UEA Doctorate in Clinical Psychology

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

With applications to Older Adults and Clinical Health Psychology

Module Leads: Dr. Adrian Leddy, Dr. Imogen Rushworth
2019 Cohort

MODULE: EVIDENCE AND VALUES BASED PRACTICE AND CLINICAL SKILLS 1 (EVBP 1)

With applications to Older Adults, Clinical Health Psychology,

Adults, Common Mental Health Presentations & Severe and Enduring Mental Health Presentations

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Module: EVIDENCE AND VALUES BASED
PRACTICE AND CLINICAL SKILLS 1

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Aims and Learning Objectives of Module

- The lectures in this module provide a cohesive preliminary overview of 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.

- Trainees are introduced to knowledge and theories related to the psychological needs and problems of a range of client groups across the life-span, with additional consideration of Older Adults and Clinical Health Psychology presentations. 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. 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, drawing on legislative guidance, as are the areas of diversity, equality and inclusivity. 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.

Where this module fits in:

EVBP1 ➤ EVBP 2 ➤ EVBAP3

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

EVBP1 Teaching Sessions

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
3	Induction: NHS values, the programme, UEA and staff	*Trainees will develop understanding of how to maintain Personal and Professional Development and self-care through:* - Increased understanding of trainee support systems - Increased understanding of library facilities - Increased understanding of curriculum and assessment processes.
3	Introduction to common mental health problems	*Trainees will develop and share their understanding of common mental health presentations, through teaching and discussion on* - Assessment considerations including psychometric tools - Theoretical perspectives on common presentations including depression and anxiety disorders - The presentation of such conditions across the lifespan - NICE guidelines and evidence-based practice when working with a variety of different common presentations
3	An Overview of the 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 - Consideration of future directions and the role of trainees in shaping their profession
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:*

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		- 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 - Discussion of clinical case material relating to adults with a wide range of diagnosed conditions and group work will be used to consider how adults' capacity to make decisions can be assessed and promoted in everyday practice.
3	Introduction to the development of personal and professional skills and values and support systems	*Trainees will learn about how to develop and maintain personal and professional skills and values through teaching introducing:* - The concepts of personal and professional development as core values that underpin the profession. - The systems available within the Programme and the University to support trainees in their personal and professional development - An introduction to PPSV groups - The appraisal system
3	Clinical skills workshop 1: developing therapeutic interviewing skills	***Assessment*** *Trainees will learn how to gather appropriate assessment information using therapeutic interviewing skills through:* - Teaching introducing the therapeutic interviewing process - Experiential practice of therapeutic interviewing
3	Introduction to severe and enduring mental health conditions	*Trainees will develop their knowledge and understanding of mental health presentations considered to be severe and enduring, through teaching and discussion on* - Assessment considerations including psychometric tools - Theoretical perspectives on presentations such as psychosis, bipolar disorder - The presentation of such conditions across the lifespan

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		- NICE guidelines and evidence-based practice when working with a variety of different common presentations
3	Legislative Frameworks, Professional Practice and Ethical Decision-Making	*Through teaching and group work trainees will further develop their understanding of key frameworks that guide and inform professional decision making in order to:* - Use knowledge of legislation, professional practice guidelines and ethical principles to support clinical decision making on placements. - Apply legislative, professional and ethical frameworks to clinical dilemmas.
3	Psychopharmacology	*Trainees will gain an understanding of psychopharmacology through teaching on,* - Psychiatric medication in the treatment of psychosis (anti-psychotic medications/neuroleptics) - Psychiatric mediation in the treatment of mood disorders (tricyclics, SSRIs and MAOIs inhibitors) - Psychiatric medication in the treatment of anxiety presentations (Anxiolytics)
2	Supervision: Effective Use of Supervision	**Leadership, consultancy and supervision** *Trainees will learn about the core role and function of supervision within the profession through*: - A 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	Genograms	**Assessment** *Trainees will learn how to gather appropriate assessment information using genogram techniques and an awareness of the clinical professional and social contexts within which work is undertaken and the impact therein through:* - An introduction to genogram techniques - Discussion of the role and purpose of genograms

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		- Practice in genogram techniques
3	Psychological Understandings of Risk Assessment and safeguarding	*Trainees will develop an understanding of risk assessment and safeguarding through:* - An introduction to the basic principles of risk assessment - An introduction to dealing with real world, difficult case dilemmas that might be experienced in placement - An introduction to suicide risk and statistics - An introduction to child and vulnerable adult safeguarding - An introduction to breaching confidentiality and professional guidance around this - Opportunity for discussion over tricky cases experienced so far
3	Clinical Skills Workshop 2: Structured Clinical Interviewing, Assessment, Diagnosis and Classification	***Assessment*** *Trainees will learn how to gather appropriate assessment information using therapeutic interviewing skills through:* - 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. - Introduction to diagnostic systems such as DSM-V and ICD-10 - Discussion of the benefits and pitfalls of diagnosis.
3	Clinical Skills Workshop 3: Formulation	***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.

