psychologists
* What kind of psychologists are we? And what kind of psychologist do we want to be?

**Indicative Content for the Workshop:**

BPS standards

Stigma

Equality Act 2010

Intersectionality

Hidden Bias

Transcultural Model

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Key References for the Workshop:**

Danowitz MA et al (Eds)(2012): Difference and Diversity in Organisations. Palgrave Macmillan: London

Walk the Talk website http://walkthetalk2015.org/walk

From BPS website: Discussion paper Socially inclusive practice

http://www.bps.org.uk/sites/default/files/documents/socially\_inclusive\_practice\_discussion\_paper.pdf

Campinha-Bacote’s work, website http://transculturalcare.net/the-process-of-cultural-competence-in-the-delivery-of-healthcare-services[/](http://transculturalcare.net/the-process-of-cultural-competence-in-the-delivery-of-healthcare-services/)

See also library reading list: *difference and diversity*

Additional reference lists might be also be provided on the day

**Workshop Title:** Gender

**Lecturer Name(s):** Annette Schlosser

**Aim(s) of the Workshop:**

To bring to awareness issues around gender and the impact that this has when working with these issues.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Consider the idea of gender within our culture
* Explore and critique gender roles
* Explore and analyse gender identity
* Explore and analyse the relationship between gender and mental health issues

**Indicative Content for the Workshop:**

Gender behaviour: Gender Norms

Reflection on gender

Transgenderism

Discrimination

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Reflection

**Relevant Reading/Key References for the Workshop:**

See also library reading list: *difference and diversity*

Additional reference lists might be also be provided on the day

**Workshop Title:** Spirituality and Religion

**Teaching Staff Name(s):** Emma Lewis

**Aim(s) of the Workshop:**

To consider the concept of spirituality and its relationship to the experience of psychological health, wellbeing, and distress.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An Understanding the concept of spirituality.
* An ability to reflect on their own perspectives on spirituality.
* An ability to reflect on clinical psychology as a profession and issues of religion and spirituality.
* A consideration of client perceptions on spirituality and implications for the helping relationships.

**Indicative Content for the Workshop:**

Understanding of/perspectives on spirituality

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *CLRP*

Additional references might be also be provided on the day

**Workshop Title:** Social Class

**Teaching Staff Name(s):** Emma Lewis

To consider the concept of social class and its relationship to the experience of psychological health, wellbeing, and distress.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An Understanding the concept of social class.
* An ability to reflect on their own perspectives on class.
* An ability to reflect on clinical psychology as a profession and class
* A consideration of client perceptions on class and implications for the helping relationships.

**Indicative Content for the Workshop:**

Definition

Clinical Psychology and Class

Status and privilege

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *CLRP*

Additional references might be also be provided on the day

**Bundle:** Disciplined Enquiry

**Broad Overview**

The overall aim of this bundle is to highlight the integral role of disciplined enquiry across all areas of clinical practice and provide an appreciation of the fundamental role which research plays across all aspects of clinical psychology (pre and post-qualification). To provide knowledge and to develop skills in critical, reflective thinking in order to foster ethical research competence.

**Aims**

Trainees will:

* Develop a good understanding of research design, methodology, analysis and dissemination.
* Gain insight into the role and use of service evaluation and the audit cycle in the NHS and other organisations
* Develop knowledge about conducting service evaluation, small N research, pilot and feasibility studies.
* Develop knowledge about selecting and implementing appropriate methods to evaluate the effectiveness, acceptability and broader impact of interventions (individual, systemic and organisational), and using this information to inform and shape practice.

Trainees will develop skills in:

* Identifying and critically appraising research evidence relevant to practice.
* Utilising research evidence to inform clinical practice.
* Conducting service evaluation or small N research.
* Conducting collaborative research relevant and applicable to the development of clinical psychology theory and practice.
* Planning and conducting research within the ethical frameworks of the BPS, HCPC, University and the research governance structures of other organisations involved in the research.
* Planning and conducting independent, original research to satisfy peer review, contribute to the knowledge base and merit submission for publication. Research skills will include: identifying research questions, demonstrating an understanding of ethical issues, choosing appropriate research methods and analysis (both quantitative and qualitative), reporting outcomes and identifying appropriate pathways for dissemination.
* Disseminating research findings, adapting communication and presentation style for a variety of different audiences, academic and non-academic, so that the relevance and applications of research findings are made clear.

**Strand Title:** Research

Strand Coordinator (s): Tim Alexander

Workshop summary:

|  |  |  |  |
| --- | --- | --- | --- |
| **Thematic Strand** | **Year 4** | **Year 5** | **Year 6** |
| *Research* | * Research Introduction * Library resources and literature searching * Research skills for the application of practice (Part 1 and 2) * Research Fair (CLRP) * Research Teaching: literature reviewing and critical appraisal skills (1 and 2) * Thesis: first steps * Research, Design and Methodology (Part 1 & 2) * Research Presentations (see Year 5) | * Introduction to Year 5 * Producing a good research proposal * Research presentations * Ethics and R&D * Systematic Literature Review | * Introduction to Year 6 * Systematic literature review: database and searching strategies * Systematic review: analysis and synthesis * Research reflective practice groups * Writing up research * Dept research conference * 3 course research conference * Preparation for Viva and research conferences * Research Presentations (See Year 5) |

**Year 4 Workshops**

**Workshop Title:** Research Introduction

**Teaching Staff Name(s):** Tim Alexander

**Aim(s) of the Workshop:**

To introduce the research components and requirements.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An awareness of the research components and requirements
* Knowledge of research policies and integrity

**Indicative Content for the Workshop:**

Research cycle

Small scale project

Clinical Literature Review (CLR)

Portfolio thesis

Research Integrity

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

* Barker C., Pistrang N. & Elliot R. (2016) Research methods in clinical psychology : an edition. John introduction for students and practitioners,3rdWiley & Sons Ltd.

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Library resources and literature searching

**Teaching Staff Name(s):** Tim Alexander

**Aim(s) of the Workshop:**

To introduce key library and literature searching skills.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Be aware of the Clinical psychology library resources they can access
* Have knowledge of different Databases, Refworks
* Have experience of practice at search strategies

**Indicative Content for the Workshop:**

Sources

Online databases

Grey literature

Theses

Government websites

NHS resources

Effective search strategies

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Literature Reviewing and Critical Appraisal Skills I and II Research

**Teaching Staff Name(s):** Lesley Glover, Chris Clarke & Emma Wolverson

**Aim(s) of the Workshop:**

To introduce how key skills needed for literature reviewing.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* To understand the role of literature reviewing and critical appraisal in clinical practice
* To be able to formulate a question, devise a literature search and report the results
* To be aware of the different types and levels of evidence
* To be able to critically appraise and assess a given piece of literature
* To be aware of the key requirements for the clinical literature review

**Indicative Content for the Workshop:**

How do you formulate a question?

