UNIT 1: Fundamentals of Clinical Psychology

MODULE: Core Competencies

Module co-ordinator: Cat Ford

2017-2018 (for 2015 Cohorts)
Learning Objectives
Taking a lifespan approach, this module will cover the generic clinical competencies relevant to all areas of clinical psychology practice. The aims of this module are for trainees to develop key clinical skills of Engagement, Assessment, Formulation, Reflective Practice, Professional Autonomy and Accountability, Working with Teams and Systems, and Supervision, Consultancy and Leadership. How each of these aims will be achieved (objectives) are outlined in turn below:

Engagement and building therapeutic relationships:
To achieve this, the objectives of the module are to provide teaching on:
- Understanding the concept of engagement and therapeutic alliance
- Understanding differences in engagement and communication with people with communication difficulties
- The relationship between therapeutic alliance and outcome

Assessment:
To achieve this, the objectives of the module are to provide teaching on:
- How to gather appropriate assessment information
- How to select and use appropriate assessment techniques using knowledge from evidence base, client presentation, and strengths/limitations of the methods.
- How to analyse and critically evaluate the information collected
- Using diagnostic or monitoring procedures
- Conducting appropriate risk assessment to guide practice

Formulation:
To achieve this, the objectives of the module are to provide teaching on:
- Using theory-practice links to determine appropriate actions and make professional judgements (Reflective Scientist-Practitioner).
- Models of formulation, including multi-modal perspectives.
- Understanding the impact of difference and diversity on people’s lives.
- Awareness of the clinical professional and social contexts within which work is undertaken and impact therein.

Reflective practice:
To achieve this, the objectives of the module are to focus on:
- Experiential practice of reflective skills to build reflection and self-awareness.
- Different methods of reflective practice
- Using reflective practice to monitor and review the ongoing effectiveness of planned activity and modify it accordingly (using practice based evidence)
- Using reflective practice to critically evaluate the impact of, or response to, personal actions

Professional autonomy and accountability:
To achieve this, the objectives of the module are to focus on:
- How to maintain Personal and Professional Development
- How to maintain self-care
- Providing knowledge of the legal and ethical boundaries of the profession, including, practising in a non-discriminatory manner, confidentiality, informed consent, power and boundary issues, and professional duty of care.
- Developing a value driven approach
- Service user involvement
- Providing knowledge on professional accountability and autonomy, including compliance with policies, time keeping, record keeping, and managing caseload.
- Developing strategies to manage the emotional and physical impact of practice, maintaining resilience, and fitness to practice.

**Working with teams, systems and services:**
To achieve this, the objectives of the module are to provide teaching on:
- Working in partnership with other professionals, statutory and voluntary services, advocacy groups, support staff, service users and their relatives, carers, and community.
- Working collaboratively as part of a multi-disciplinary team

- How to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to stakeholders, colleagues, service users, their relatives and carers
- Group Processes

