



UNIVERSITY OF  
**BATH**

**Programme Specification**  
**including programme description**

*(please see the notes at the end of this document for a summary of uses of programme specifications)*

<b>GENERAL INFORMATION</b>	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution</i>	University of Bath
<i>Validated/Franchised (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)</i>	British Psychological Society, Health and Care Professions Council and the British Association for Behavioural and Cognitive Psychotherapies; Family Therapy Association Foundation level accreditation pending.
<i>Programme approved by (including date &amp; minute number of Senate)</i>	Initial approval by Senate 9 June 2010 Exemption for block teaching delivery given by Quality Assurance Committee on 13 July 2010 Second stage approval by Programmes and Partnerships Approval Committee: 16 <sup>th</sup> November 2010  Full final approval by Senate: 1 <sup>st</sup> December 2010
<i>Final award</i>	The final award title will be Doctor of Clinical Psychology
<i>Programme title</i>	Professional Doctorate in Clinical Psychology
<i>UCAS code (if applicable)</i>	
<i>Subject Benchmark Statement</i>	Committee for Training in Clinical Psychology of the British Psychological Society and HCPC Educational Standards QAA we Benchmark Statement for Clinical Psychology <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ClinicalPsychology.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ClinicalPsychology.pdf</a>
<i>Intended level of completed</i>	Doctoral

<i>programme (in line with FHEQ)</i>	
<i>Duration of programme &amp; mode of study</i>	Full time, 3 years, block teaching arrangements alongside closely directed, supervised and monitored placements in NHS, development and implementation under supervision of a portfolio of advanced research studies.
<i>Date of Specification preparation/revision</i>	August 2015
<i>Applicable to cohorts (eg. for students commencing in September 2008 or 2008/09 – 2009/10)</i>	Sept 2015 onwards

## **Synopsis and academic coherence of programme**

### **Synopsis**

#### ***The programme***

The Doctorate in Clinical Psychology (DClinPsy) is a higher degree by research in which students will make an original contribution to both theory and practice in their field, and develop professional practice by making a contribution to professional knowledge in clinical psychology. Students who complete it successfully will be able to meet the Health and Care Professions Council (HCPC) Standards of Proficiency for Practitioner Clinical Psychologists and the comparable British Psychological Society (BPS) Guidance for Training. QAA web site. The programme will also comply with the Benchmark Statement for Clinical Psychology <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ClinicalPsychology.pdf>

It is a three-year full-time programme that combines employment in a National Health Service (NHS) regional mental health organization and University-based study. The programme runs through a full calendar year, rather than an academic year, and students spend 50% of their time working in clinical practice settings. For the University-based part of the programme, trainees engage in research and clinical skills training, professional development and individual doctoral research projects.

As an integrated part of the programme, students will undertake carefully planned and monitored clinical placements under the supervision and direction of HCPC registered clinical psychologists approved by the programme. These full-time placements provide students with an opportunity to apply and refine the strategies and skills they have learned as part of the programme in clinical settings, and to receive further training and detailed feedback in appropriate clinical settings. The placements also provide appropriate “field” settings for the development and implementation of applied research. A wide range of NHS stakeholders distributed across the designated region of Bath, Bristol, Gloucestershire and Wiltshire support these clinical placements.

Trainees will conduct advanced applied research projects designed to ensure that they make an original and significant contribution to knowledge whilst also demonstrating the ability to exercise well-balanced critical judgement of their own

work and that of others. 5 of these will be case studies conducted during clinical research placements. The research outputs will be presented as a research portfolio containing a number of components, with the major papers worthy of peer-reviewed publication. The time trainees spend on research amounts to more than 50% of the effort applied to the Programme.

### **Academic Coherence**

The programme integrates research and clinical expertise to produce high performing professional practitioners ready to take up roles in contemporary clinical psychology. It recognises that clinical psychology is a health profession with a number of distinctive features, the most important of which are:

- the close interdependence between research and practice
- the systematic application of psychological models, theories and evidence to meeting the needs of clients and the development of services.