Levels of evidence

How do you critique a paper?

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercise

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Skills for application of Practice (Part 1 and 2)

**Teaching Staff Name(s):** Tim Alexander and Eric Gardiner

**Aim(s) of the Workshop:**

To introduce the importance and the necessity of different types of research.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

1. To recognise the importance and necessity of different types of ‘research’ methodology – clinical and service-related
2. To demonstrate an understanding of evaluation; to distinguish between evaluation and research
3. To understand the value of undertaking service evaluation with respect to patients and carers.
4. To be familiar with the requirements of the Small Scale Project
5. To list and define different types of small N research design and the relevant methodological issues

**Indicative Content for the Workshop:**

Audit cycle

Small Scale Project

Small N designs

Single case research

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Research Fair

**Teaching Staff Name(s):** Research, Academic & Clinical Tutors

**Aim(s) of the Workshop:**

To generate research ideas and find a potential research supervisor.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* What is your research area and why are you interested in it?
* Why is it important and relevant?
* What research methodologies would you supervise?
* What research have you supervised before?
* Where should I look for further information?
* Which trainees could I speak to who are doing or have done similar projects?

**Indicative Content for the Workshop:**

n/a

**Learning and Teaching Strategies for the Workshop:**

Group Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Thesis: First steps

**Teaching Staff Name(s):** Tim Alexander

**Aim(s) of the Workshop:**

To introduce the requirements for the doctoral thesis.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Awareness of the Research proposal stages.
* Information about the Research Fair and Finding a supervisor
* Key skills to develop the Research Proposal Stage 1

**Indicative Content for the Workshop:**

Staged development of research

Hints and tips from Year 6

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Research, Design and Methodology 1

**Teaching Staff Name(s):** Tim Alexander and Eric Gardiner

**Aim(s) of the Workshop:**

To introduce key aspects of design and methodology in order to start conducting research.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Be familiar with research assumptions to consider
* Be familiar with design options for clinpsyd
* Quantitative Statistical and design considerations

**Indicative Content for the Workshop:**

Research Foundations and assumptions

Ontology

Epistemology

Positivism

Methodology

Sampling

Design

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

An introduction for Students and Practitioners (2016) (3rd edition) Barker , Pistrang and Elliott

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Research, Design and Methodology 2

**Teaching Staff Name(s):** Lesley Glover

**Aim(s) of the Workshop:**

To introduce qualitative research methods.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An overview of qualitative research methods

An awareness of when to select qualitative methods for research

**Indicative Content for the Workshop:**

Qualitative methods

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** Introduction to year 5

**Teaching Staff Name(s):** Tim Alexander

**Aim(s) of the Workshop:**

Provide an overview of the research requirements for Year 5.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An awareness of the requirements of the research component for Year 5.

**Indicative Content for the Workshop:**

Y5 Research presentations

Final research proposal (RP4)

Research fair abstract

Small scale project

Ethics-

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Producing a good research proposal

**Teaching Staff Name(s):** Tim Alexander & Eric Gardiner

**Aim(s) of the Workshop:**

To provide information about how to produce a good research proposal.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* To know what is needed to produce a clear, focused and relevant research proposal (RP4)
* To be able to describe considerations when carrying out research projects including the practicalities that might impact on the research

* To demonstrate an understanding of statistical methods by discussing statistical issues in putting together a research proposal

**Indicative Content for the Workshop:**

* Structure:
  + Abstract
  + Introduction
  + Method
  + Plan of Analysis (incl epistemological position)
  + Ethical considerations
  + Organisational issues
  + User involvement
  + Costs estimate
  + Timetable
* Ethics REC form
* Reflective learning

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Research Presentations

**Teaching Staff Name(s):** Research, Clinical & Academic Staff

**Aim(s) of the Workshop:**

For trainees to consider design and methodological issues in their research and present to peers and staff group in preparation for the research proposal (RP4).

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* A clear research narrative including design and methodological issues
* Consider how to use their results to plan analysis
* Develop critical skills and skills in design and methodology

**Indicative Content for the Workshop:**

**n/a**

**Learning and Teaching Strategies for the Workshop:**

Presentations

Discussion

**Relevant Reading/Directed References for the Workshop:**

n/a

**Workshop Title:** Ethics and R&D

**Teaching Staff Name(s):** Tim Alexander

**Aim(s) of the Workshop:**

To provide information regarding ethical approval and R and D processes.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Have an awareness of the procedures to consider when applying for ethical approval
* Have an understanding of what type of approval is needed for their research Have an understanding of the procedure for obtaining R and D approval at organisational level

**Indicative Content for the Workshop:**

Consider key Ethical standards

Applying for ethical approval (NHS & University)

Health Research Authority approval

Preparing documentation

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Systematic Literature Review

**Teaching Staff Name(s):** Tim Alexander & Eric Gardiner

**Aim(s) of the Workshop:**

To provide an overview of the skills needed to conduct a systematic literature review.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* To become familiar with systematic literature review methodology and terminology
* Recognise the utility of the systematic literature review
* Be able to identify the key stages in producing a draft protocol and conducting a systematic literature review and
* Be familiar with the different levels of data analysis that might be applied

**Indicative Content for the Workshop:**

Stages of the review

Narrative synthesis

Meta review

Validity

Statistical analysis

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Introduction to year 6

**Teaching Staff Name(s):** Tim Alexander

**Aim(s) of the Workshop:**

To provide an overview of the research requirements for Year 6.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Have an awareness of the research requirements for Year 6.

**Indicative Content for the Workshop:**

Y5 research presentations

3 courses Research Conference

Department research conference

Vivas

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** SLR: database and searching strategies

**Teaching Staff Name(s):** Tim Alexander and Fiona Ware

**Aim(s) of the Workshop:**

To provide an overview of how to conduct searches for the systematic literature review.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Have an awareness of the steps required to start database searching
* Understand key methodological issues in relation to SLR and database searching

**Indicative Content for the Workshop:**

* Structure of SLR
* Methodology
* Practical search strategies
* Iterative process
  + Scoping
  + Refining search terms
  + Re-focusing question
  + Clear question

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** SLR: analysis and synthesis

**Teaching Staff Name(s):** Tim Alexander

**Aim(s) of the Workshop:**

To help trainees select and implement the most appropriate ways of analysing and synthesising the findings of selected papers for the SLR.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An awareness of the different approaches you can take to conducting and writing a narrative synthesis (whether in the context of qualitative or quantitative research) and why you might choose one approach over another.

An awareness of the key concepts underpinning the evaluation of methodological quality and what approach to its assessment fits best with the aims and questions of a review.

An awareness of the different ways of integrating synthesis findings with quality assessment & how to make decisions about this in relation to your SLR.

