Evidence And Values Based Practice And Clinical Skills 1 (EVBP 1)

With applications to Older Adults and Clinical Health Psychology

Module co-ordinators: Dr. Adrian Leddy, Dr. Imogen Rushworth
2017 Cohort
MODULE: EVIDENCE AND VALUES BASED PRACTICE AND CLINICAL SKILLS 1 (EVBP 1)

With applications to

ADULTS, OLDER ADULTS, COMMON MENTAL HEALTH PRESENTATIONS, SEVERE AND ENDURING MENTAL HEALTH PRESENTATIONS AND CLINICAL HEALTH PSYCHOLOGY

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2017 Cohort
Module:
EVIDENCE AND VALUES BASED PRACTICE AND CLINICAL SKILLS 1
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Overview of EVBM 1

- The lectures in this module provide a cohesive introductory overview to the scope and practice of Clinical Psychology. The module covers introductions to core professional issues, skills and competencies, enabling the development of transferable skills applicable across presentations and domains, before focusing in on specific therapeutic modalities and conditions.

- The fundamentals of practice are introduced including familiarising trainees with core skills in engaging clients and working collaboratively, and different methods of assessment, including interviewing, observational techniques and psychometric assessment. Introductions are given to a number of different intervention approaches, aside from cognitive behavioural therapy which is covered in a separate module, namely systemic, cognitive analytical and psychodynamic approaches. (Specific advanced teaching on Systemic approaches occurs in Year 2.)

- Trainees are introduced to knowledge and theories related to the psychological needs and problems of a range of client groups across the life-span. Following learning on generic skills, the module begins with a focus on common mental health conditions, then considers more severe and enduring mental health presentations as well as issues related to physical health and adjustment, and coping across the life-span. Therefore, Older Adult and Clinical Health Psychology teaching are included within this module, given the transferable nature of skills to these and other presentations. Sessions cover presentation-specific formulation, treatment and intervention approaches.

- Throughout sessions and across topics, the historical development of clinical psychology and its current social, organisational and political context are considered, with reference to critical community psychology. Issues of ethical practice and codes of conduct are covered, with reference to legislative guidance, as are the areas of diversity, equality and inclusivity. Topics on the management of risk and boundaries, working with carers, and in different settings and services, and service providers are also addressed. There is a focus on values based practice and the ethos of this within the wider culture of the NHS.