**Leadership, consultancy and supervision:**
To achieve this, the objectives of the module are to provide teaching on:
- The core role and function of supervision within the profession.
- Models of supervision and consultation.
- Using supervision effectively for skill development.
- Concepts of leadership and service development
- Role of service development in developing skills and services
- Leading on the implementation of formulation in services and utilising formulation to enhance teamwork, multi-professional communication, and psychological mindedness in services.
- Capacity to evaluate process and outcomes as organisational and systemic levels as well as the individual level.
- Service user involvement in service development
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<tr>
<td>3</td>
<td>1 x 10</td>
<td>Personal and Professional Development Groups</td>
<td><strong>Professional autonomy and accountability</strong>&lt;br&gt;Trainees will develop skills in reflection within personal and professional development through experiential practice, with a focus on developing self-reflection and autonomy in these roles in line with their developmental trajectory.</td>
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<td>3</td>
<td>3</td>
<td>Effective supervision and skills in supervising others</td>
<td><strong>Leadership, consultancy and supervision</strong>&lt;br&gt;Trainees will develop their knowledge of the functions of supervision and skills in using this effectively through:&lt;br&gt;• Review of the tasks and functions of supervision.&lt;br&gt;• Discussion of supervision in clinical practice; giving feedback and dealing with “sticky situations”.&lt;br&gt;• The session will also aim to think about <strong>Professional autonomy and accountability</strong> in thinking about preparation for practising as a qualified clinical psychologist through:&lt;br&gt;• Discussion and learning from experiences of being supervised in preparing to supervise others.</td>
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<td>Stream Case Discussion Groups</td>
<td><strong>Leadership, consultancy and supervision</strong>&lt;br&gt;Trainees will develop skills in the effective use of supervision and consultation through experiential practice, with a focus on developing specialist skills within selected models.</td>
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The details in grey are for information only and illustrate 2015 Cohort teaching in Years 1 and 2.
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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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<tr>
<td>1</td>
<td>½ day</td>
<td>Clinical skills workshop 1: developing therapeutic interviewing skills</td>
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<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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<td>Clinical Skills 2: Structured clinical interviewing, assessment, diagnosis and classification</td>
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<td>Assessment: Trainees will learn how to gather appropriate assessment information using therapeutic interviewing skills through:</td>
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<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.</td>
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<td>Discussion of the benefits and pitfalls of diagnosis.</td>
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<td>1</td>
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<td>The therapeutic alliance</td>
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<td>Engagement and building therapeutic relationships</td>
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<td>Trainees will develop understanding of the concept of therapeutic alliance and its relationship with outcome through:</td>
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<td>Discussion of the concept of engagement and therapeutic alliance.</td>
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<td>Discussion of the issue of “non-specific factors” in therapeutic outcome.</td>
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<td>Exploration of the relationship between therapeutic alliance and outcome.</td>
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<td>Formulation of therapeutic alliance in different therapies.</td>
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<tr>
<td>1</td>
<td>2½ hours</td>
<td>Introduction to personal and Professional autonomy and accountability:</td>
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<td>Trainees will learn about how to maintain Personal and Professional Development through:</td>
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|      |      | professional development (PPD): support systems | • 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  
• Introduction to the Appraisal system |
| 1    | 45 min | OSCE Briefing | **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. |
| 1    | 45 min | 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    | ½ day | Clinical skills workshop 3: Formulation | **Introduction to Formulation**  
Trainees will develop knowledge of using models, reasoning, knowledge and skills in making professional judgements using formulation through:  
• Introduction to the DCP Good Practice Guidelines on the use of psychological formulation.  
• Introduction to what formulation is and how it is applied in clinical psychology practice.  
• Introduction to different approaches to formulation.  
• 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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| 1    | 1 day| 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:  
- Introduction to use of audio-visual methods to review clinical skills.  
- Practice of video review of role plays  
- Practice in giving and receiving constructive feedback about their clinical skills |
| 1    | ½ day| 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. |
| 1    | ½ day| Introduction to reflective practice | **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. |
| 1    | 2 days Nov May| WISC/WAIS assessment | **Assessment**  
Trainees will learn how to select and use appropriate assessment techniques and how to undertake investigations as appropriate through:  
- Introduction to the Wechsler Intelligence Scales for Children and the Wechsler Adult Intelligence Scales.  
- Introduction to the test structure, administration and scoring procedures including psychometrics.  
- Practice of test administration with the test relevant to their current placement. |
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| 1    | ½ day| 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.  
- Discussion of the use of audio tapes in supervision. |
| 1    | 1 day| Professional Practice on Placements including: Placements, placement paperwork (MO) Introduction to ACE (IH – 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    | ½ day| 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. |
| 1    | ½ day| 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. |
| 1    | ½ day| Reflective practice: the internal supervisor | **Reflective practice**  
Trainees will develop knowledge and skills in the methods of reflective practice to monitor, review, and evaluation practice through:  
- Introduction to the “internal supervisor” and the importance of self-appraisal. |
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|      | 45 mins     | 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.                                                                                                           |
| 1    | 1 ½ hours   | Peer Supervision                          | **Leadership, consultancy and supervision**  
Trainees will learn about models of consultation and supervision profession through:  
• Introduction to a model of consultation and supervision.  
• Discussion of methods of reflection within consultation and supervision.  
• Discussion of the role of consultation and supervision in skill development.                                                                                                   |
| 1    | 1 ½ hours   | Case Discussion Groups                    | **Leadership, consultancy and supervision**  