**Indicative Content for the Workshop:**

Planning the review

Review protocol (Method section)

Data collection

Results - Data synthesis and Analysis

Report and recommendations

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

* Dixon-Woods, M., Agarwal, S., Jones, D., Young, B & Sutton, A. (2005). Synthesising quantitative and qualitative evidence: A review of possible methods. *Journal of Health Services Research and Policy*, 10 (1). 45-53.
* Walsh,D., & Downe, S.(2005) Meta-synthesis method for qualitative research: a literature review. *Journal of Advanced Nursing, 50(2),* 204-211.
* Thomas J. & Harden A. (2008) Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC Medical Research Methodology, 8*:45
* PRISMA - http://www.prisma-statement.org/Default.aspx
* ROBINS-I - http://www.bmj.com/content/bmj/355/bmj.i4919.full.pdf
* http://www.strobe-statement.org/index.php?id=available-checklists
* Systematic review guide http://www.york.ac.uk/inst/crd/index\_guidance.htm
* Example reviews http://www.york.ac.uk/inst/crd/publications.htm

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Writing up research

**Teaching Staff Name(s):** Emma Wolverson and Chris Clarke

**Aim(s) of the Workshop:**

To provide an overview of how to write up research thesis.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* To review requirements for writing a portfolio thesis
* Reflecting on the process of writing up research
* To demonstrate an understanding of what constitutes plagiarism and how to avoid it

**Indicative Content for the Workshop:**

Overview, content and structure

Process of writing

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Preparation for Viva and Research Conference

**Teaching Staff Name(s):** Tim Alexander

**Aim(s) of the Workshop:**

Provide an overview of the requirements for viva’s and the research conference.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An understanding of the requirements for viva’s in order to prepare.

An understanding of the requirements for the research conference.

**Indicative Content for the Workshop:**

Tips for viva

Tips for research conference

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Department research conference

**Teaching Staff Name(s):** Research, Clinical and Academic Tutors.

**Aim(s) of the Workshop:**

To present the research findings to peers, university staff and wider NHS colleagues.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

Clear presentation of the rationale for research, key findings and implications.

Ability to answer questions and facilitate discussion on research presentation.

To contribute to discussion generated from peers research presentations.

**Indicative Content for the Workshop:**

n/a

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Yorkshire Course Research Conference

**Teaching Staff Name(s):** Hull, Leeds and Sheffield Doctoral Programme Staff

**Aim(s) of the Workshop:**

To present current research findings to peers and programme staff from three clinical psychology doctoral programmes.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

Clear presentation of the rationale for research, key findings and implications.

Ability to answer questions and facilitate discussion on research presentation.

To contribute to discussion generated from peers research presentations.

**Indicative Content for the Workshop:**

n/a

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Research*

Additional references might be also be provided on the day

**Workshop Title:** Research Reflective Practice Groups

**Teaching Staff Name(s):** Research team

**Aim(s) of the Workshop:**

The aims of the research reflective groups are to give trainees a space with their peers to:

* Broaden thinking about their research
* Facilitate an ongoing reflection of the research experience
* Reflect on personal reactions
* Reflect how research links to their own personal and professional development
* Reflect how they might improve their research

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the purpose and use of the reflective diary.
* Knowledge of what to include in the thesis reflective statement

**Indicative Content for the Workshop:**

Trainees decide content of group discussions.

**Learning and Teaching Strategies for the Workshop:**

Small group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading lists *CLRP and Research*

Additional references might be also be suggested and provided on the day

**Bundle:** NHS Context & Professional Relationships

**Broad Overview**

To develop an awareness of the NHS (and its wider socio-political context), service organisation and organisational change and the roles of the psychologist within it. This bundle consists of four thematic strands: Organisational Context; Supervision; Systemic Influence and Leadership; Team working and Consultation.

**Aims**

Trainees will develop:

* An ability to adapt practice to a range of organisational, service delivery contexts, on the basis of an understanding of pertinent organisational and cultural issues.
* Capacity to adapt to, and comply with, policies and practices of the host employer and other organisations supporting clinical practice.
* An awareness of the legislative and national planning context of service delivery and clinical practice.
* A wider awareness of the socio-political context of the NHS and alternative ways of conceptualising health and wellbeing.

Trainees will develop an understanding of:

* Working with users and carers to facilitate their involvement in service planning and delivery.
* Models of supervision
* The supervision process for both supervisor and supervisee roles
* The use of supervision to reflect on practice, making use of feedback received from both the supervisor, and from monitoring information offered by clients on intervention process and outcome measures.
* Consultancy models and the contribution of consultancy to practice.
* Working collaboratively and constructively with fellow psychologists and other colleagues and users of services, respecting diverse viewpoints.
* Working effectively in multi-disciplinary teams
* Using formulations to assist multi-professional communication, and the understanding of clients and their care.
* Processes of change in service delivery systems and appropriate interventions to facilitate this.
* Quality assurance principles and processes within healthcare organisations.
* Leadership theories and models relevant and applicable to clinical psychology and health and social care practice, service development and delivery.
* Leadership qualities required to influence others.
* Prepare and deliver teaching and training taking into consideration the structure, content and presentation style/skills/methods suitable to the learning needs and goals of the audience.
* The process of preparing and presenting psychological opinion in formal settings.

**Strand Title:** Organisational Context

Strand Co-coordinator (s): Annette Schlosser and Nick Hutchinson

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Welcome and Introduction to the programme and Humber NHS Foundation Trust * Introduction to the HCPC and BPS * NHS Mandatory training * Defensible documentation * Core-net training | * NHS Context | * Quality Assurance * Job Seeking, Interview Skills and NHS Update * Working in non-NHS settings * HCPC & DCP |

**Year 4 Workshops**

**Workshop Title:** Welcome and Introduction

**Teaching Staff Name(s):** Course Team and Sue Hillier (Humber NHS Trust)

**Aim(s) of the Workshop:**

The aim of this workshop is to welcome the new intake of trainees to the Hull ClinPsyD programme and provide a brief overview of the course. Members of staff from the Humber NHS Trust Human Resources team will also be in attendance to provide an introduction to trainees as NHS employees.

* Welcome
* Orientation to the profession
* Introduction to clinical work
* Introduction to the academic programme
* Introduction to research
* Trainee Support
* Administrative issues

**Learning Outcomes for the Workshop:**

N/A

**Indicative Content for the Workshop:**

Orientation to the profession

Introduction to the programme sections (academic, research, clinical practice)

Trainee support

Overview of administrative issues

Humber NHS Trust: contracts, salary, Trust policies.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Group discussion

**Relevant Reading/Directed References for the Workshop:**

References might be provided on the day

**Workshop Title:** Introduction to the BPS and HCPC

**Teaching Staff Name(s):** Nick Hutchinson

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with an overview of the professional and regulatory bodies relevant to the clinical psychology profession.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the role, function and purpose of the British Psychological Society (BPS) & its Division of Clinical Psychology (DCP).
* An understanding of the role, function and purpose of the Health and Care Professions Council (HCPC).
* An awareness of the role and function of the Union - Unite
* An awareness of the benefits of membership of the BPS/DCP and Unite and knowledge of how to join these organisations.

