UNIT 1: Fundamentals of Clinical Psychology

MODULE: Professional Issues

Module co-ordinator: Dr Paul Fisher

2016-2017 (for 2014 & 2015 cohorts)
Aims and learning objectives of the module:

The module aims to provide a clear framework for understanding key aspects of ethics, statutory responsibilities and professional codes of conduct that underlie delivery of clinical services and that underpin the implementation of clinical skills.

Objectives are to ensure that trainees:

- have a clear model for ethical decision-making
- understand key legislative frameworks such as The Children Act, The Mental Health Act, The Mental Capacity Act, The Data Protection Act and the common law duty of care
- understand and know how to implement issues of consent and confidentiality, recognising the limits on these
- understand health and safety requirements, including self-protection
- understand the expectations that the HPC and BPS have of them and their work
- are up-to-date in understanding current policy relating to the NHS and cognate services
- understand matters related to diversity and are able to incorporate these into their clinical work
- understand models and frameworks for planning and implementing service development
- recognise the importance of planning for the transition to autonomous practice and understand what is required for this.

Year 2

1. Current NHS Policy (half day)
   - Knowledge of new policy developments in the NHS.
   - Including payment by results, commissioning, CQUIN
   - Understanding of current controversies and changes and their implications for clinical psychology.
   - Contribution of psychology to policy development.

Year 3

1. Service development and writing a business case (full day)
   - The aims are to understand the implementation of a service development, including identifying what issues need to be considered, what factors need to be taken into account in new developments, including mapping out the key stakeholders, including users and carers, what problems might be encountered, and how the developments may be monitored and evaluated.

2. Leadership 1 (half day)
   - To introduce models of leadership and to explore the model being used by the NHS.
   - To discuss leadership in clinical psychology at different career stages (NB see DCP guidance).
   - To identify a learning plan for the development of leadership skills.
This lecture on leadership is provided by a senior Clinical Psychologist in CPFT. The practical examples of leadership will be relevant to trainees on placement in this trust.

3. **Introducing Self-Directed Learning Pedagogy and Developing Resources (half day)**
   - To understand the pedagogical principles of self-directed learning
   - To gain an understanding of the evidence base for self-directed learning
   - To learn how to carry out self-directed learning
   - To learn how to produce self-directed learning resources for the teaching and training of others

4. **Leadership 2 (half day)**
   - Making leadership relevant to the stage of your career
   - Finding opportunities to engage in leadership
   - Proactively becoming involved in leadership
   - Engaging others when trying to work in a leadership capacity
   - This lecture on leadership is provided by a senior Clinical Psychologist in NSFT. The practical examples of leadership will be relevant to trainees on placement in NSFT. The majority of trainees are in placement in either NSFT or CPFT. Therefore, it is envisaged that these two leadership lectures will have contemporary relevance to all trainees.

5. **Transition to qualified status HCPC 1a.5-8 (half day)**
   Discussion of issues relevant to newly qualified status, including: choosing a job, transferable skills, professional autonomy and plans for how to develop this.

6. **Organisational Ethics (half day)**
   - To encourage critical thinking about organisational ethical dilemmas.
   - To think about ways of protecting yourself if you need to whistle blow.
   - To think about how to use leadership skills to lead ethically and to protect against organisational and personal/professional compromise.

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

**Year 1**
Following the first teaching block trainees will attend a four day trust induction run by CPFT. Through this induction trainees will be taught some of the fundamentals for professional issues. This will have relevance to an NHS clinical context. This will be supplemented by the following teaching sessions.

2. **Legislative frameworks, professional practice and ethical decision-making (Paul Fisher) (half day)**
   - Introduction to relevant legislation.
   - Introduction to other policies and national plans and impact of these upon ethical practices.
   - To introduce the principle of consent and review the relevance of this principle to work with clients with diverse cultural and ethnic backgrounds, and of different ages. To review legal definitions of consent and guidelines for determining this. To understand the relevance of mental capacity to issues of consent. Be able to apply ethical principles when considering dilemmas related to consent and gain experience of doing this within the session. Review the role of the clinical psychologist in the determination of consent.
   - Discussion of diversity, preferences and consent.
Understand how to keep up to date with legislation and policy

Teaching sessions from other modules which have significant content related to Professional Issues

CORE COMPETENCIES

YEAR 1
Introduction to personal and professional development (PPD): support systems (half day)
- Brief introduction to the concepts of personal and professional development as core values that underpin the profession.
- Introduction to the systems available to support trainees in their personal and professional development: advisors, personal support tutors, occupational health, counselling service, student union, trades unions.
- Introduction to PPD group
- Appraisal system