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
6	Clinical skills Workshop 4: Therapy Skills - Videoed Role Play	**Assessment and Reflective Practice** *Trainees will develop skills in gathering appropriate assessment information and in using reflective practice to critically evaluate, monitor and review skills, through:* - Role play practice of assessment skills and gathering information.
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
1	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.
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.
6	Professional Practice on Placements including: placements, placement paperwork, and legislative	**Professional autonomy and accountability** *Trainees will learn about autonomy, accountability, and personal and professional development, and will develop their understanding of key frameworks that guide and inform professional decision making, through:* - Introduction to placement expectations.

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	frameworks and ethical decision-making	- 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 - Learn how knowledge of legislation, professional practice guidelines and ethical principles support clinical decision making on placements - Apply legislative, professional and ethical frameworks to clinical dilemmas
1	Self-Directed Learning Pedagogy and Developing Resources	*Through teaching and examples of self-directed learning trainees will learn about completing self-directed learning on placement and how this can apply to the requisite 12 pieces of placement clinical work through:* - Understand the pedagogical principles of self-directed learning - Understand the evidence base for self-directed learning - Learn how to carry out self-directed learning - Learn how to produce self-directed learning resources for the teaching and training of others
1	Introduction to Critical Psychology	*This session will provide an introduction to Critical Psychology through* - An introduction to Critical Psychology ideas and concepts - An introduction to why these ideas and concepts can make a difference to day to day clinical practice - An introduction to resources available to support learning in this area - An overview of critical psychology teaching sessions
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

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		- Implications for clinical psycology practice
1	Introduction to Cases and Placement Issues Group (Peer Group Supervision)	- 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
2	PPSV Cases and Placement Issues Group	*Peer Group Supervision provides a forum for trainees to* - Develop group supervision skills - Gain familiarity with a number of different peer supervision models - Experience bringing cases to a group supervision setting - Take different roles within context, e.g. chair, moderator.
2	PPSV Cases and Placement Issues Group	As detailed above.
3	Critique of Psychiatric Diagnosis and Biomedical Models of Distress	- Examine research that raises concerns about the validity and reliability of psychiatric diagnostic categories - Learn about the limitations of the biomedical models upon which psychiatric interventions have been developed - Explore psychological models that account for the origins of severe mental health issues, such as schizophrenia and bipolar, without recourse to psychiatry - Consider the pros and cons of adopting formulation and diagnostic-led approaches to treating mental health difficulties within the NHS
2	PPSV Cases and Placement Issues Group	As detailed above.
3	Personality disorder	- 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

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		- To consider how integrating ideas can help individuals and teams work with personality disorder - To look at personality disorder across the lifespan
6	Psychosis and Hearing Voices, with an introduction to evidence-based formulation	- 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. - To look at psychosis across the lifespan
2	PPSV Cases and Placement Issues Group	*Peer Group Supervision provides a forum for trainees to* - Develop group supervision skills - Gain familiarity with a number of different peer supervision models - Experience bringing cases to a group supervision setting - Take different roles within context, e.g. chair, moderator.
1	Mindfulness Group Session 1, Introduction	*The Mindfulness experiential group aims to enable trainees to* - Understand the basis of mindfulness and how some people can benefit, - Gain personal experience of mindfulness exercises, - Gain experience of facilitating mindfulness sessions, - Experience incorporating mindfulness into activity, and - Recognise barriers to incorporating mindfulness practice into everyday life.
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. - To question why we consider race, ethnicity and culture? - To introduce the concept of cultural competency - To introduce anthropological approaches to mental illness and illness beliefs
6	DBT using Self-Harm as an application	*Trainees will learn about the theoretical concepts and DBT approach to self-harm through teaching on:*

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		- The key characteristics to consider when working with self-harm - Conducting a thorough risk assessment and crisis plan - Interventions available to help clients
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	*Trainees will learn 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	Mindfulness Group Session 2, Observing Thoughts	*The Mindfulness experiential group aims to enable trainees to* - Understand the basis of mindfulness and how some people can benefit, - Gain personal experience of mindfulness exercises, - Gain experience of facilitating mindfulness sessions, - Experience incorporating mindfulness into activity, and - Recognise barriers to incorporating mindfulness practice into everyday life.
3	Introduction to Solution Focused Therapy	*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.