**Indicative Content for the Workshop:**

BPS & DCP - organisational structure and purpose; mission statement and principles;

BPS code of ethics and conduct

BPS/DCP Membership

UNITE - role

**Learning and Teaching Strategies for the Workshop:**

Presentation

**Relevant Reading/Directed References for the Workshop:**

British Psychological Society (2009) *Code of Ethics and Conduct.* Leicester: British Psychological Society.

Division of Clinical Psychology (2010) *The Core Purpose and Philosophy of the Profession*. Leicester: British Psychological Society.

Health and Care Professions Council (2015). *Standards of Proficiency for Practitioner Psychologists.*

Also, please see library reading list *Organisational context*

Additional references might be also be provided on the day

**Workshop Title:** NHS Mandatory training

**Teaching Staff Name(s):** Humber NHS Trust Staff

**Aim(s) of the Workshop:**

See separate mandatory training programme

**Learning Outcomes for the Workshop:**

See separate mandatory training programme

**Indicative Content for the Workshop:**

See separate mandatory training programme

**Learning and Teaching Strategies for the Workshop:**

See separate mandatory training programme

**Relevant Reading/Directed References for the Workshop:**

See separate mandatory training programme

**Workshop Title:** Defensible documentation

**Teaching Staff Name(s):** Mike Gill

**Aim(s) of the Workshop:**

See separate mandatory training programme

**Learning Outcomes for the Workshop:**

See separate mandatory training programme

**Indicative Content for the Workshop:**

See separate mandatory training programme

**Learning and Teaching Strategies for the Workshop:**

See separate mandatory training programme

**Relevant Reading/Directed References for the Workshop:**

See separate mandatory training programme

**Workshop Title:** Core-net Training

**Teaching Staff Name(s):** Philip Molyneux

**Aim(s) of the Workshop:**

To provide information about CORE Net.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

To hear 5th & 6th years trainee perspectives on using Outcome measures and CORE Net

To be able to enter new clients into CORE Net

To be able to transfer data from CORE Net to the Logbook

Discuss any other aspects of the Logbook

Clinical Practice

* + To be able to add new sessions;
  + To be able to enter data from outcome measures used;
  + To be able to generate client graphs from outcome measures used;
  + To set up Groups;
  + To be familiar with the process of introducing outcomes measures to clients;

**Indicative Content for the Workshop:**

Logbook

Assessment Form

End Form

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group work

**Relevant Reading/Directed References for the Workshop:**

Clark, D. M. (2011). Implementing NICE guidelines for the psychological treatment of depression and anxiety disorders: The IAPT experience. *International Review of Psychiatry, 23*, 375-384.

Law, D., & Wolpert, M. (Eds.). (2014). *Guide to using outcomes and feedback tools with children, young people and families*.

Mellor-Clark, J., Cross, S., Macdonald, J., & Skjulsvik, T. (2016). Leading horses to water: Lessons from a decade of helping psychological therapy services use routine outcome measurement to improve practice. *Administration and Policy in Mental Health and Mental Health Services Research, 43*(3), 279-285.

Wolpert, M., Fugard, A. J. B., Deighton, J., Gorzig, A. (2012). Routine outcomes monitoring as part of children and young people’s Improving Access to Psychological Therapies (CYP IAPT) – improving care or unhelpful burden? *Child and Adolescent Mental Health, 17*(3), 129-130.

See library reading list *Organisational context*

Additional references might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** NHS Context

**Teaching Staff Name(s):** Anjula Gupta

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with an understanding of the history and current organisational context of the NHS and the implications this has for Clinical Psychology.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An increased awareness of:
  + NHS structures, policy context and background;
  + How NHS context affects local services and clinical psychology.
  + Health service commissioning arrangements.

**Indicative Content for the Workshop:**

NHS history, policies and structure

Financing and provision of services: Commissioning

Regulation

Mental Health Services and Policy

IAPT

Organisational dynamics and Leadership

Implications for Clinical Psychology

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small Group Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *Organisational context*

Additional references will be provided on the day

**Year 6 Workshops**

**Workshop Title:** Quality Assurance

**Teaching Staff Name(s):** Keith Wilshere

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with an understanding of issues relating to quality of care and governance within healthcare and how this relates to and informs clinical practice.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of what is meant by clinical governance;
* An understanding of how quality in healthcare is defined and the variables that contribute to good quality care.
* An awareness of how quality and standards are monitored.

**Indicative Content for the Workshop:**

Key components of clinical governance

Government reforms and reports

Quality and Standards

Care Quality Commission

Commissioning

Quality: Feedback mechanisms in the NHS

**Learning and Teaching Strategies for the Workshop:**

Presentation

Group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *organisational context*

Additional references might be also be provided on the day

**Workshop Title:** Job seeking, NHS updates and Interview skills

**Teaching Staff Name(s):** Kate Yorke

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with an opportunity to hear about the current NHS context and consider their needs and wishes in relation to applying for jobs. It is hoped that this workshop will prepare trainees for writing and submitting job applications, attending interviews, and enable trainees to navigate the current job market.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the context of the current NHS
* An awareness of interview questions

**Indicative Content for the Workshop:**

NHS vs private sector

Temporary posts

Agency work

Application process

Writing a personal statement

Interview skills

Common questions

Interview tasks

HR processes

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small Group Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *organisational context*

Additional references might be also be provided on the day

**Workshop Title:** Working in non-NHS settings

**Teaching Staff Name(s):** Jayne Moran

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with an overview of the range of non-NHS organisations within which Clinical Psychologist work. This will include Social Enterprises and working in private practice.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An awareness of the broad range of organisations in which clinical psychologists might work.

**Indicative Content for the Workshop:**

Overview of Social Enterprise organisations

Challenges of working outside of the NHS

Working in Private Practice

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small Group Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *organisational context*

Additional references might be also be provided on the day

**Workshop Title:** HCPC and DCP update

**Teaching Staff Name(s):** Nick Hutchinson

**Aim(s) of the Workshop:**

The aim of the workshop is to provide trainees with a recap of the role and purpose of the HCPC and the DCP and what is required of them in terms of HCPC registration.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the role, function and purpose of the British Psychological Society (BPS) & its Division of Clinical Psychology (DCP).
* An understanding of the role, function and purpose of the Health and Care Professions Council (HCPC).
* A clear understanding of how to register with the HCPC.
* An awareness of the benefits of membership of the BPS/DCP and knowledge of how to join these organisations.