The programme emphasises the importance of knowing how psychological theory and research can be applied to clinical problems. Fundamental in this application is a critical understanding of the empirical grounding for processes, strategies and techniques in the work of clinical psychologists. An explicit feature of this approach is the recognition that competent practitioners are able to learn, and develop a skilful blend of the scientific basis of clinical psychology (clinical science) with reflective practice and personally adapted approaches (clinical art). The trainees' development as competent practitioners will be achieved through close co-ordination between academic staff, placement supervisors and other stakeholders.

Research is seen as naturally integrated with clinical practice and fundamentally important. The research portfolio is expected to emphasise clinical relevance and applicability as well as high-level research skills. By learning to communicate with service users, who wish to participate in treatment decisions and service models, trainees will develop excellent working practices at the highest standard, and that can be sustained in busy clinical environments.

The programme covers a variety of client groups and specialities:

- working age adult mental health problems
- child and adolescent mental health
- clinical health psychology and behavioural medicine
- neuropsychology
- intellectual disabilities
- older adults
- forensic psychology
- substance misuse.

The primary orientation of the programme is cognitive-behavioural, involving:

- evidence-based cognitive behavioural therapies (**CBT**)
- mindfulness based cognitive therapy

The other declared orientation is systemic/family therapy at the level required by the Association of Family Therapy (AFT) for Foundation and Intermediate accreditation.

The curriculum is designed to teach these approaches in ways consistent with British Association for Behavioural and Cognitive Psychotherapies (**BABCP**), Improving Access to Psychological Therapies programme (**IAPT**) and AFT requirements. Importantly however, trainees will be enabled to draw on teaching and clinical experience from other empirically grounded theoretical perspectives including but not confined to:

- interpersonal therapy
- mentalisation
- dialectical behaviour therapy
- ‘Third Wave’ approaches, particularly mindfulness-based CBT, eye movement desensitization and reprocessing (**EMDR**) and schema-focussed therapy.

### **Programme outline** (see diagram in appendix 1)

The programme is structured in such a way as to ensure that teaching invariably precedes or is contemporary with the placements where it will be applied. On that basis, the professional components of this programme dictate that, in as early as possible in the first year, the core competencies as embodied in the benchmarking statement from the BPS (British Psychological Society) and fitness to practise requirements of the HCPC (Health and Care Professions Council) be developed and applied on placement under close supervision. The nature of this will in turn be linked to the detailed training needs assessment. This means that that many of the programme generic learning objectives are met at a minimum level within Units A1 and C1 and P1. The teaching intensive first part of Unit A1 is also part of this emphasis.

In the later first year and the second year these competencies are then applied to specific settings beyond working age adults (Older Adults, Learning Disability, Child and Adolescent Mental Health). Teaching and Learning in Unit A2 reflect that, as do the progression requirements.

The third year in general emphasises the development of both highly specialist expertise and higher level supervisory, management and leadership abilities, with a shift from first to third year from supervision towards mentoring and peer supervision.

The entire programme is based on the principles of the “scientist practitioner” resulting in full integration of theory, research and clinical components. Those parts of the programme which are primarily research focussed are specified in Unit R2 in detail, together with assessment processes. However, all other units (including placement based units) contain substantial elements of research, which will vary across units depending on the particular choices and needs of the individual students. For example, if the student chooses to do their research paper as part of their thesis in Child, then they will spend some of the time on child placement (Unit C3) setting up the research and gathering data. The close co-ordination involved in pre- and mid- placement reviews (which involve detailed discussions between the programme tutor, supervisor and student/trainee) ensures that such commitments are properly balanced. In many such instances these discussions will also involve other members of programme staff, the research tutor and the research supervisor.

## **Educational aims of the programme**

The professional Doctorate in Clinical Psychology (D.Clin.Psy.) at the University of Bath is a three year full-time research-based higher degree in which students are helped to meet two overarching objectives. Firstly, they will learn how to conduct original research as Clinical Psychologists who work as Scientist Practitioners. Secondly, they will acquire, and be able to demonstrate the range of competences and meta-competencies required for them to fully meet the Health and Care Professions Council (HCPC) Standards of Proficiency for Practitioner Clinical Psychologists and the comparable British Psychological Society (BPS) Guidance for Training, thereby enabling registration as Practitioners with the HCPC and as Chartered Clinical Psychologists with the BPS.