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1	Mindfulness Group Session 3, Cultivating the *Hara*	*The Mindfulness experiential group aims to enable trainees to* - Understand the basis of mindfulness and how some people can benefit, - Gain personal experience of mindfulness exercises, - Gain experience of facilitating mindfulness sessions, - Experience incorporating mindfulness into activity, and - Recognise barriers to incorporating mindfulness practice into everyday life.
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 co-morbidity Drug and Alcohol	- Building on the previous session, this session will take an enhanced focus on clinical issues e.g. interventions for dual diagnosis
1	Mindfulness Group Session 4, Mindful Movement	*The Mindfulness experiential group aims to enable trainees to* - Understand the basis of mindfulness and how some people can benefit, - Gain personal experience of mindfulness exercises, - Gain experience of facilitating mindfulness sessions, - Experience incorporating mindfulness into activity, and - Recognise barriers to incorporating mindfulness practice into everyday life.
3	Motivational Interviewing	- Introduction to the theory, principles and techniques of motivational interviewing - Prochaska and DiClemente's 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.

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
1	Mindfulness Group Session 5, The Monkey Brain	As detailed above
1	Mindfulness Group Session 6, Reality and Koans	As detailed above
1	Mindfulness Group Session 7, Self-Care	As detailed above
1	Mindfulness Group Session 8, Mindful Life	As detailed above
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
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)
2	PPSV Cases and Placement Issues Group	*Peer Group Supervision provides a forum for trainees to* - Develop group supervision skills - Gain familiarity with a number of different peer supervision models - Experience bringing cases to a group supervision setting - Take different roles within context, e.g. chair, moderator.
2	PPSV Cases and Placement Issues Group	As detailed above.

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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

Applications to OLDER ADULTS

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
2	Gerontology and Contemporary Understandings of the Experience of Ageing	*Trainees will learn about applications of evidence and values based practice and clinical skills to Older Adults, through teaching on:* - An 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	*Trainees will learn about applications of evidence and values based practice and clinical skills to Older Adults, through teaching on:* - Introduction to ageing population - Main mental health problems in older adults - Clinical research as model to improve patient care and disease knowledge

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		- 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
1	Healthy and Typical Ageing	*Trainees will learn about applications of evidence and values based practice and clinical skills to Older Adults, through teaching on the experience of typical ageing.* - This lecture will discuss research showing that the majority of people do not experience depression or anxiety as they grow older. - This will allow trainees to develop an understanding of typical ageing and how this differs from what they might see in clinical settings.
1	Receiving a Diagnosis of Dementia	- 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.
1	Carers of Older Adults	*Trainees will learn about applications of evidence and values based practice and clinical skills to Older Adults, through teaching on* - The role of carers of older people with a range of mental health difficulties - Issues of burden and psychological distress/wellbeing in unpaid carers - Recent research developments by the presenter on their research in this area
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.

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		- 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 - To be aware of 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	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
6	Personhood and other models for Understanding Dementia	*Trainees will learn about models for understanding dementias through* - An introduction to Kitwood's theory of personhood, the Newcastle model and the work of Clare and Woods - An introduction to formulating difficulties in the context of dementia - An introduction to psychological approaches to working with people with dementia - Experiential learning exploring the use of life story books with dementia suffers - An introduction to the theory behind reminiscence and life storywork, - An introduction to life storybooks as an organisational approach to achieving systemic change for people with dementia.
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.

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
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

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
6	Introduction to clinical health psychology	*Trainees will be given an introduction to the contexts in which clinical health psychology is applied through knowledge of:* - 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	*Trainees will develop knowledge and understanding of working within Clinical Health Psychology settings through:* - Applying transferable and generic assessment and formulation skills to working in these settings
3	Treatment and interventions in clinical health psychology	*Trainees will further develop their learning of this context through 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	*In this session trainees will gain knowledge of:* - A 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

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
3	Medically unexplained symptoms	*Trainees will learn the context of working with symptoms with no medically explained aetiology:* - 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	Working with sexual health problems	*Trainees will learn the context and issues around working with this population through:* - 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
3	Psychological Aspects and Management of Obesity	*Trainees will consider the application of Clinical Health Psychology skills to obesity through:* - 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

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