**Indicative Content for the Workshop:**

HCPC

DCP

**Learning and Teaching Strategies for the Workshop:**

Presentation

Group discussion

Video

**Relevant Reading/Directed References for the Workshop:**

Health and Care Professions Council (2015). *Standards of Proficiency for Practitioner Psychologists.*

See library reading list *organisational context*

Additional references might be also be provided on the day

**Strand Title:** Supervision

Strand Co-coordinator (s): Clinical Team

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Supervision and Self-care |  | * Becoming and being a supervisor * 3 course joint teaching on Supervision |

**Year 4 Workshops**

**Workshop Title:** Supervision and Self Care

**Teaching Staff Name(s):** Clinical Tutor Team

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with a general introduction to models, purpose and function of supervision in preparation for their first supervised placements. Trainees will also consider the roles and responsibilities of supervisors and supervisees.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Familiarity with some key models of supervision
* An awareness of what to expect from supervision and how to prepare for and use supervision.
* An awareness of one’s own vulnerabilities to stress on placement.
* Consideration of self care practices and how to work safely and effectively in difficult circumstances.

**Indicative Content for the Workshop:**

Definition of Supervision

Models of Supervision - Inskipp and Proctor, Hawkins and Shohet,

Supervisory Relationship

BPS guidance on supervision

Responsibilities of Supervisors and Supervisees

Preparing for Supervision

Self care

**Learning and Teaching Strategies for the Workshop:**

Presentation

Group Discussion

**Relevant Reading/Directed References for the Workshop:**

Fleming, I & Steen, L. (2011). *Supervision and Clinical Psychology: Theory, Practice and Perspectives. Second Edition.* London: Routledge.

Hawkins P & Shohet R (2012). *Supervision in the helping professions*. Bucks, England: OU Press.

Milne, D. (2009) *Evidence-based Clinical Supervision: Principles and Practice*. BPS: Blackwell.

Scaife, J. (2013). Supervision in clinical practice: a practitioner’s guide. East Sussex: Routledge

See library reading list *supervision*

Additional references might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Becoming and being a supervisor

**Teaching Staff Name(s):** Clinical Tutor Team

**Aim(s) of the Workshop:**

The aim of this workshop is to encourage trainees to reflect upon their general training and specific supervision experiences to help consider their learning and developmental needs with regard to becoming a supervisor when they quality.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of factors associated with successful supervision and how to develop effective supervisory relationships.

**Indicative Content for the Workshop:**

Reflection on past experiences of supervision

Factors contributing to successful supervision

Being a supervisor: contracting, problems in the supervisory relationship.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group exercises and discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *supervision*

Additional references might be also be provided on the day

**Workshop Title:** 3 course Joint Teaching (Hull) Supervision workshop

**Teaching Staff Name(s):** Chrissie Blackburn and Anna Doughty

**Aim(s) of the Workshop:**

The aim of this workshop is to introduce final year clinical psychology trainees from the Hull, Leeds and Sheffield ClinPsyD programmes to the practice of being a supervisor. The workshop covers issues relating to effective supervision and it is hoped that the workshop will prepare trainees for qualification and becoming a supervisor in the future.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the key tasks, skills and processes associated with

clinical supervision.

* An awareness of issues related to effective supervision.
* An awareness of contextual issues relevant to MDT supervision
* An ability to consider whether clinical psychologists can make a

particular contribution to effective clinical supervision

**Indicative Content for the Workshop:**

BPS and NHS context

Definitions and Function of supervision

Skills for effective supervision

Supervisory process issues

**Learning and Teaching Strategies for the Workshop:**

Presentation

Role Play

Small Group discussion

**Relevant Reading/Directed References for the Workshop:**

* British Psychological Society (2006) *Guidelines on clinical supervision.* Leicester: BPS
* British Psychological Society (2014) *Division of Clinical Psychology Policy on Supervision.* Leicester: BPS
* Fleming, I. and Steen, L. (eds) (2012) *Supervision and Clinical Psychology. Second edition.* Hove: Brunner-Routledge
* Milne, D. (2009) *Evidence-based clinical supervision: principles and practice.* Oxford: BPS Blackwell
* Hawkins, P. and Shohet, R. (2012) *Supervision in the helping* *professions. Fourth edition.* Milton Keynes: OUP
* Scaife, J. (2009) *Supervision in clinical practice: a practitioner`s guide. Second edition.* Hove: Brunner-Routledge
* Watkins, C. E. and Milne, D. J. (eds) (2014) *The Wiley International handbook of supervision.* Chichester: Wiley-Blackwell

See library reading list *supervision*

Additional references might be also be provided on the day

**Strand Title:** Systemic Influence and Leadership

Strand Co-coordinator (s): Annette Schlosser

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Teaching and Training Skills | * Introduction to leadership * 3 course joint teaching on Teamworking and Leadership | * Bringing About Change in Healthcare Organisations * NHS Leadership * Growing your leadership skills * Providing psychological opinion/evidence in formal settings and Legal Context |

**Year 4 Workshops**

**Workshop Title:** Teaching and Training Skills

**Teaching Staff Name(s):** Emma Wolverson and Nick Hutchinson

**Aim(s) of the Workshop:**

The aim of this workshop is to prepare trainees for teaching and training activities that they are expected to undertake as part of their academic, research and clinical work. This includes the ability to plan, deliver and evaluate teaching sessions.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to:

* Reflect on their own needs with regard to the development of teaching / presenting skills
* Plan teaching or training sessions
* Produce appropriate learning outcomes
* Use their understanding of learning styles and types to select and implement effective training methods and materials that cater for the specific needs of ‘trainees’
* Adjust training / presentations based on an assessment of the needs of audience
* Facilitate learning in groups

**Indicative Content for the Workshop:**

Theories of learning: constructivism, surface and deep level learning, experiential learning, reflective practice and learning, collaborative learning.

Planning and preparing a teaching session

Writing learning outcomes

Considerations for delivering a teaching session

Use of technology

Evaluation of teaching quality

**Learning and Teaching Strategies for the Workshop:**

Presentation

Experiential group work

**Relevant Reading/Directed References for the Workshop:**

Brown, S., and Race, P. (2002). *Lecturing: a practical guide.* London: Kagan Press.

Exley, K. and Dennick, R. (2004). *Small group teaching: tutorials, seminars and beyond.* Routledge Falmer.

Fry, H., Ketteridge, S. And Marshall, S. (2015). *Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. 3rd Edition. Oxon: Routledge.

Highmore-Sims, N. (2006). *How to run a great workshop*. Pearson Education Ltd.

Paradi, D. (2010). *102 Tips to communicate more effectively using PowerPoint*. Canada: Communication Skills Press.

See library reading list *systemic influence and leadership*

Additional references might be also be provided on the day

**Year 5 Workshops**

**Workshop Title:** Introduction to Leadership

**Teaching Staff Name(s):** Nick Hutchinson

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with a general introduction to leadership theory and encourage them to reflect upon leadership skills and qualities demonstrated by clinical psychologists at different stages of their career - from trainees to consultants.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to:

* Summarise key theory relevant to different levels of leadership;
* Provide a brief overview of the key themes within healthcare leadership;
* Identify the ways in which they are starting to develop and apply leadership skills in their own work.