- Overall a reflective practitioner stance is taken throughout, and theory is linked to practice through the use of case examples.
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<tbody>
<tr>
<td>3</td>
<td>Induction: NHS values, the programme, UEA and staff</td>
<td>Trainees will develop understanding of how to maintain Personal and Professional Development and self-care through:</td>
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<td>• Increased understanding of trainee support systems</td>
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<td>• Increased understanding of library facilities</td>
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<td>• Increased understanding of curriculum and assessment processes.</td>
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<td>3</td>
<td>Introduction to anxiety and depression</td>
<td>To present the key characteristics and symptoms associated with a range of anxiety and depression presentations.</td>
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<td>• To highlight some of the major assessment considerations including psychometric tools</td>
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<td>• To outline theoretical perspectives</td>
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<td>• To look at depression and anxiety across the lifespan</td>
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<td>• To introduce NICE guidelines and evidence-based practice when working with depression</td>
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<td>3</td>
<td>Introduction to personal and professional development (PPD): support systems</td>
<td>Trainees will learn about how to maintain Personal and Professional Development through:</td>
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<td>• Introduction to the concepts of personal and professional development as core values that underpin the profession.</td>
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<td>• 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.</td>
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<td>• Introduction to PPD group</td>
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<td>• Introduction to the Appraisal system</td>
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<td>3</td>
<td>Clinical skills workshop 1: developing therapeutic interviewing skills</td>
<td>Assessment: Trainees will learn how to gather appropriate assessment information using therapeutic interviewing skills through:</td>
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<td>• Introduction to the therapeutic interviewing process</td>
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<td>• Experiential practice of therapeutic interviewing</td>
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| 3              | Legislative frameworks, professional practice and ethical decision-making | 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. |
| 0.75           | Study skills and overview of assignments | Professional autonomy and accountability  
To Trainees will develop skills in personal and professional development through:  
- Increased awareness of the function of learning objectives, discussed in the context of the ClinPsyD assignments.  
- To understand key assignment submission requirements.  
- Increased skills in study and workload management. |
| 0.75           | Plagiarism               | Professional autonomy and accountability;  
Trainees will develop knowledge of the ethical boundaries of the profession through:  
- Introduction to Plagiarism policy within the university  
- Discussion of the meaning and implications of plagiarism within their work. |
| 1              | Genograms                | Assessment:  
Trainees will learn how to gather appropriate assessment information using genogram techniques. They will also learn how to use genograms to build awareness of the clinical professional and social contexts within which work is undertaken and impact therein. This will be achieved through:  
- Introduction to genogram techniques  
- Discussion of the role and purpose of genograms  
- Practice in genogram techniques |
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<td>3</td>
<td>Clinical Skills 2: Structured clinical interviewing,</td>
<td><strong>Assessment:</strong> Trainees will learn how to gather appropriate assessment information using therapeutic interview techniques throughout:</td>
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<td>assessment, diagnosis and classification</td>
<td>• Building understanding of how to structure interviews such that they are able to generate an appropriate and relevant history to aid the development of psychological formulations.</td>
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<td>• Introduction to diagnostic systems such as DSM-V and ICD-10. Discussion of the benefits and pitfalls of diagnosis.</td>
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<td>Psychopharmacology</td>
<td>• To describe psychiatric medication in the treatment of psychosis (anti-psychotic medications/neuroleptics)</td>
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<td>• To describe psychiatric medication in the treatment of mood disorders (tricyclics, SSRIs and MAOIs inhibitors)</td>
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<td>• To present the psychiatric medication in the treatment of anxiety presentations (Anxiolytics)</td>
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<td>3</td>
<td>Psychological Understandings of Risk Assessment and</td>
<td>Introduction to basic principles of risk assessment.</td>
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<td>safeguarding</td>
<td>Introduction to dealing with real world, difficult case dilemmas that might be experienced on placement.</td>
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<td>Introduction to suicide risk and statistics.</td>
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<td>Introduction to breaching confidentiality and professional guidance around this.</td>
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<td>Opportunity for discussion about relevant cases experienced so far.</td>
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<td>3</td>
<td>Clinical skills workshop 3: Formulation</td>
<td><strong>Introduction to Formulation</strong> Trainees will develop knowledge of using models, reasoning, knowledge and skills in making professional judgements using formulation through:</td>
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<td>• Introduction to the DCP Good Practice Guidelines on the use of psychological formulation.</td>
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<td>• Introduction to what formulation is and how it is applied in clinical psychology practice.</td>
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<td>• Introduction to different approaches to formulation.</td>
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| 6              | Clinical skills workshop 4: therapy skills videoed role play | **Assessment**  
Trainees will develop skills in gathering appropriate assessment information through:  
• Role play practice of assessment skills and gathering information.  

**Reflective practice**  
Trainees will develop skills in using reflective practice to critically evaluate, monitor and review skills through: |
| 3              | Clinical skills workshop 5: Power, boundaries and dealing with difficult situations | **Professional autonomy and accountability**  
Trainees will learn about the legal and ethical boundaries of the profession through:  
• Discussion of power issues and adherence to boundaries as core values to clinical psychology as a profession.  
• Reflection on power and boundaries: why these are important, who is vulnerable to abuse of power or breaches of boundaries, and why transgressions occur. |
| 3              | Introduction to reflective practice + Reflective practice: the internal supervisor | **Reflective practice**  
Trainees will learn about the use of reflective practice to critically evaluate, monitor and review practice through:  
• Introduction to reflective practice as a core value of the profession  
• Introduction to the historical influences on the development of professional identity.  
• Introduction to methods of fostering reflective practice.  
• Practice in reviewing critical incidents in a reflective way. |

