

UEA Doctorate in Clinical Psychology

EVIDENCE AND VALUES BASED ADVANCED PRACTICE 3 (EVBAP 3)

Module Lead: Dr. Catherine Ford
2017 Cohort

Module: EVIDENCE AND VALUES BASED ADVANCED PRACTICE 3

Module Lead: Dr. Catherine Ford

Aims and Learning Objectives of the Module

The aim of the evidence and values based advanced practice module is to prepare trainees in their senior year of training, for specialist placements and the transition to qualified work in a variety of settings, by developing the underpinning meta-competencies required for advanced clinical practice with complex cases and systems. To achieve this aim, the learning objectives of the module are for trainees:

- To draw on the foundations laid in years 1 and 2, by generalising and synthesising prior psychological knowledge and clinical experience, in order to apply them critically and creatively, in different settings and novel situations. (BPS 1.1 & 1.3)
- To develop an ability to use clinical psychology theories, evidence and experience to decide how to assess, formulate, intervene and evaluate interventions in highly complex situations involving clients, carers, staff and service systems. (BPS 1.2)
- To be able to work effectively whilst holding in mind alternative, competing explanations. (BPS 1.2)
- To develop a capacity to use theoretical frameworks, evidence base and practice guidance critically in complex clinical decision-making, without being formulaic in application. (BPS 1.4)

- To develop the ability to exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations in professional practice. (BPS 1.9)
- To develop the ability to make informed clinical judgments on complex issues in specialist fields, often in the absence of complete information. (BPS 1.7)
- To be able to advance psychological practice, in collaboration with a range of stakeholders (e.g. service users, carers, staff and health and social care systems, including the private and voluntary sectors) and drawing on evidence-based practice and practice-based evidence. (BPS 1.5, 1.6 & 1.8)
- To be aware of policies on continuing professional development after qualification.

How the Module affords trainees the opportunity for individuation of training:

- The module will provide a series of advanced practice workshops designed to enable trainees to develop the meta-competencies needed to apply the clinical psychology knowledge and skills gained during training to their chosen specialist areas.
- Each workshop will identify examples of the resources available through the training programme to support work on related Individual Training and Development Plans (ITDPs).

Where this module fits in:



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
7. Understand the importance of and be able to maintain confidentiality
8. Be able to communicate effectively
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

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

EVBAP3 Teaching Sessions

| TIME ALLOCATED | TEACHING SESSION TITLE | LEARNING OBJECTIVES |
|----------------|--|---|
| 1 | Introduction to the Evidence and Values Based Advanced Practice Module | <ul style="list-style-type: none"> - To introduce the objectives of the module and how these relate to the development of advanced practice and continuing professional development. |
| 3 | Workshop 1: Understanding and Developing Clinical Pathways and Services | <ul style="list-style-type: none"> - To introduce clinical pathways, systems and place-based care (e.g. Sustainability and Transformation Partnerships) and explore how Clinical Psychology knowledge and skills can be applied to the development of clinical pathways and services. |
| 3 | Workshop 2: Working with Psychological Aspects of Physical Health Presentations, including End of Life | <ul style="list-style-type: none"> - To consider the role and practice of Clinical Psychology when working within complex systems to address psychological aspects of severe and complex physical health disorders. |
| 3 | Workshop 3: Complex Mental Health Presentations that Challenge Clinicians and Systems. | <ul style="list-style-type: none"> - To explore ways to assess, formulate, intervene and evaluate interventions for complex mental health presentations (e.g. psychosis or comorbid mental health disorders), particularly in situations not well covered by existing clinical guidelines or evidence. |
| 3 | Workshop 4: Working with people with Personality Disorders – DBT Formulation in Practice | <ul style="list-style-type: none"> - To build on learning from year 1 DBT teaching with particular focus on: developing skills in formulation from a DBT perspective and practising these through role plays and other exercises, signposting trainees who might want to consider post-qualification training in DBT, and reflecting on what aspects of DBT formulation could be applied outside a formal DBT programme. |

| TIME ALLOCATED | TEACHING SESSION TITLE | LEARNING OBJECTIVES |
|----------------|---|---|
| 3 | Workshop 5: Working with Complex Systems | <ul style="list-style-type: none"> - To consider what is meant by complex systems, how these can be formulated and how systemic knowledge and skills can be applied to problems within complex situations. A complex scenario within an NHS system, involving patient, service, organisation and personal processes, will be used to explore the roles of Clinical Psychologists in complex systems. |
| 3 | Transition to Qualified Status and Reflect and Review on Learning | <ul style="list-style-type: none"> - To be aware of changes in expectations and role after qualifying and ways to continue to flourish and to continue to develop professional learning after qualifying. - To identify sources of support (formal and informal) after qualifying. - To share and reflect on the learning achieved and process of learning during the module. |