**Indicative Content for the Workshop:**

Definitions

Leadership Models and Theory (situational, transformational, authentic, ethical)

Frameworks/models of healthcare leadership

Leadership and Clinical Psychology

BPS Leadership Development Framework

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small Group activities and discussion

Video

**Relevant Reading/Directed References for the Workshop:**

Northouse, P.G. (2013). *Leadership: Theory and Practice* (6th Edition). Sage publications.

Onyett, S. (2007). *New Ways of Working for Psychologists in Health and Social Care: Working Psychologically in Teams.* Leicester: BOS.

Skinner, P. (2011). Leadership is our business, *Clinical Psychology Forum,* 225, 11-14.

See library reading list *systemic influence and leadership*

Additional references might be also be provided on the day

**Workshop Title:** 3 course joint teaching on Team working and Leadership

**Teaching Staff Name(s):** Sheena Mansell and Jan Hughes (University of Leeds)

**Aim(s) of the Workshop:**

To provide information about different theories and models of leadership.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* A knowledge of theories and models of leadership
* An awareness of the professional context and how this applies to issues of leadership for clinical psychologists
* Skills in leadership within the training context
* An awareness of individual personal and professional development needs in relation to leadership

**Indicative Content for the Workshop:**

Personal experiences of leadership

Models and concepts

Professional context

Leadership as a trainee clinical psychologist

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group discussion

Scenarios

**Relevant Reading/Directed References for the Workshop:**

See library reading list *systemic influence and leadership*

Additional references might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Bringing about change in healthcare organisations

**Teaching Staff Name(s):** Jennie Omerod

**Aim(s) of the Workshop:**

To provide trainees with an overview of the concept of organisational change, the factors that might inhibit change and how to work most effectively towards facilitating change.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the concept of organizational change, including types and levels of change
* An awareness of the factors inhibiting and facilitating change
* An ability to critically evaluate the ways in which resistance to change may be overcome
* An appreciation of the role of factors such as culture and structure in attempts to manage organizational change

**Indicative Content for the Workshop:**

Types and levels of change

Elements of change

Managing change

Resistance to change

Factors facilitating change

Organisational Culture

**Learning and Teaching Strategies for the Workshop:**

Presentation

Group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *systemic influence and leadership*

Additional references might be also be provided on the day

**Workshop Title:** NHS Leadership

**Teaching Staff Name(s):** Sarah Gribbin

**Aim(s) of the Workshop:**

To explore and define leadership within the NHS.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

Have an understanding about how the environment impact on what we do.

Be able to critically explore wider environmental influences on service.

Have an understanding about how to influence what is happening and improve the service to patients.

Be able to critically evaluate the linkages between the environment, the organisation, quality and leadership.

**Indicative Content for the Workshop:**

What is leadership in the NHS?

Context and environment in which services are delivered

Complexity:

Issues, organisations and leadership

Implications for leadership in complex service delivery

Current trends and thinking –the way forward?

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *systemic influence and leadership*

Additional references might be also be provided on the day

**Workshop Title:** Growing your leadership skills

**Teaching Staff Name(s):** Annette Schlosser, Emma Lewis, Laura Mantle and Hannah Gormley

**Aim(s) of the Workshop:**

To provide information about leadership experiences and opportunities post qualification.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

To be able to generate questions about leadership skills based on the content on the presenters experience

To think of the skills and attributes they have that can be developed to help hone leadership qualities.

**Indicative Content for the Workshop:**

Leadership skills

Working as a lone psychologist

Reflection

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

See library reading list *systemic influence and leadership*

Additional references might be also be provided on the day

**Workshop Title:** Providing psychological opinion in formal settings and legal context

**Teaching Staff Name(s):** Tracey Tyler

**Aim(s) of the Workshop:**

The aim of this workshop is to provide trainees with an overview of legislation and the roles Clinical Psychologists could have within a legal context and what is required when providing psychological opinion in a formal setting.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An understanding about legislation and the legal roles of psychologist

An awareness of what is required to be an expert witness

By the end of the workshop trainees will be able to demonstrate an awareness of the range of government policy and Acts of legislation relevant to the work of a clinical psychologist.

**Indicative Content for the Workshop:**

National initiatives

Points of diversion

Mental health act

Mental Capacity Act

Role of non-medical approved clinician

Psychologist as expert witness

Being in court

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *systemic influence and leadership/ Organisational context*

Additional references might be also be provided on the day

**Strand Title:** Teamworking and Consultation

Strand Co-coordinator (s): Annette Schlosser

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
|  | * MDT Working * Introduction to consultation * 3 course joint teaching on Consultation |  |

**Year 5 Workshops**

**Workshop Title:** Working with professional systems (MDT’s)

**Teaching Staff Name(s):** Paul Blackburn

**Aim(s) of the Workshop:**

The aim of the Workshop is to offer trainees an opportunity to apply systemic ideas to the professional contexts and systems in which they will work.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees should be able to demonstrate:

* An ability to apply systemic language and theory to your own team
* An awareness of power in teams and the meaning of this for you and others
* An ability to take a position on the language and dominant discourses of your team, from a neutral and comparative position

**Indicative Content for the Workshop:**

Sculpting in systemic work

Reflecting Team

Outsider Witness Groups

Therapeutic letters

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Small group exercises

**Relevant Reading/Directed References for the Workshop:**

Byng-Hall, J. (1980) Symptom-bearer as marital distance regulator: clinical implications. Family Process, 19, 355-65.

Duhl, F. Kantor, D. and Duhl, B. (1973). Learning Space and Actions in Family Therapy: A primer in sculpture. In D. Bloch (ed.) Techniques of family therapy. Grune and Stratton, New York.

Minuchin, S. (1974) Families and Family Therapy. Harvard Press, Cambridge.

Myerhoff, B. (1982). Life history among the elderly: performance, visibility, and remembering. In J. Ruby (Ed.), A crack in the mirror: reflexive perspective in anthropology. (pp. 99-117). Philadelphia: University of Pennsylvania Press.

Seikkula, J., Alakare, B., & Aaltonen, J. (2011). The comprehensive open-dialogue approach (II). Long-term stability of acute psychosis outcomes in advanced community care: The Western Lapland Project. Psychosis, 3, 1–13. DOI:10.1080/17522439.2011.595819

Walrond-Skinner, S. (1976). Family Therapy: The treatment of natural systems. Routledge, London.

White, M. (2007) Maps of Narrative Practice. Norton, New York.

See library reading list *Therapeutic Approaches: Systemic/ teamworking and consultation*

Additional references might be also be provided on the day

**Workshop Title:** Introduction to consultation

**Teaching Staff Name(s):** Nick Hutchinson

**Aim(s) of the Workshop:**

To provide an introduction to consultation

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An awareness of what is meant by the term consultancy.