- The 5Ps model: presenting, precipitating, perpetuating, predisposing and protective factors will be introduced.  
- Understanding the importance of developmental transitions into formulation  
- Discussion of the purpose and ethics of formulation.  
- Reflection on how formulation will be used on placement.
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| 6             | Introduction to systemic therapy | • To develop knowledge of systemic principles that inform a systemic approach  
• To consider the service user perspective  
• To be introduced to the literature and evidence base |
| 3             | Mental capacity          | Professional autonomy and accountability  
Trainees will develop understanding of the legal and ethical boundaries of informed consent and professional duty of care through:  
• 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. |
| 6             | Professional Practice on Placements including: Placements, placement paperwork (EB/PF?) An Introduction to electronic log book (IH/EB – 45 mins) | Professional autonomy and accountability  
Trainees will learn about autonomy, accountability, and personal and professional development through:  
• Introduction to placement expectations.  
• Introduction to progress monitoring systems for skill development.  
• Discussion of confidentiality  
• Discussion of the NHS values and constitution  
• Introduction to the raising concerns policy  
• Discussion of note keeping  
• Discussion of the use of supervision |
| 1.75          | Supervision: being supervised and using tapes in supervision | Leadership, consultancy and supervision  
Trainees will learn about the core role and function of supervision within the profession through:  
• Brief introduction to supervision models.  
• Reflection on previous experiences of supervision: what is helpful and unhelpful  
• Discussion of how to take an active part in the supervision process: receiving and using supervision. |
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<td>0.75</td>
<td>OSCE Briefing</td>
<td>Professional autonomy and accountability: Trainees will learn about how to maintain Personal and Professional Development through: Introduction to the rationale for OSCEs Introduction to the process of formative assessment to aid skill development Use of reflective practice to focus on skill development.</td>
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<tr>
<td>1</td>
<td>Self-Directed Learning Pedagogy and Developing Resources</td>
<td>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</td>
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<td>3</td>
<td>Personality disorder</td>
<td>To reflect on the use and utility of the diagnostic term Personality Disorder To develop an awareness of NICE guidelines, and treatment approaches with gathering evidence To consider the extent to which working with someone with PD is different to working with any other diagnosis To consider how integrating ideas can help individuals and teams work with personality disorder To look at personality disorder across the lifespan</td>
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<tr>
<td>1</td>
<td>Introduction to Peer Group Supervision</td>
<td>To discuss the purpose of peer group supervision - To outline the different models used for peer group supervision - Explain the format for peer group supervision - Equip trainees to be able to use these different models in their training</td>
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<td>2</td>
<td>Peer Group Supervision 1</td>
<td>Forum for trainees to develop group supervision skills - To gain familiarity with a number of different peer supervision models - Experience of bringing cases to a group supervision setting - Taking different roles within context, e.g. chair, moderator.</td>
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|               |                        | - To gain familiarity with a number of different peer supervision models  
|               |                        | - Experience of bringing cases to a group supervision setting  
|               |                        | - Taking different roles within context, e.g. chair, moderator.  
| 3             | Introduction to Solution Focused Therapy | Assessment, Formulation, Intervention, and Evaluation  
|               |                        | Trainees will learn about the theoretical concepts, models, evidence base, evaluation, and intervention techniques of Solution Focused Therapy through:  
|               |                        |  • Increased knowledge of the underpinning assumptions of Solution Focused Therapy.  
|               |                        |  • Increased knowledge of evidence base for Solution Focused Therapy.  
|               |                        |  • Increased knowledge and skills of assessment, formulation, and intervention approach and techniques, such as questions used, exceptions, scaling, and tasks. This will use video and role play.  
|               |                        |  • Increased knowledge and skills in evaluation and monitoring using techniques such as scaling.  
| 3             | Overview of historical context of Clinical Psychology | Trainees will develop a reflective and analytical approach to the changing nature of the role of clinical psychology through:  
|               |                        |  • Identification of some of the historical and contextual factors surrounding the emergence of clinical psychology  
|               |                        |  • Discussion of the influence of some of the key events and themes  
|               |                        |  • Reflection on the current context and challenges for clinical psychology in light of past influences  
|               |                        |  • Consider future directions and the role of trainees in shaping their profession  
| 6             | Psychosis and Hearing Voices | - To introduce psychological models of psychosis, their underlying concepts and their relationship to more medical models of schizophrenia.  
|               |                        | - To review the evidence base for psychological interventions in psychosis and key research studies informing theoretical developments.  
|               |                        | - To practice specific engagement skills relevant to psychosis and to understand the theoretical rationale for these.  
<p>|               |                        | - To look at psychosis across the lifespan |</p>
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| 3              | Introduction to Drug and Alcohol | - 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. |
| 3              | Formulation and comorbidity Drug and Alcohol | Building on the previous session, enhanced focus on clinical issues e.g. interventions for dual diagnosis |
| 1              | Introduction to Critical Psychology | - Introduction to Critical Psychology ideas and concepts  
- Introduction to why these ideas and concepts can make a difference to day to day clinical practice  
- Introduction to resources available to support learning in this area  