The programme ethos emphasises the importance of a clear understanding of how psychological theory and research can be applied to clinical problems by attention to the empirical grounding for processes, strategies and techniques in the work of clinical psychologists. An explicit feature of this approach is the recognition that competent practitioners are able learn and develop a skilful blend of the scientific basis of clinical psychology (“clinical science”) with reflective practice and personally adapted approaches (“clinical art”). This type of development requires close co-ordination between programme teaching staff and placement supervisors.

An important aim of the Programme is to meet the needs of the NHS for Chartered and Practitioner Clinical Psychologists who have a wide range of clinical, organisational and research skills and who have developed standards of high professional integrity. In addition to core professional competencies, trainees will develop “meta-competencies” which means that they understand how to adapt competencies beyond the areas for which they were developed by drawing upon their understanding of how theory and empirical grounding can be used to develop and evaluate new applications in a highly flexible way.

The Programme seeks to select trainees for their potential to develop a high level of clinical, academic and research competence. It aims to then foster this potential by training them to become clinical psychologists who engage in reflective practice founded on empirical grounding and the advanced application of psychological science to clinical problems, drawing on and applying the competencies and meta-competencies developed over the course of the programme. It seeks to encourage the development of the ability to apply skills, knowledge and values in order to develop high levels of clinical and professional competence, with a clear understanding of how research findings can be applied in the best interests of service users, carers and the services themselves. It is also intended that trainees will become part of the discourse of applied psychology in the clinical and clinical health areas as a result of their learning and research experience on the programme and whilst on placement.

**Intended learning outcomes** (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

*The following are the learning outcomes intended to enable the student to achieve*

*the educational aims of the Programme:*

**Overall learning outcomes (Research)**

On completion of the programmes trainees will be able to:

1. Create and interpret new knowledge through original research, and other advanced scholarship, and of sufficient quality to satisfy peer review, which extends the discipline of clinical psychology and merits publication.
2. Critically evaluate and review research in the field of Psychopathology and Clinical Psychology, including a range of evaluations of psychological therapies and clinical treatment trials, and studies descriptive and experimental psychopathology
3. Exercise well balanced critical judgement of their own research work and that of others, and how such research can be applied to the understanding and treatment of clinical problems.
4. Describe the epistemological foundations of the process of research
5. Evaluate and use a variety of research methods applied to psychological enquiry
6. Conceptualise, design and implement a range of research studies for the generation of new knowledge, application or understanding at the forefront of the discipline
7. Evaluate the evidence on experimental investigation of the processes underlying clinical psychological problems and the efficacy of treatments
8. Describe the role of research in defining psychological disorders, developing theoretical models, and evaluating interventions
9. Design and conduct detailed single case studies including at least two involving single case experimental design
10. Design and conduct a literature review either in the form of a quantitative review or an evaluative review which concludes with innovative theoretical formulations and conclusions.
11. Demonstrate an understanding of the context of their research not only in terms of abnormal psychology, psychopathology and the empirical grounding of Clinical Psychology, but also in terms of the professional context of their work.
12. Understand and undertake dissemination of their findings to a range of audiences at conferences, meetings and events with public access.

**Overall Learning Outcomes (Clinical):**

By the end of the programme, students should have the empirical grounding, knowledge and skills to develop working alliances with clients, including individuals,

carers and/or services, in order to:

1. Carry out psychological assessment,
2. Develop a formulation based on psychological theories and knowledge,
3. Carry out psychological interventions,
4. Evaluate their work
5. Communicate effectively with service users, referrers and others, orally, electronically and in writing.
6. Work effectively with service users from a diverse range of backgrounds, understanding and respecting the impact of difference and diversity upon their lives.
7. Work effectively with systems relevant to clients, including for example statutory and voluntary services, self-help and advocacy groups, user-led systems and other elements of the wider community.
8. Work in a range of indirect ways to improve psychological aspects of health and healthcare.
9. Conduct research that enables the profession to develop its knowledge base through synthesis
10. Manage a personal learning agenda and self-care,
11. Apply critical reflection and self-awareness that enables the transfer of knowledge and skills to new settings and problems.