Understanding of models/types of consultancy.

Opportunity to consider the consultancy role – skills required and issues to bear in mind

**Indicative Content for the Workshop:**

What is consultation?

Consultation and Clinical Psychology

Types/models of consultation

Cyclical formulation model

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *teamworking and consultation*

Additional references might be also be provided on the day

**Workshop Title:** 3 course joint teaching on Consultation (Leeds)

**Teaching Staff Name(s):** Kate Pearlman-Shaw

**Aim(s) of the Workshop:**

To introduce consultation and provide an overview of the theory and models.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

An understanding about this vital professional skill.

Have an awareness of the history, theory and models of consultancy particularly Edgar Schein

Be able to consider the parallels of consultancy and clinical psychology models

To lLearn about (or refresh) two key components: Process Consultancy and the Psychology of Change

To rehearse consultancy models to develop your skills

**Indicative Content for the Workshop:**

Introduction & Overview

The basics: Models of Consultancy

The complexities: Theory & Skills

Transition: a Model of Change

Application of the Learning

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *teamworking and consultation*

Additional references might be also be provided on the day

**Bundle:** Integration through Reflection

**Broad Overview**

This bundle enables trainees to bring together their experience of all elements of the course. It fosters the development of generalisable meta-competencies and the ability to function effectively as a reflective practitioner.

**Aims**

Trainees will develop their ability to:

* Generalise and synthesise prior knowledge and experience in order to apply them in different settings and novel situations.
* Make use of self-awareness in their clinical and research work
* Understanding of the impact of difference and diversity on people’s lives, and its implications for working practices.
* Consider and reflect upon their own learning and personal professional development needs and develop strategies for working towards and achieving these.
* Utilise strategies to manage the emotional and physical impact of clinical psychology training and practice.
* Work as a reflective practitioner
* Think critically, reflectively and evaluatively
* Use supervision to reflect on practice and making appropriate use of feedback received.
* To reflect upon the process of preparing and delivering teaching, and make use of feedback received from others, to identify personal strengths and areas for development in relation to teaching/presentation skills.

**Strand Title:** Collaborative Learning and Reflective Practice (CLRP)

Strand Co-coordinator (s): Emma Lewis

Workshop Summary

|  |  |  |
| --- | --- | --- |
| **Year 4** | **Year 5** | **Year 6** |
| * Getting started: Reflective Practice * Community PlacementReflective Practice groups * Professional Issues Reflective Practice Groups * Community Psychology Placement: Clinical Issues presentations * Case Presentations (see page 214) * Formulation Workshop (see page 23) | * Formulation Workshop (see page 23) * Professional Issues Reflective Practice Groups (see page 210) * Research Presentations (see page 167) * Clinical Issues Presentations * Case presentations (see page 214) * CLRP: Using Creative Techniques (art) * Reflection: spirituality and religion (see page 153) * Reflection: Social class (see page 154) | * Case presentations (see page 214) * Using creative techniques (drama) * Reflection on supervision * Research Reflective Practice Groups (see page 177) |

**Year 4 Workshops**

**Workshop Title:** Getting Started: Reflective Practice and Reflective Learning

**Teaching Staff Name(s):** Annette Schlӧsser & Emma Lewis

**Aim(s) of the Workshop:**

To introduce reflective practice and think about adult learning.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* have an understanding of the shift to experiential/adult learning as part of a professional training course
* have an understanding of the concept of reflective practice and of your thoughts and feelings in relation to this

**Indicative Content for the Workshop:**

Adult learning

What is reflective practice?

Experiential learning

Learning models

**Learning and Teaching Strategies for the Workshop:**

Presentation

Discussion

Experiential learning

Group task

**Relevant Reading/Directed References for the Workshop:**

See library reading list *CLRP*

Additional references might be also be provided on the day

**Workshop Title:** Community Placement Reflective Practice Groups

**Teaching Staff Name(s):** Clinical and Academic team

**Aim(s) of the Workshop:**

Reflective practice groups take place each Friday morning for the duration of the Community Psychology placement. Reflective groups have been utilised in professional training for many years and the evidence suggests that they may have a number of benefits such as developing an awareness of group processes, the ability give useful feedback and learning to tolerate difference (Lyons, 1997). Reflective groups provide an opportunity to explore social and interpersonal aspects of ourselves that is, how we make sense of ourselves in relation to others. It is hoped that the reflective practice groups will provide trainees with an opportunity to think about how they experience other interpersonal and social situations including in their professional practice; and will allow opportunities for trainees to reflect on their skills in a number of areas including self-disclosure, accepting self- disclosure from others, giving and receiving feedback, listening, challenging, expressing feelings (both positive and negative) and displaying empathy.

The groups will have an open agenda, meaning that members can lead the focus of the discussion each week but this should include some time for reflection on placement experiences from that week and the clinical issue / topic of interest for that week.

**Learning Outcomes for the Workshop:**

The groups are confidential and not part of any assessment procedures for the course.

**Indicative Content for the Workshop:**

N/A

**Learning and Teaching Strategies for the Workshop:**

Small group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *CLRP*

Additional references might be also be suggested or provided during the groups

**Workshop Title:** Professional Issues Reflective Practice Groups

**Teaching Staff Name(s):** Clinical and Academic team

**Aim(s) of the Workshop:**

These groups run 3 or 4 times across the academic year and consist of year 4 and year 5 trainees meeting together. They are an extension of the Community Placement Reflective Practice Groups that run in semester 1 of year 4.

The aims of the group are to:

1. Increase self-awareness and promote personal development. We hope that as the groups continue over time and people get to know one another the groups will provide a safe space for trainees to discover their strengths and needs which they can take forward when thinking about their own personal development needs.
2. Help foster a sense of professional identity as a clinical psychologist through discussion of wider clinical and professional issues, sharing psychological thinking on issues of public interest and by engaging in discussion of DCP and BPS reports or position statements.

The groups will have an open agenda, meaning that members can lead the focus of the discussion each week but this should include some time for reflection on placement experiences and also a professional issue. Trainees may choose to take it in turns to decide on the professional issue or focus of the group, they may wish to circulate articles or material in advance of the group meeting relevant to the discussion.

These are not therapy groups.

**Learning Outcomes for the Workshop:**

The groups are confidential and not part of any assessment procedures for the course.