Overview of all critical psychology teaching sessions including overriding theses |
| 3              | Social context of clinical psychology | Overview of current and mainstream models in clinical psychology  
· Introduce some critical frameworks  
· Consider critiques as applied to clinical psychology theory & practice  
· Contexts in which psychologists work  
· Critical models in key areas relevant to clinical psychology practice  
· Implications for clinical psychology practice |
<p>| 3              | Critique of Psychiatric diagnosis and biomedical models of distress | - Examine research that raises concerns about the validity and reliability of psychiatric diagnostic categories |</p>
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| 3             | Motivational Interviewing                                  | - 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. |
| 3             | Adult survivors of child sexual abuse                      | - To discuss issues around safe therapeutic disclosure  
- To outline common sequelae of sexual abuse  
- To outline therapeutic considerations in working with people with these experiences  
- To remind trainees of the safeguarding framework surrounding this work (child and vulnerable adult) |
| 3             | Defining Cultural Diversity – An elusive ambition          | - To examine the social context in which feeling and attitudes to race and culture occur.  
- To relate these issues to our own lives.  
- To understand how issues of race and culture are important in clinical practice.  
- Why consider race, ethnicity and culture?  
- The concept of cultural competency  
- Anthropological approaches to mental illness and illness beliefs |
| 3             | Introduction to CAT                                         | - To introduce the theoretical principles underling CAT  
- To introduce the key tools and concepts of CAT  
- To introduce the evidence base for CAT |
| 6             | Formulation and process issues in CAT                       | - To gain experience in using CAT assessment and formulation techniques  
- To understand how process issues are used in CAT  
- To practice using these concepts through experiential group exercises |
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| 6              | DBT using Self-Harm as an application | Trainees will learn about the theoretical concepts and DBT approach to self-harm through teaching on:  
  • The key characteristics to consider when working with self-harm  
  • Conducting a thorough risk assessment and crisis plan  
  • Interventions available to help clients |
| 3              | Introduction to Psychodynamic Psychotherapy | • Overview of Freud’s key ideas, with special emphasis on the concepts of transference and counter-transference  
  • Introduction to the object relations theories of Melanie Klein, Ronald Fairbairn, and Donald Winnicott  
  • Consideration of how these ideas apply to contemporary psychodynamic therapies like cognitive analytical therapy and brief psychodynamic therapy |
| 2              | Peer Group Supervision 1 | - Forum for trainees to develop group supervision skills  
  - To gain familiarity with a number of different peer supervision models  
  - Experience of bringing cases to a group supervision setting  
  Taking different roles within context, e.g. chair, moderator. |
| 0.75           | Orals Question and Answer Session | Professional autonomy and accountability  
 Trainees will develop skills in Personal and Professional Development and knowledge of ethical boundaries through:  
 • Introduction to case presentation expectations.  
  - Discussion of confidentiality in case presentation for personal development. |
| 3              | Formulating with groups | Formulation  
 Trainees will build understanding of model of formulation and the impact of diversity through:  
 • Introduction to the formulation of group therapy, with a particular emphasis on CAT based formulation.  
 • Discussion of adaptations for adults with different levels of ability.  
  - Practice of formulation using experiential group exercise. |
| 3              | Group Processes | Working with teams, systems and services  
 Trainees will skills in group processes through:  
 • Experiential practice and reflection on group therapy concepts, particularly those of Yalom.  
 Video material to demonstrate Yalom’s approach. |
## TIME ALLOCATED | TEACHING SESSION TITLE | LEARNING OBJECTIVES
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0.5 | Introduction to the Applications to Older adult element of this module | This is a 30 minute introduction to the Applications to Older adult element of this module, providing an overview of the learning aims and the lectures within this module. This is delivered on the same morning as the lecture on Gerontology and contemporary understandings of ageing below.

