UEA Doctorate in Clinical Psychology

LEADERSHIP 3 (LEAD 3)

Module Lead: Dr. Peter Beazley
2017 Cohort

Module: LEADERSHIP 3
Module co-ordinator: Dr Peter Beazley
Aims and Learning Objectives of the Module

The aim of the third year leadership module is to develop and consolidate learning in previous modules which have considered the remit of the profession as applied to specific services and groups, and ways of delivering change indirectly, but with a specific focus on the opportunities for Clinical Psychologists to take up leadership positions in the NHS and beyond. The module hopes to inspire trainees to think creatively about the way in which their core professional and clinical skills can be used to deliver change and improve provision of services for vulnerable groups, particularly through indirect, systemic and organisational approaches.

The module therefore explores ways of thinking about leadership through discussion of appropriate and relevant models as applied in the NHS and wider health system, but also builds awareness of the structure and hierarchy of statutory services, develops awareness of relevant legislation, commissioning models and funding, and awareness of issues related to management.

Throughout the module, trainees will receive a message that reflects the fact that development of leadership skills is a core competency of the profession, and of no lesser importance than other direct clinical competencies. Indeed, teaching in the module will emphasise that these skills are often linked; with, for instance,

understanding of models of mental health problems being highly important to directly inform appropriate service pathways.

The module will be informed by the BPS Leadership Development Framework, specifically considering clinical drivers, professional drivers, and strategic drivers to leadership skills. The module will also draw heavily on NHS Leadership models, which are formally introduced early on in teaching within this module.

Whilst the Leadership module in the third year is the only formal leadership module within the course, the fundamentals of many aspects of leadership are considered within other aspects of the curriculum delivered earlier within the trainees' development. For reference, this will include:

1st Year Teaching
- EVBP 1 - Legislative frameworks, professional practice and ethical decision-making
- EVBP 1 - Psychological Understandings of Risk Assessment and safeguarding
- EVBP 1 - Clinical skills workshop 5: Power, boundaries and dealing with difficult situations
- EVBP 1 – Mental Capacity Act
- EVBP 1 - Supervision: being supervised and using tapes in supervision
- EVBP 1 – Historical Context of Clinical Psychology

2nd Year Teaching

- EVBP 2 - Risk assessment with children and young people
- EVBP 2 - Safeguarding and working with the Children Act
- EVBP 2 - Looked after and accommodated children
- EVBP 2 – The Clinical Psychologist in Forensic Services: Introduction and Unique Concepts
- EVBP 2 - Consultancy in teams
- EVBP 2 – CBT and Supervision session
- Systemic Module – This will inherently raise trainees' awareness of working within systems using a formal theoretically informed approach

Research Project Portfolio and Service Related Project

- The systematic review element of the Research Project Portfolio will expose trainees to critically appraising elements of contemporary clinical practice, building and refining the relevant evidence base, with a view to informing wider service delivery. As such this element of the project would be expected to develop trainees' skills in using research to influence decision making within a wider system.
- The major research project will further expose trainees to the process of being both developers and consumers of research literature, but will also raise awareness of the processes of dealing with teams through the process of real world data collection. The process of ethical application will develop transferrable meta-competencies in the understanding of ethical practice, and the write-up will develop skills in effective dissemination of relevant psychological knowledge.

- The SRP will expose trainees to analysis and use of data within the context of a clear audit or evaluation question based on local service need. The analysis and dissemination of results will be expected to significantly develop trainees' skills in a wide range of relevant leadership competencies.

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

At the start of the module, trainees will complete the NHS Healthcare Leadership Model Self-Appraisal form. This is a brief self-reflective exercise that provides the trainee with an overview of dimensions of leadership relevant to healthcare and particularly highlights the trainees' strengths in relevant areas.

Whilst trainees will all attend the same formal teaching for the majority of the module, facilitators on this module will be able to set exercises and discussions which relate back to trainees' individual learning needs identified in the self-appraisal exercise. Further individuation will also occur within specific teaching, for instance in the 'Director for a Day' exercise, trainees will be able to focus their service planning towards areas of specific interest or professional relevance.