Useful Resources:

Developing Clinical Pathways and Services and Place-Based Systems of Care

- Ham, C. & Alderwick, H. (2015, November). Place-based systems of care. A way forward for the NHS in England. Retrieved from https://www.kingsfund.org.uk/sites/default/files/field/field_publication_file/Place-based-systems-of-care-Kings-Fund-Nov-2015_0.pdf
- NHS England (2017). System change (STPs and ACSs). Local partnerships to improve health and care. Retrieved from <https://www.england.nhs.uk/systemchange/>
- The King's Fund (2017, February). Sustainability and transformation plans (STPs) explained. Retrieved from <https://www.kingsfund.org.uk/topics/integrated-care/sustainability-transformation-plans-explained>
- The King's Fund (2018). Health and care explained. How does the health and care system work? How is it changing? Retrieved from <https://www.kingsfund.org.uk/health-care-explained>

Working with Complex Systems

- de Zulueta PC. (2015). Developing compassionate leadership in health care: an integrative review. *J Healthc Leadersh.* 18;8:1-10. doi:10.2147/JHL.S93724.

Working with Complex Mental Health Disorders

- Tarrier, N, Wells, A. & Haddock, G. (Ed.s) (2000). *Treating Complex Cases. The Behavioural Therapy Approach.* New York, NY, US: John Wiley & Sons Ltd.

Working with Psychological Aspects of Physical Health Presentations, including End of Life

- Haley, William & Larson, Dale & Kasl-Godley, Julia & Neimeyer, Robert & Kwilosz, Donna. (2003). Roles for Psychologists in End-of-Life Care: Emerging Models of Practice. *Professional Psychology: Research and Practice.* 34. 626-633. 10.1037/0735-7028.34.6.626.
- McLeod JE, Clarke DM. A review of psychosocial aspects of motor neurone disease. *J Neurol Sci.* 2007 Jul 15; 258(1-2):4-10. Epub 2007 Apr 19. Review. PubMed PMID: 17445834.
- Task Force on Education for Psychologists in Palliative Care. (2011). Guidance on postgraduate education for psychologists involved in palliative care. *European Journal of Palliative Care,* 18 (5), 238-252.
- Thomas PW, Thomas S, Hillier C, Galvin K, Baker R. Psychological interventions for multiple sclerosis. *Cochrane Database Syst Rev.* 2006 Jan 25 ;(1):CD004431. Review. PubMed PMID: 16437487.

Working with people with Personality Disorders – DBT formulation in focus

- Key reading:
 - Koerner & Linehan (1997). Case formulation in dialectical behaviour therapy for borderline personality disorder. In T. Eells (Ed.), Handbook of Psychotherapy Case Formulation. New York: Guildford Press.
- Additional reading:
 - Linehan (1993). Cognitive-behavioural treatment of borderline personality disorder. New York: Guilford Press.
 - Linehan (2015). DBT Skills Training Manual. (2nd ed.). New York: Guildford Press.
 - Swales & Heard (2009). Dialectical Behaviour Therapy: The CBT Distinctive Features Series. Oxon: Routledge.
 - Dunkley & Stanton (2014). Teaching clients to use mindfulness skills: A practical guide. East Sussex: Routledge.
- Useful websites:
 - www.sfdbt.org – Website for the Dialectical Behavioural Society in UK and Ireland.
 - www.dbt-training.co.uk – Website for British Isles DBT training, the only licensed provider of training in DBT in the UK and Ireland.
 - www.linehaninstitute.org Website for The Linehan Institute.
 - www.blogs.uw.edu/brtc – Website for the Behavioural Research and Therapy Clinic, clinical research group led by Marsha Linehan.