1.25 | Gerontology and contemporary understandings of the experience of ageing | Introduction to the theories of normal ageing
Demographics and ageing population
Learning about the main theorists in this area and their cross-collaborations
How these theories are put into practice clinically
Exploring a scientifically driven conceptual approach to augmenting CBT with older people.
Considering how these ideas inform other psychotherapeutic modalities.
This session sets the backdrop for a later workshop on CBT with Older People

1 | Research with older adults | Introduction to ageing population
Main mental health problems in older adults
Clinical research as model to improve patient care and disease knowledge
Dementia as a model for clinical research in older adults
Applying scientific thinking to the clinical symptomology in dementia patients
Using clinical experience and impressions to foster research ideas and studies in older adults
Translation of clinical thinking into a research study and vice versa
Steps for good study design and publication of clinical research findings
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<td>0.8</td>
<td>Healthy and typical ageing</td>
<td>This lecture aims to provide trainees with an understanding of how typical ageing is experienced. This will reflect the research, which highlights the majority of people do not experience depression or anxiety as they grow older. This should allow trainees to develop a template and understanding for how this is different to what they might see in the clinical setting.</td>
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<td>0.8</td>
<td>Receiving a diagnosis of dementia</td>
<td>This session is presented by an expert by experience. An older adult who was (mis)diagnosed with dementia. They will discuss their experience of receiving this diagnosis, but also reflect on what the diagnosis meant to them, how it changed their life, and how professionals communicated/interacted with them in a way that only viewed them as their diagnosis.</td>
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| 1              | Carers of Older Adults | - Understanding the role of carers of older people with a range of mental health difficulties  
- Understanding and awareness of the issues of burden and psychological distress/well being in unpaid carers  
- Recent research developments by the presenter on their research in this area |
| 6              | Personhood and other models for understanding dementia | - Kitwood’s theory of personhood  
- Newcastle model  
- Clare and woods etc.  
- Formulation  
- Psychological approaches to working with dementia  
- Experiential workshop exploring the use of life story books with dementia suffers  
- Gaining an understanding of the theory behind reminiscence and life story work,
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<td>- Understanding life storybooks as an organisational approach to achieving systemic change for people with dementia.</td>
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| 3              | Working Systemically with older adults | - Exploration of systemic ideas when working with older adults.  
- Applying systemic theory to an older adult population  
- Developments in systemic working with older adults  
- Working with different generations  
- A workshop based session using case materials |
| 3              | Diagnostic counselling for dementia: Perspectives from a professional and a carer | - To understand the concepts of pre- and post-diagnostic counselling in relation to neuropsychological assessment of older adults.  
- To understand how providing feedback from a neuropsychological assessment can be a therapeutic experience.  
- To gain an understanding of the impact of the diagnostic process on the individual and the carer.  
- To explore the issues regarding the process of sharing a diagnosis of dementia.  
- To practice pre-diagnostic counselling skills and to reflect on the experience from different perspectives (professional, service user, family carer).  
- Pre-diagnostic practice in neuropsychological assessment for dementia including guidance from FPOP  
- Research evidence on the impact of receiving a diagnosis  
- A carer's experience of receiving a diagnosis (presented by a local carer)  
- Good practice - sharing a diagnosis  
- Reactions to diagnosis  
- Use of post-diagnostic counselling in groups |
| 3              | Bereavement             | - An exploration of the main theories and models used in the bereavement literature to include an experiential session with video/dvd and case examples to illustrate the models and people’s reactions.  
- Clinical vignettes and brief formulation of these.  
- Time for discussion and reflection on the wider loss experience and the possible influence on the individual or staff members. |
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| 3             | Cognitive Stimulation Therapy                | - To have reflected on different perspectives of dementia and the key psychosocial therapies  
- To learn about how CST was designed and evaluated  
- To understand the content of the 14 CST sessions, with particular focus on two sessions through role-play  
- To feel competent in using this approach with clients with dementia on clinical placements |
| 3             | CAT and working with older adults            | - To think clinically about adapting the CAT model to work directly and indirectly with older adults  
- Difficulties that might be experienced in using the CAT model with older adults  
- To practice formulation and interventions skills with this client group |