**Intended learning outcomes** (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

➤ Knowledge & Understanding:

**Knowledge and Understanding**

*The following are the learning outcomes intended to enable the student to achieve the educational aims of the Programme:*

Knowledge and understanding of psychological theory and evidence, encompassing specialist client group knowledge across the profession of clinical psychology and the knowledge required to underpin clinical and research practice.

This will include knowledge and understanding of:

1. An understanding of the processes involved in critically evaluating and reviewing research in the field of Psychopathology and Clinical Psychology, including psychological therapies and clinical treatment trials.
2. The features, prevalence and incidence of the major needs and problems of a broad range of client groups relevant to clinical psychology, and the influences of life-span development,

societal factors and cultural diversity;

3. Knowledge and understanding of psychological theory and evidence, encompassing specialist client group knowledge across the profession of clinical psychology and the knowledge required to underpin clinical and research practice

4. Empirically grounded psychological theories relevant to the aetiology, vulnerability and maintenance of these needs and problems;

5. The results of experimental investigation of the processes underlying such problems;

6. The theory and practice of a range of psychological assessment procedures, including the interpretation of findings;

7. The theoretical and empirical basis of evidence based psychological therapies, and their application in practice with various client groups;

8. The evaluation of the evidence on the efficacy of treatments;

9. The formulation of clinical problems and the relationship of the formulation to assessment, intervention and evaluation;

10. The process skills involved in dealing with individual clients, couples, families and groups, and in dealing with health care delivery systems.

11. Knowledge and understanding of a professional and ethical value base, including that set out in the BPS Code of Conduct, the Division of Clinical Psychology (DCP) statement of the Core Purpose and Philosophy of the profession and the DCP Professional Practice Guidelines HCPC standards and Code of Practice

12. Knowledge and understanding of clinical process that demonstrates work with clients and systems based on the scientist-practitioner model.

13. Understanding of the role of research in defining psychological disorders, developing theoretical models, and evaluating interventions

14. Knowledge and understanding of professional competence relating to personal and professional development and awareness of the clinical, professional and social context within which the work is undertaken

15. An awareness of the legislative and national planning context of service delivery and clinical practice



<p>➤ Intellectual Skills:</p>	<p>Subject Specific Intellectual/Research skills</p> <p>Having successfully completed this Programme the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Obtain, summarise and synthesise clinical and research material from a range of appropriate sources</li> <li>2. Demonstrate skills in the psychological assessment and theoretically based formulation of clinical cases</li> <li>3. Critically evaluate psychological theories and models as they are applied in clinical psychology practice and research</li> <li>4. Demonstrate competence in the application of theoretically based and empirically grounded treatment models to clinical cases</li> <li>5. Consider and appraise the relative benefits of different models and approaches in clinical practice and research</li> <li>6. Critically evaluate conceptual and methodological issues and debates in clinical psychology practice and research</li> <li>7. Work in collaboration with others to conduct and report research to evaluate and extend theoretical understanding of psychological problems and the interventions which can help people to resolve such problems.</li> <li>8. Work independently to conduct and report research in one or more areas of clinical psychology</li> <li>9. Select and implement appropriate methods to evaluate the effectiveness, acceptability and broader impact of interventions (both individual and organisational) and use this information to inform and shape practice</li> <li>10. Audit clinical effectiveness and other aspects of service provision</li> <li>11. Identify and critically appraise research evidence relevant to practice</li> <li>12. Conduct service evaluation and single case experimental designs, with a clear understanding of the controls inherent in a range of such research strategies.</li> <li>13. Show the ability to plan and conduct independent research - identifying research questions, demonstrating an understanding of ethical issues, choosing appropriate research methods, analysing and reporting outcomes, and identifying appropriate pathways for dissemination.</li> </ol>
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➤ Professional Practical Skills:

*Clinical Skills (Subject specific practical skills).*

Having successfully completed this Programme the student will have developed or enhanced competencies in the following areas:

*Generic skills*

1. Decide, using a broad evidence and knowledge base, how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with clients, carers and service systems
2. Generalise and synthesise prior clinical knowledge and clinical experience in order to apply them in different settings and novel situations
3. Demonstrate self-awareness and the ability to work as a reflective practitioner
4. Demonstrate the ability to think critically, reflectively and evaluatively, balancing the need for scepticism with an ability to identify the value inherent in diverse approaches to understanding human problems.
5. Able to adapt practice to a range of organisational contexts, on the basis of an understanding of pertinent organisational and cultural issues
6. The ability to develop and maintain effective working alliances with clients, including individuals, carers and services

*Psychological Assessment:*

1. The ability to choose, use and interpret a broad range of assessment methods appropriate to the client and service delivery system in which the assessment takes place and the type of intervention which is likely to be required
2. Competence in formal assessment procedures (use of standardised instruments), systematic interviewing procedures and other structured methods of assessment (e.g. observation or gathering information from others)
3. Competence in conducting appropriate and minimally restrictive risk assessments and using these to guide practice in ways most likely to maximise the benefits for clients

*Psychological Formulation:*

1. The ability to develop formulations of presenting problems or situations which integrate information from assessments within a coherent framework. Such a framework should draw upon empirically grounded psychological theory and evidence. It should also incorporate interpersonal, societal, cultural and biological factors as appropriate

2. The ability to use formulations with clients to facilitate their understanding of their experience, plan appropriate interventions that take the client's perspective into account, assist multi-professional communication and the understanding of clients and their care

3. The ability to revise and evolve formulations in the light of new information and the response to ongoing interventions

*Psychological Intervention and Clinical Evaluation*

1. On the basis of a formulation, the ability to implement psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the client(s), and to do this in a collaborative manner with individuals, couples, families or groups, services or organisations

2. The ability to implement interventions through and with other professionals and/or with individuals who are formal (professional) carers for a client, or who care for a client by virtue of family or partnership arrangements

3. The ability, where appropriate, to devise innovative procedures drawing upon applications of psychological theory and research.

4. The ability to monitor and evaluate the effects of psychological interventions in a way that is valid for the recipients of the intervention

5. The ability to modify interventions according to the information derived from monitoring and evaluation

6. The ability to recognise when (further) intervention is inappropriate, or unlikely to be helpful, and communicating this sensitively to clients and carers

*Personal, Professional and Service Delivery Skills*

1. An understanding of difference and diversity on people's lives, and its implications for working practices

2. On the basis of an understanding of ethical issues, the ability to apply these in complex clinical contexts, ensuring that informed consent underpins all contact with clients and research participants

3. The ability to minimise the impact of the power imbalance inherent between practitioners and clients based on an understanding of how this can lead to abuse

4. The ability to practise in a manner that is sensitive to issues of difference and diversity in people's lives, and its implications for working practices.

	<p>5. The ability to develop strategies to manage the emotional and physical impact of their own practice and seek appropriate support when necessary, with a good awareness of boundary issues</p> <p>6. The ability to work collaboratively and constructively with fellow psychologists, other colleagues and users of services, respecting diverse viewpoints</p> <p>7. The ability to work with users and carers to facilitate their involvement in service planning and delivery</p> <p>8. The ability to communicate effectively clinical and non-clinical information from a psychological perspective in a style appropriate to a variety of different audiences (e.g. professional colleagues, users and their carers)</p> <p>9. Demonstrate understanding of the supervision process for both supervisee and supervisor roles</p> <p>10. The ability to understand consultancy models and the contribution of consultancy to practice</p> <p>11. Demonstrate understanding of change processes in service delivery systems</p> <p>12. The ability to work effectively in multi-disciplinary teams</p>
<p>➤ Transferable/ Key Skills:</p>	<p><i>Transferable skills</i></p> <p>Having successfully completed this Programme Students will have:</p> <p>1. The ability to adapt their style of communication to people with a wide range of levels of cognitive ability, sensory acuity and modes of communication</p> <p>2. The ability to prepare and deliver teaching and training which takes into account the needs and goals of the participants (for example by appropriate adaptations to methods and content)</p> <p>3. The ability to work effectively in teams (including multi-disciplinary teams), demonstrating a clear awareness of the need for different interactions according to team composition and purpose; part of this learning will involve the development of leadership skills.</p> <p>4. Demonstrate an understanding of change processes in organizational systems and how these can be managed</p> <p>5. The ability to conduct analyses of problems with service systems and to suggest, and where appropriate implement a range of solutions</p>