YEAR 2
Mental capacity (half day)
- Review of the conceptualisation of mental capacity (including “best interests”, “voluntariness”) and its limitations, and their relevance to adult service users, family and paid carers, and health and social care practitioners (particularly psychologists).
- Introduction to relevant legislation and policy guidance
- Clinical case material relating to adults with a wide range of diagnosed conditions and group work will be used to discuss how adults’ capacity to make decisions can be assessed and promoted in everyday practice

Consultancy in teams (one day)
- Interactive session, using scenarios and role plays to explore the use of consultancy in teams.
- Methods of creating change in organisations through dialogue
- Exploration of the role of the consultant
- “The consultancy lifecycle” – diagnosing, planning, intervening, evaluating

YEAR 3
Effective supervision and skills in supervising others (half day)
- To review the tasks and functions of supervision
- To review and learn from experiences of being supervised in preparing to supervise others
- Implementing supervision in clinical practice; giving feedback and dealing with “sticky situations”

CHILDREN, YOUNG PEOPLE AND FAMILIES

YEAR 1
Safeguarding and working with the Children Act (half day)
- Understanding the background to the introduction of the Act, key principles and main elements
- Implications of the Act for clinical practice
- Understanding the systems that are in place to implement the Act
- Impact on the work of clinical psychologists and the contribution of clinical psychology to safeguarding children
- Guidance on practical issues in respect of suspected safeguarding problems (trainees should have completed the online level 1 training provided by the Trust)

Risk assessment with children and young people (half day)
- Understanding of risk in young people: self-harm, suicide
- Developmental understanding of risk
- Conducting risk assessments with young people: taking account of systems (family, school, social services)
- Awareness of relevant policies and guidelines on management of risk

FORENSIC PSYCHOLOGY
YEAR 2
The Psychologist in Court (half day)
- An introduction to the role of the expert witness and the statutory and professional rules pertaining to this.
- Review of standards and guidelines for the preparation of court reports and discuss the demands placed on the psychologist in court (such as cross examination) and ways of dealing with this.
- Experiential practice of strategies using role play.

Vulnerable adults in the criminal justice system (half day)
- Identifying specific needs of vulnerable adults in forensic contexts and the statutory requirements that relate to their assessment, care and treatment. Clinical cases will be to illustrate main points.
- Discussion of issues of suggestibility, acquiescence and compliance.
- Offending behaviour in people with learning disabilities

LEARNING DISABILITY
YEAR 2
Mental health needs of adults with learning disabilities (half day)
- Presentation of mental health difficulties
- How dementia affects people with learning disabilities.
- The impact of learning disability on engagement and collaboration in treatment/therapy
- Treatment approaches, evaluation and efficacy for psychological therapies with people with learning disabilities
- The role of the psychiatrist in services for people with learning disabilities
- Use of the Mental Health Act in learning disabilities
- Understanding of capacity and consent issues and their implications for clinical practice
- Deprivation of Liberty safeguards and Best Interests
- Restrictive physical interventions

Self-directed Learning Resources
Often the perception from trainees is that leadership is something that is only relevant to the Consultants. However, this is changing and there is now more emphasis on leadership throughout the profession and at all grades, including training. The purpose of this self-directed teaching session is to invite trainees to reflect and think about opportunities on placement that they can embrace that will give them experience of leadership. For guidance, please refer to the leadership framework published by the Division of Clinical Psychology whilst paying specific attention to the examples given of what leadership might entail at your stage of learning. This can be found on blackboard. This should give you an idea of what leadership can look like relevant to your role. As a group discuss opportunities you have had to do this on placement as well as relevant experiences you might have had of leadership before starting this course. Try and learn from your colleagues about their experience of doing it, what they found difficult and what they learnt from it. Following this try to identify and discuss in your group opportunities to put this into practice on your current or future placements. Think about how you might look to implement it as well as considering potential barriers and how to approach these.

Another potential option for a self-directed professional issues session is to look at the vignette’s on blackboard under the professional issues teaching. These give examples of scenarios faced in the work place. Using these examples research which policies and procedures would you need to consult and guide you in your decision making about how you would handle this case.
Key Reference:

References:


HCPC (2015) standards of proficiency 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 maintain records appropriately
11. Be able to reflect on and review 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
14. Understand the need to establish and maintain a safe practice environment