Applications to CLINICAL HEALTH PSYCHOLOGY

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| 6             | Introduction to clinical health psychology   | - Introduction to the contexts in which clinical health psychology is applied  
- Underlying theories and models commonly used in clinical health psychology  
- The role of beliefs and behaviour on health and illness  
- Psychological influences on physical health |
| 3             | Assessment and formulation in clinical health psychology | - Applying transferable and generic assessment and formulation skills to working within clinical health psychology settings |
| 3             | Treatment and interventions in clinical health psychology | - 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 |
<table>
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<tr>
<th>TIME ALLOCATED</th>
<th>TEACHING SESSION TITLE</th>
<th>LEARNING OBJECTIVES</th>
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| 3              | Management of pain in adults                    | - Systemic issues; secondary gain  
- The role of the psychologist in working with physical health problems and in physical health settings  
- 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 |
| 3              | Medically unexplained symptoms                  | - Definition of functional and somatic symptoms and consideration of presentations of MUS in adults  
- Applying theory and models to understanding MUS  
- Engagement issues and approaches to this with adults  
- Assessment, formulation and interventions for medically unexplained symptoms |
| 3              | Psychological Aspects and Management of Obesity | - Introduction to the psychological management of obesity  
- Intervention approaches based on different psychological models  
- Evaluation of data collected as part of intervention to support theory-driven practice |
| 3              | Working with sexual health problems             | - 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 |
References:

Relevant BPS and HCPC documents and Legislation:


General References:


Mental Capacity Act (2005).  


Applications to Older Adults References:


Applications to Clinical Health Psychology References:


Clinical Health Psychology BPS Briefing papers and relevant documents:


The teaching on this module will contribute to trainees learning the following standards of proficiency in line with the HCPC (2015) standards:

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. Be able to assure the quality of their practice
13. Understand the key concepts of the knowledge base relevant to their profession
14. Be able to draw on appropriate knowledge and skills to inform practice
15. Understand the need to establish and maintain a safe practice environment

The teaching on this module will contribute to trainees learning the following standards of proficiency in line with the BPS Competencies:
1. Generalizable meta-competencies

2. Psychological Assessment

3. Psychological Formulation

4. Psychological Intervention

5. Evaluation

6. Research

7. Personal and professional skills and values

8. Communication and teaching

9. Organisational and systemic influence and leadership