6. The ability to write reports that are clear and concise for a range of readerships

7. The ability to interpret and explain statistical information

8. Use technology appropriately as part of their learning and clinical and analytical work.

## **Structure and content of the programme (including potential stopping off points)**

### **Programme format and structure**

The DClinPsy is a three -year full-time programme studied over full calendar years. Trainees commence the programme in October of the year of admission and complete in September of their third year. It consists of 12 Units covering clinical practice, academic study, professional development and research. As such it comprises campus-based academic study and work-based supervised clinical experience. Approximately 55% of trainees' time is spent on clinical placement, usually in NHS units. Trainees are employed within the NHS and are entitled to 4 weeks annual leave, which must be taken during designated periods during clinical placements and not during periods of campus-based academic activity.

There are six clinical placements, each designated by a Unit specification (C1-C6) that are closely integrated with the academic Units and also provide the focus for much of the clinically relevant research effort that contributes to the research related outcomes. Six 'campus-based' Units consist of research training (R1) and professional development (P1), three Units that link directly to clinical training (A1-A3) and a major research project Unit (R2). All Units are compulsory and are as follows:

- PS-60141-3 Professional and personal development (Unit P1)
- PS-60144 Clinical research in practice (Unit R1)
- PS-60131 Core competencies in clinical psychology (Unit A1)
- PS-60135 Working Age Adults clinical placement (Unit C1)
- PS-60133 Developmentally appropriate applications of clinical psychology (Unit A2)
- PS-60136 Older Adults clinical placement (Unit C2)
- PS-60137 Child and Adolescent Mental Health clinical placement (Unit C3)
- PS-60138 Learning Disabilities clinical placement (Unit C4)
- PS-60134 Advanced and specialist clinical psychology (Unit A3)
- PS-60139 Clinical Health (or other speciality) clinical placement (Unit C5)
- PS-60140 Speciality Elective clinical placement (Unit C6)
- PS-60145-6 Clinical Research Project (Unit R2)

Two Units, P1 and R2, are studied throughout all three years of the programme. The schedule of study for each of the Units across all three years of the programme is shown in figure 1.

Figure 1

Yr	Professional	Academic	Clinical	Research
1	P1 Professional and personal development ↓	A1 Core competencies in clinical psychology A2 Developmentally appropriate applications of clinical psychology ↓	C1 Working age adults C2 Older Adults	R1 Clinical research in Practice R2 Clinical research project ↓
2			C3 Child and Adolescent Mental Health C4 Learning Disabilities	
3		A3 Advanced and specialist clinical psychology	C5 Clinical Health or other speciality C6 Speciality elective	

Attendance at teaching is compulsory, and will be monitored through a daily register. From October to mid November in year 1, trainees spend 1 day a week as a graded introduction to clinical work with a focus on gaining observational experiences the remaining four days a week are spent in training sessions and study in the University. From mid-November in the first term, trainees will then spend 3 days per week on clinical placement until mid-April. For all subsequent clinical practice placements, trainees typically spend 3 days per week on placement with two days a week for teaching, study and research, although there may be minor variations in this pattern from time to time to accommodate particular events.

Some year group teaching days are held in regional centres away from the University. These are regular teaching/workshop/skills training sessions. The days are planned to allow the teaching sessions to be delivered by clinicians local to the site visited; where appropriate, these will be combined with the opportunity to visit specific facilities in the location concerned, and the opportunity to meet with staff in the local department.

Figure 2 (appendix 1) shows a structural diagram over the time period of the programme with the y-axis scaled to show the relative amount of time, as distinct from academic effort, applied to each Unit at any point in the programme.