**Indicative Content for the Workshop:**

N/A

**Learning and Teaching Strategies for the Workshop:**

Small Group Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *CLRP*

Additional references might be also be suggested or provided during the groups

**Workshop Title:** Community Psychology Placement Presentations

**Teaching Staff Name(s):** Clinical and Academic team

**Aim(s) of the Workshop:**

The aim of these presentations is to encourage trainees to reflect on their learning over the course of the Community Psychology placement.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

Through the presentations, trainees will demonstrate learning within the following areas:

* **Therapeutic relationships and self-awareness**: An understanding of key issues in therapeutic relationships e.g. boundaries. An appreciation of the inherent power imbalance between practitioners and clients and how abuse of this can be minimised. Recognising the importance of self awareness and self care.
* **Clinical Skills:** the development of transferable skills to enable trainees to work with clients across the lifespan, with a range of intellectual functioning (+/or other needs necessitating the adaptation of communication) and across a range of settings. Preparing and delivering teaching and training which takes into account the needs and goals of the participants.
* **Ethical Practice, Values & Professional Issues:** to develop an awareness of one’s own values. Recognise the impact of difference and diversity on people’s lives and its implications for working practices.
* **Disciplined Enquiry:** to gain an appreciation of the fundamental role which research plays across all aspects of clinical psychology.
* **Integration through Reflection:** the ability to make use of self-awareness in their work, think critically, reflectively and evaluatively.

**Indicative Content for the Workshop:**

Trainees decide content of presentations based on placement experiences.

Presentations should be informed by one of the following themes or areas, however we recognise that these themes are not mutually exclusive and may overlap: social difference, personal development, professional attitudes and behaviour, research.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small Group Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *CLRP*

Additional references might be also be suggested or provided on the day

**Year 5 Workshops**

**Workshop Title:** Clinical Issues Presentations

**Teaching Staff Name(s):** Clinical and Academic team

**Aim(s) of the Workshop:**

5th year trainees give a presentation in groups of 3-4 to trainees from all 3 year groups of the programme and members of staff on a particular clinical issue as set by the academic team.

The aims of the presentations are:

* To encourage trainees to reflect on case work which they have undertaken and to consider the issues raised by these cases.
* To give trainees the opportunity to research and consider salient and topical issues within clinical psychology
* To allow trainees to reflect on ethical practice, professional values and the role of the therapeutic relationship
* To provide an opportunity for trainees to further develop their presentation and teaching skills. This provides an opportunity for trainees to put into practice knowledge and skills acquired in the teaching skills workshop.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* Ability to design and deliver a small group teaching workshop.
* Skills in facilitating small group discussion.

**Indicative Content for the Workshop:**

The presentation titles are centred around set ‘themes’ / topics. Groups are allocated a theme/topic in advance that will form the basis of the presentation/teaching workshop.

**Learning and Teaching Strategies for the Workshop:**

Presentations

Small Group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *CLRP*

Additional references might be also be suggested or provided on the day

**Workshop Title:** CLRP: Using Creative Techniques (art)

**Teaching Staff Name(s):** Karl Tammimen

**Aim(s) of the Workshop:**

Reflection workshops are designed to help trainees to develop their skills and to foster an awareness of the importance of reflection for enhancing their own personal and professional development. The sessions aim to be both informative, covering creative techniques to assist reflection and an understanding of reflection within different therapeutic models and also experiential to encourage self learning.

This half day workshop, facilitated by an art therapist from the Humber NHS Foundation Trust, provides trainees with an opportunity to learn creative techniques that they can use to help them reflect upon their clinical practice.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An awareness of the importance of reflection on clinical work to enable personal and professional development.
* Creative methods that they can use to help them reflect upon and critically appraise their work.
* Confidence in integrating personal experience with theory

**Indicative Content for the Workshop:**

N/A

**Learning and Teaching Strategies for the Workshop:**

Experiential Exercises

Creative Exercises

Small group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *CLRP*

Additional references might be also be provided on the day

**Year 6 Workshops**

**Workshop Title:** Case Presentations

**Teaching Staff Name(s):** Clinical and Academic team

**Aim(s) of the Workshop:**

6th year trainees present a clinical case to trainees from all three years of the postgraduate course and a member of staff. The aim of the presentations is to encourage trainees to reflect on case work which they have undertaken and to consider the issues raised by the case.

**Learning Outcomes for the Workshop:**

The presentations have a role in helping trainees to develop their presentation and teaching skills and their skills in facilitating group discussion.

Through the presentations and discussions, we intend that participants will develop their:

* Ability to identify pertinent clinical questions and issues
* Understanding of the AFIE process
* Understanding of clinical, professional and ethical issues
* Reflective skills

**Indicative Content for the Workshop:**

Trainees decide content of presentations based on placement experiences.

**Learning and Teaching Strategies for the Workshop:**

Presentation

Small Group Discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *CLRP*

Additional references might be also be suggested and provided on the day

**Workshop Title:** Using creative techniques - drama

**Teaching Staff Name(s):** Ruth Baker

Reflection workshops are designed to help trainees to develop their skills and to foster an awareness of the importance of reflection for enhancing their own personal and professional development. The sessions aim to be both informative, covering creative techniques to assist reflection and an understanding of reflection within different therapeutic models and also experiential to encourage self learning.

This half day workshop, facilitated by a drama therapist from the Humber NHS Foundation Trust, provides trainees with an opportunity to learn creative techniques that they can use to help them reflect upon their clinical practice.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An awareness of the importance of reflection on clinical work to enable personal and professional development.
* Creative methods that they can use to help them reflect upon and critically appraise their work.
* Confidence in integrating personal experience with theory

**Indicative Content for the Workshop:**

N/A

**Learning and Teaching Strategies for the Workshop:**

Experiential Exercises

Creative Exercises

Small group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *CLRP*

Additional references might be also be provided on the day

**Workshop Title:** Reflection on supervision

**Teaching Staff Name(s):** Clinical team

**Aim(s) of the Workshop:**

This half day workshop helps trainees reflect upon the knowledge and skills they have learnt during training that will help them work towards becoming a supervisor post-qualification and the further knowledge and skills that they will need to focus on to develop as a supervisor.

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An ability to reflect on recent supervision teaching
* An ability to consider and reflect upon their own thoughts/feelings about providing supervision in different forms
* An awareness of power and difference/diversity in supervisory relationships

**Indicative Content for the Workshop:**

Reflections on experiences of supervision

**Learning and Teaching Strategies for the Workshop:**

Presentation

Vignette activities

Small group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading list *supervision*

Additional references might be also be provided on the day

**Workshop Title:** Research Reflective Practice Groups

**Teaching Staff Name(s):** Research team

**Aim(s) of the Workshop:**

The aims of the research reflective groups are to give trainees a space with their peers to:

* Broaden thinking about their research
* Facilitate an ongoing reflection of the research experience
* Reflect on personal reactions
* Reflect how research links to their own personal and professional development
* Reflect how they might improve their research

**Learning Outcomes for the Workshop:**

By the end of the workshop trainees will be able to demonstrate:

* An understanding of the purpose and use of the reflective diary.
* Knowledge of what to include in the thesis reflective statement

**Indicative Content for the Workshop:**

Trainees decide content of group discussions.

**Learning and Teaching Strategies for the Workshop:**

Small group discussion

**Relevant Reading/Directed References for the Workshop:**

See library reading lists *CLRP and Research*

Additional references might be also be suggested and provided on the day