UNIT 2: Problems, disorders and populations

MODULE: Clinical Health Psychology

Module co-ordinator: Imogen Hobbis
2016-2017 (2014+15 Cohorts i.e. Years 2&3)
Unit: 2. Problems, disorders and populations
Module: Clinical Health Psychology
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Learning Objectives
Overview:
Health psychology is an integrated biological, psychological and social approach to understanding physical health and illness that uses psychological theories and interventions to promote change in people’s attitudes, behaviour and thinking about health and illness. Clinical Health Psychology applies this approach to physical health problems and/or disability where there may be difficulties in adjusting to illness and the wider impact of it. Theory-driven, evidence-based approaches to intervention are integral to the practice of health and clinical health psychology and therefore underpin the teaching in this module.

Objectives:
• Introduce the variety of settings and services that clinical health psychologists work in
• Consider how to engage service users who present with physical health difficulties in a physical health setting
• Introduce the variety of assessment models and techniques used in working with people with healthcare difficulties
• Consider the variations in presentations that occur across the lifespan
• Introduce different intervention approaches that may be used generically and tailored specifically for use with different presentations
• Demonstrate the application of formulation skills to this population, with an understanding of the need to incorporate broader condition-specific medical knowledge
• Address the importance of self-management in this population and consider the role of the psychologist in promoting self-management
• Introduce the role of the psychologist in supporting adaptation and adjustment to conditions not reversible by psychological interventions
• Discuss working with medically unexplained symptoms
• Consider the role of clinical health psychologists in researching the processes that influence health care delivery
• Demonstrate the importance of working with ward teams and the value of consultation in healthcare settings.

Session Outlines

Year 2
10. Drug and Alcohol: models of addiction 1 (1/2 day)
- A basic introduction to understanding addictions within a psychological model which incorporates the interplay between behaviour, perception, information processing and emotions, with reference to different psychological models of addiction
- Introducing problem domains and dimensions in relation to substance use/misuse
- Understanding how addiction presents in a clinical setting
- Understanding the complex links and interactions between drug and alcohol use and the wider environment, from neuronal to geopolitical, and including drug-environment-brain interactions
- Introduction to assessment, formulation and interventions, within this setting, with an emphasis on CBT.

Year 3

11. Drug and Alcohol: models of addiction 2 (1/2 day)
   This session will follow on from the basic introduction to the areas above, with a focus on more advanced understanding in the Third Year.

Year 1 curriculum for 2016 intake is being revised in line with the curriculum update. These historical details are for information only.

Year 1

Introduction to clinical health psychology (one day)
- Introduction to the contexts in which clinical health psychology is applied
- Underlying theories and models commonly used in clinical health psychology

1. Assessment and formulation in clinical health psychology (half day)
   - Applying transferable and generic assessment and formulation skills to working within clinical health psychology settings

2. Treatment and interventions in clinical health psychology (half day)
   - An overview of intervention approaches, including applying models derived from health psychology to clinical populations
   - Adjustment and coping to disability and chronic conditions; adherence; trauma; life-threatening illness
   - Systemic issues; secondary gain
   - The role of the psychologist in working with physical health problems and in physical health settings

3. Management of pain in adults (half day)
   - Historical understanding of pain
   - Theories of pain, including gate theory
   - Assessment of chronic pain and clinical management of pain
   - Evidence base for the use of specific psychological approaches in the treatment of pain

4. Medically unexplained symptoms (half day)
   - Definition of functional and somatic symptoms and consideration of presentations of MUS in adults
   - Applying theory and models to understanding MUS
5. Working with sexual health problems (half day) Year 1
- Introduction to the range of problems presenting in sexual health services and the diversity of presentations across the lifespan
- Illustration of the principles of conducting a sexual health assessment and practice of useful assessment and interview techniques
- Applying transferable and generic skills to working in sexual health services
- Working with interpreters: value and necessity and clinical presentations when this may be required
- Working with HIV dementia

6. Paediatric clinical health psychology (one day) Year 1
- Overview of the history and current models in paediatric psychology
- Understanding the role of the clinical psychologist in working with children with medical conditions
- The child and parents’ experience of the hospital environment
- The role of the psychologist on a ward within a multidisciplinary team and consultancy role with medical and ward staff
- Assessment in paediatric psychology, together with consideration of medically unexplained symptoms in childhood
- Therapeutic approaches in paediatric psychology (e.g. CBT for needle phobia/ managing invasive procedures/paediatric pain management)

7. Diabetes (half day) Year 1
- Psychological impacts of diabetes and the role of the psychologist in working with these within MDT diabetes teams in hospital settings
- Intervention approaches across the lifespan for the management of diabetes, including the role of family therapy
- The impact of adolescence on the management of diabetes
- The transition from child to adult services

9. Motivational interviewing (half day)
- Introduction to the theory, principles and techniques of motivational interviewing
- Prochaska and DiClementes’ model of Stages of Change
- Clinical utility of motivational interviewing and illustration of its use with case examples
- Role play practice of the basic techniques used in motivational interviewing.

Teaching sessions from other modules, which have significant content, related to CLINICAL HEALTH PSYCHOLOGY:

NEUROPSYCHOLOGY:
Stroke (Year 2, ½ day)
Biological Basics of Epilepsy (Year 2, 1 ½ hours)
Psychological aspects of Epilepsy (Year 2, 1 ½ hours)

OLDER ADULTS:
Bereavement (Year 2, ½ day)
End of life: Working therapeutically with the person and the carer (Year 2, ½ day)

Additional Learning Resources
Self-directed learning for this module is best directed towards understanding the therapeutic modalities which are often useful for management of these conditions. There is benefit in trainees learning about the general approaches, as well as specific applications to physical health problems.

Therefore trainees could review a YouTube clip either on Acceptance and Commitment Therapy, Compassion Focused Therapy or Motivational Interviewing and in small groups, discuss the application of this to a chosen physical health condition e.g. diabetes, chronic pain or medically unexplained symptoms. There should be specific consideration of the potential barriers to engagement in therapy, and how the chosen therapeutic modality would address this. There should also be discussion around how the chosen approach could assist in intervening with typical presenting difficulties.

In addition the module organiser possesses two DVDs of psychological interventions in inpatient settings which may be borrowed on site for review and discussion as above.

Key References:


BPS Briefing papers:


**Other relevant BPS documents:**


**HCPC (2015) standards of practice covered in this module**

1. Be able to practice safely and effectively within their scope of practice
2. Be able to practice within the legal and ethical boundaries of their profession
3. Be able to maintain fitness to practice
4. Be able to practise as an autonomous professional, exercising their own professional judgement
5. Be aware of the impact of culture, equality and diversity on practice
6. Be able to practice in a non-discriminatory manner
7. Understand the importance of and be able to maintain confidentiality
8. Be able to communicate effectively
9. Be able to work appropriately with others
10. Be able to reflect on and review practice
11. Be able to assure the quality of their practice
12. Understand the key concepts of the knowledge base relevant to their profession
13. Be able to draw on appropriate knowledge and skills to inform practice