### Awards

To receive the award of DClinPsy (Doctor of Clinical Psychology) students must successfully complete all Units and their associated assessments. Students must thus demonstrate satisfactory completion of all programme level learning outcomes and associated Unit learning outcomes.

An MPhil can be awarded following successful completion of the academic and research components (Units A1-A3 and R1-R2) if there has been failure of one or more of the clinical placements (C1- C6) or professional development Unit (P1). An MPhil award cannot be used to seek professional registration or accreditation with the HCPC or BPS, nor can the person with this award use the term Clinical Psychology in association with the award.

## **Clinical orientation**

In terms of psychological treatment training, the main therapeutic approaches used emphasise the full range of evidence based and empirically grounded approaches for the understanding and treatment of clinical problems. The programme predominantly adopts behavioural, cognitive and cognitive behavioural approaches together with empirically grounded family/systemic approaches.

## **Content**

Learning, teaching and training on the Doctorate in Clinical Psychology is “research led”. Given the present state of the field, this means that in terms of psychological treatment training the main therapeutic approaches used emphasise the full range of evidence based and empirically grounded approaches to understanding and treatment of clinical problems. This in practice means behavioural, cognitive and cognitive behavioural approaches together with empirically grounded systemic/family approaches.

The programme emphasises the integration of University based theoretical and skills training with clinical practice by using a range of research led teaching and learning strategies including lecturing, workshop based training, small group sessions and so on, matching the topics to be taught to the methods of teaching. Some academic work is also carried out as part of clinical placements, which integrated clinical/academic teaching being delivered by supervisors.

The programme draws upon the full range of empirically grounded psychological theory, not only in psychopathology but also in other areas of psychology such as social and developmental psychology in order to allow consideration of context and lifespan development. The emphasis in assessment and therapy is person-centred in the broad sense. The programme also has major strengths in Clinical Health Psychology and it is expected that some students will develop this specialisation throughout their training whilst gaining core competencies across other specialties. Subject to special considerations Clinical Health Psychology will be defined as a core placement in addition to the more usual core placements, viz: Working Age Adults, CAMHS, Older Adults and Learning Disabilities. A range of other specialisations can also be developed, based on trainee career aspirations and NHS manpower requirements, availability of appropriate expertise and supervisory capacity. Such specialisation can begin relatively early in the programme, assuming sufficient development of core professional competencies and expertise. Year 3 gives an opportunity to specialise through elective placements.

Practical clinical skills are taught and practised in workshops relating to basic interviewing skills, specific factors in therapy, formulation, specific therapeutic techniques and issues relating to the therapeutic process. These are then applied and extended on clinical placement under supervision.

The staging of the academic programme is generally organised to prepare trainees for the placements they are undertaking or about to undertake. The emphasis on clinical skills helps to prepare trainees to offer psychological interventions to patients in their placement. Thus, the first term of teaching is the most intensive, with four days each week covering fundamentals of clinical psychology, with CBT as primary therapeutic approach being taught to allow trainees to rapidly develop fundamental interpersonal and relationship skills (often referred to as “non specific factors”) but also in assessment and formulation skills applied in a way which will lend itself to helping clients to choose to change.

The teaching and training block is directed towards helping the trainee develop fundamental skills and to begin the processes involved in reflective practice by working on presentations which will form the focus of discussion in the year group. Such presentations will be of two types: (1) Case presentations (2) "Issues", such as confidentiality, risk assessment, assessment of capacity, and so on, arising from the observational experience on placement.

Fundamentals of assessment, diagnosis and psychometrics are also taught at this time. Training and "Passouts" include the WAIS IV and basic neuropsychological assessment, including some automated assessments (e.g. the Wisconsin Card Sort, Brixton). The use of standardised scales in assessment and outcome measurement are also included. Formulation is taught as a flexible skill underpinning interventions. The treatment of common psychological problems and severe and enduring mental health problems is introduced. Clinical Health Psychology and Behavioural Medicine are introduced, identifying the similarities and differences between this setting and mental health settings, focussing on the convergence in both general practice and Liaison Psychiatry settings. Issues related to substance misuse are also introduced. Research teaching during this period initially focuses on single case experimental design, quasi-experimental designs, audit and health services research. During December of the first year, students participate in "research fairs" where they will have the opportunity to identify and explore potential research projects and supervisors across the full range of specialties.