Finally, trainees will have the opportunity to complete the online Edward Jenner programme, available through NHS Leadership Academy. This is an optional self-directed exercise.

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

8. Be able to communicate effectively

9. Be able to work appropriately with others

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

5. Evaluation

6. Research

7. Personal and professional skills and values

8. Communication and teaching

9. Organisational and systemic influence and leadership

LEAD3 TEACHING SESSIONS

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
1	Introduction to Leadership Module	- To outline aims and objectives for leadership module in teaching - To ask trainees to reflect upon their own clinical interests and direction in relation to leadership - Trainees will complete a self-evaluation questionnaire (Healthcare Leadership Model Self-Appraisal Tool) used to set an agenda for personal learning goals over the course of the module
3	NHS Leadership Models and Framework	- To introduce the models of leadership and to explore the model being used by the NHS - To discuss leadership in clinical psychology at different career stages
3	Ethical Leadership as applied to Organisations	- To review the application of 'Holding to Account' aspects of the NHS Leadership model and framework, specifically in regards to the personal challenges in applying this in the realities of the NHS - To review appropriate and relevant aspects of legislation e.g. Duty of Candour, and obligations in regards to Whistleblowing - To review reports from relevant serious incidents and adverse events of relevance to the current context and culture of the NHS, e.g. the Francis report.
6	Service Development in Practice: writing a business case	- To introduce trainees to the process of service development, including involvement of key stakeholders, problem solving, and monitoring and evaluation - To introduce change management models and processes - To reflect on the purpose of service development using a specific exercise in developing a real-world business case
3	Leadership and Quality Improvement	- To introduce trainees to the formal concept of QI in the NHS and consider relevant principles - To consider applications of QI as applied to organisations, systems and services - To develop awareness of relevant national drivers and policies - To review how QI can make a difference in terms of commissioning, as well as effective and efficient

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
		delivery of clinical care
6	"Director for a day" – Experiential Exercise	This will be a new format of teaching designed to familiarise trainees with the commissioning of mental health services using an experiential exercise. Trainees will be provided information about finance, demand, and epidemiology data for a particular region, as well as relevant legal and policy based contingencies. Trainees will be asked to develop/plan a service model based on these contingencies. Learning objectives will be: - To increase familiarity with commissioning of mental health services - To increase familiarity with relevant policy drivers relevant to commissioning - To understand how delivery of psychological services fits with wider service priorities and need/demand - To encourage trainees to think how to embed psychological principles within a wider services framework, given limited resources
6	NHS Leadership Models: Application in the real world	- Making leadership relevant to the stage of your career - Finding opportunities to engage in leadership - Proactively becoming involved in leadership - Engaging others when trying to work in a leadership capacity - This lecture on leadership is provided by a senior Clinical Psychologist. The practical examples of leadership will be relevant to trainees on placement.
3	Opportunities for Clinical Psychologists in MHA	- To develop further knowledge on the operation and principles of the Mental Health Act and the process of detention - To gain awareness by processes in which Clinical Psychologists can train as non-medical Approved Clinicians, and the value of this specific role within the NHS - To gain awareness of the relevance of key drivers such as the Mental Health Act Code of Practice for increasing access to psychological approaches

TIME ALLOCATED	TEACHING SESSION TITLE	LEARNING OBJECTIVES
6 Hrs Optional ITDP Activity	NHS Leadership Academy: Online Training and review discussion	Using NHS Leadership Academy website (https://nhsx.uk/programmes/edward-jenner-programme/) Trainees register to complete the 'Launch' aspect of the Edward Jenner Programme. This is an online self-directed learning which trainees can complete remotely. Total time is 5 hours but should allow a whole day. Trainees do not need to be at UEA to complete this.