Trainees will develop skills in the effective use of supervision and consultation through experiential practice.                                                                                           |
| 1    | 1 hour      | Personal and Professional Development Groups | **Professional autonomy and accountability**  
Trainees will develop skills in reflection within personal and professional development.                                                                                                                      |
| 1    | ¼ 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                                                                                                                                   |
| 1    | ¼ Overview of Assignments and Study Skills | **Professional autonomy and accountability**  
To Trainees will develop skills in personal and professional development through:
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| 2    | ½ day| People with communication difficulties: engagement skills | **Engagement and building therapeutic relationships**  
Trainees will develop understanding differences in engagement and communication with people with communication difficulties through:  
- Introduction to difference in engagement and communication with people with communication difficulties.  
- Exploration of ways of adapting and improving communication and professional relationships for people with these difficulties.  
- Discussion of how to improve opportunities for people with communication difficulties to express themselves. |
| 2    | ½ day| 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. |
| 2    | ½ day| Working therapeutically with carers | **Working with teams, systems and services**  
Trainees will develop awareness and skills in relation to working in partnership with professionals, staff, service users and their relatives and carers through:  
- Discussion of the assessment, formulation, intervention and evaluation when working with both paid and unpaid carers |
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<td>Discussion of the role of the clinical psychologist in working with carers, and supporting/supervising others working with carers.</td>
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<td>Discussion of the issues of burden and psychological distress/well-being in unpaid carers.</td>
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<td>2</td>
<td>1 day</td>
<td>Consultancy in teams</td>
<td><strong>Leadership, consultancy and supervision</strong> Trainees will develop skills in providing consultancy and leadership to teams through:</td>
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<td>• Using scenarios and role plays to explore the use of consultancy in teams.</td>
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<td>• Methods of creating change in organisations through dialogue.</td>
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<td>• Exploration of the role of the consultant and “The consultancy lifecycle” – diagnosing, planning, intervening, evaluating.</td>
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<td>2</td>
<td>1 hour</td>
<td>Historical Context of Clinical Psychology</td>
<td><strong>Needs learning objectives</strong></td>
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<td>2</td>
<td>½ day</td>
<td>Peer Group Supervision 2</td>
<td><strong>Leadership, consultancy and supervision</strong> Trainees will develop skills in the effective use of supervision and consultation through experiential practice, with a focus on developing autonomy and leadership in these roles in line with their developmental trajectory.</td>
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<td>2</td>
<td>4-5pm</td>
<td>Personal and Professional Development Groups</td>
<td><strong>Professional autonomy and accountability</strong> Trainees will develop skills in reflection within personal and professional development through experiential practice, with a focus on developing self-reflection and autonomy in these roles in line with their developmental trajectory.</td>
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<td>1</td>
<td>1 day</td>
<td>CBT for Self Harm</td>
<td><strong>Assessment (Risk)</strong> Trainees will learn about managing risk. See CBT Module</td>
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<tr>
<td>1</td>
<td>½ day</td>
<td>Risk assessment with children and young people</td>
<td><strong>Assessment (Risk)</strong> Trainees will learn about managing risk. See Children and Young People Module</td>
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<td>1</td>
<td>1 day</td>
<td>Risk Assessment and Structured Professional Judgement</td>
<td><strong>Assessment (Risk)</strong> Trainees will learn about managing risk. See Forensice Psychology Module.</td>
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| 2    | 1/2 day    | Carers of older adults and the carers assessment () (half day) | Working with teams, systems and services  
Trainees will develop an understanding of the role of carers of older people with a range of mental health difficulties.  
See Unit 2: Older Adults module. |
| 2    | ½ day      | Recovery College and peer support workers                 | Working with teams, systems and services  
Trainees will learn about service user involvement.  
See Unit 2: Critical Psychology Module |
| 3    | 1/2 day    | Service development and writing a business case            | Leadership, consultancy and supervision  
Trainees will develop understanding of service development  
See Professional Issues Module |
| 3    | 1/2 day    | Leadership                                                | Leadership, consultancy and supervision  
Trainees will be introduced to models of leadership. See Professional Issues Module |
| 3    | 1/2 day    | Leadership 2                                              | Leadership, consultancy and supervision  
Trainees will build awareness of how to engage with leadership opportunities. See Professional Issues Module |
| 2    | ½ day      | Racial and cultural diversity 2                           | Formulation  
Trainees will develop understanding the impact of difference and diversity on people’s lives. See Critical Psychology module |
| 2    | ½ day      | Applying systemic ideas to organisation                    | Leadership, consultancy and supervision  
Trainees will review basic concepts of consultation and the application of systemic models to organisations. |
| 3    | ½ day      | Supervision & Consultation using a CBT model              | Leadership, consultancy and supervision  
Trainees will learn CBT models of supervision and consultation. |
| 2    | ½ day      | CAT & Consultation                                        | Leadership, consultancy and supervision  
Trainees will develop an understanding of using CAT when working with team dynamics. |
| Any  | 1 ½ - 3 hours | When your child is diagnosed with                          | Working with teams, systems and services: |

When your child is diagnosed with
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<td>Schizophrenia: The skills and knowledge of parents</td>
<td>Trainees will develop skills in working with service users, their relatives, and carers. To achieve this, the objectives of the module are to provide teaching through:</td>
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- Read paper [http://narrativetherapyonline.com/moodle/file.php/16/When_your_child_is_diagnosed_with_schizophrenia_The_skills_and_knowledges_of_parents_by_Amanda_Worrall.pdf](http://narrativetherapyonline.com/moodle/file.php/16/When_your_child_is_diagnosed_with_schizophrenia_The_skills_and_knowledges_of_parents_by_Amanda_Worrall.pdf)  
- As a group discuss: How can we support families to escape from the shame and stigma associated with mental health struggles? How can we use our skills as a clinical psychologist to join in efforts to assist parents and families? |
References:


NHS Leadership
http://www.nhsleadership.org.uk


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

BPS (2015) competencies covered in the teaching on this Module:

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