References:

Relevant Videos

The King's Fund 2017 – An Alternative Guide to the New NHS https://www.youtube.com/watch?v=DEARD4I3xtE

The King's Fund 2015 – An Alternative Guide to mental Health Care in England
https://www.youtube.com/watch?v=XKMXd3sfrGg&list=PL0b6T2RW-rH1_vMBVam6RG6Kc4WVgRqB7

The King's Fund – Michael West – Collective Leadership for Culture Change
https://www.youtube.com/watch?v=_wu6pLvZzOA

CQC 2014 – CQC's new approach to inspecting and regulating health:
https://www.youtube.com/watch?v=BoL7pxjmGAk

CQC 2017 – A CQC Board Meeting Example
https://www.youtube.com/watch?v=Hz0LirccWNg (No need to watch all two hours!)

NHS England – the Five Year Forward View
https://www.youtube.com/watch?v=hGT93tI8ms4

NHS Finance Basics – Introduction to NHS Finance and its Jargon
https://www.youtube.com/watch?v=CDe-SXGJu3o

HSJ – CCG Funding Changes Explained
https://www.youtube.com/watch?v=6i7hJjkkky4

Relevant reading materials

British Psychological Society. (2010). *Clinical Psychology Leadership Development Framework*. Leicester: British Psychological Society.

British Psychological Society. (2014). British Psychological Society response to the Robert Francis QC Independent Review. Retrieved from

British Psychological Society. (2015). *The Francis Report - Going Forward.* Paper presented at the Divisions of Clinical Psychology and Occupational Psychology: Joint Event, National Council for Voluntary Organisations, London.

Care Quality Commission. (2015). *Regulation 20: Duty of Candour. Information for all providers: NHS bodies, adult social care, primary medical and dental care, and independent healthcare*. Retrieved from http://www.cqc.org.uk/sites/default/files/20150327_duty_of_candour_guidance_final.pdf.

Checkland, K. (2014). Leadership in the NHS: does the Emperor have any clothes? *Journal of Health Services Research and Policy, 19*(4), 253-256. doi:10.1177/1355819614529101

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Gillmer, B., & Taylor, J. (2011). On Psychologists becoming Responsible Clinicians. *Clinical Psychology Forum, 218*, 7-10.

Halligan, A. W. F. (2014). Implications for medical leaders for the proposed Duty of Candour. *Journal of Patient Safety and Risk Management, 20*(1-2), 29-31.

HM Parliament. (2016). HC Deb 614 Psychosis: Early Intervention. Retrieved from https://hansard.parliament.uk/Commons/2016-09-07/debates/F53E36E1-7CDE-40CF-958C-49B4A887E8C9/PsychosisEarlyIntervention

HM Parliament. (2017). HC Deb 623 Detention of Vulnerable Prisoners. Retrieved from https://hansard.parliament.uk/Commons/2017-03-14/debates/18CA12F9-D146-4264-9E48-37301A8FBC6F/DetentionOfVulnerablePersons

Kapur, N. (2014). Mid-Staffordshire hospital and the Francis report: what does psychology have to offer. *Psychologist, 27*, 16-20.

McDonald, R. (2014). Leadership and leadership development in healthcare settings – a simplistic solution to complex problems? *International Journal of Health Polcy Management, 3*(5), 227-229. doi:10.15171/ijhpm.2014.101

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NHS Improvement. (2016). NHS Leadership Framework. Retrieved from https://improvement.nhs.uk/resources/developing-people-improving-care/

The King's Fund. (2013). Patient-centred leadership: Rediscovering our purpose. Retrieved from https://www.kingsfund.org.uk/publications/patient-centred-leadership

The King's Fund. (2017). Sustainability and Transformation Plans Explained. Retrieved from https://www.kingsfund.org.uk/topics/integrated-care/sustainability-transformation-plans-explained

West, M. (2014). Developing collective leadership for health care. Retrieved from https://www.kingsfund.org.uk/publications/developing-collective-leadership-health-care

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White, C. (2011). Why Doctors Can't Always Be Leaders. *BMJ Careers*. Retrieved from http://careers.bmj.com/careers/advice/view-article.html?id=20003443