From January of the first year, the focus shifts towards developmental issues relevant to Older Adults, Child and Adolescent Mental Health Services and Learning Disability placements. Some sessions will build upon the systemic/family therapy approaches introduced in the first term to consider assessment, formulation and intervention. Research design and statistics become important in the lead-up to the main research project and literature review. Professional issues linked to consultancy, audit and service review are taught early in the second year.

A range of generic issues are integrated into, and developed throughout, the programme. These include cultural and diversity issues, including race; work with refugees and sexual diversity and workshops relating to professional issues relevant to working as a Clinical Psychologist, such as inter-professional, multidisciplinary and team working, leadership, ethical issues, code of conduct issues, boundaries, and working in the NHS. Specialist workshops on topics such as assertive outreach, family approaches with older adults, learning disability teaching will also continue throughout the programme, connected where possible with placements. The emphasis is on cognitive-behavioural approaches to assessment, formulation and treatment, built on the fundamentals begun in Units A1 and C1.

An important additional emphasis of Year 3 is on professional issues relevant for working as a Clinical Psychologist; management, supervision, mentoring, governance and leadership will all feature prominently.

The programme content ensures that trainees develop professional roles characterised by being collegial, incorporating an understanding of the roles and approaches of professional colleagues in order to enable good working relationships to promote the psychological well being of service users. An awareness of the needs of service users, carers and the wider community is also emphasised. The programme training and placements are based on an understanding of the importance of equality, diversity and empowerment.

Learning outcomes and research outputs are achieved throughout the full programme, during the periods of clinical placement and of academic study. Research teaching,



assessment and submissions run throughout the 3 years, as do other major themes such as working with service users and carers, reflective practice, professional practice, and assessment and formulation.

Over the entire period of the three year training, students are supervised in and assessed on research and clinical competencies in ways which ensure that they are able to integrate research and practice in the ways both recommended and required by the HCPC, BPS, BABCP and AFT. Students/trainees participate in regular supervisory sessions which will shape their learning and independent work.

For all research components, they will usually be allocated at least two doctoral level supervisors (one from the University, the other usually a regional clinical psychologist). The University supervisor will be the lead supervisor. Supervision will usually be individual and on the basis of regular time set aside for this purpose. It is anticipated that dedicated research supervision will be no less (and usually more) than a total of 160 hours over the duration of the programme. Research supervision will be monitored on the basis of at least quarterly specific monitoring reports which specify supervision time, SMART targets (updated on the basis of progress) and action plans for unmet targets

Clinical supervision arrangements are agreed pre-placement, and are at least once a week during placements where 2 days or more of the time is spent on clinical work. Again supervision is defined as time set aside for this purpose and will take place at least weekly. Clinical supervision draws upon direct observation in person and through the use of video by the supervisor, with formative feedback being the primary aim. Placement reviews, particularly the very substantial mid placement review which includes formative feedback, are used to monitor supervision and progress. Mid placement review involves a meeting *in situ* using a detailed set of assessments, the aim being to both evaluate and provide clear targets for the remainder of the placements. The end of placement review, in addition to being a summative assessment, also provides information which can be fed into the planning for subsequent placements as part of a cumulative training needs assessment.

The programme seeks to help trainees develop enthusiasm for learning, development and research in the field. Questioning, constructive critical thinking and in depth investigation will be encouraged; trainees will be helped to develop personal areas of interest and expertise in terms of clinical, academic and research focus over the entire period of their training in ways which are intended to allow them to continue to develop once they have qualified

### **Delivery modes**

The programme emphasises the integration of theoretical and skills training with clinical practice by using a range of teaching and learning strategies including lecturing, workshop based training, small group sessions and online resources, matching the topics to be taught to the methods of teaching. Some academic work is also carried out as part of clinical placements, with integrated clinical/academic teaching being delivered by clinical supervisors.

Some year group teaching days are held in regional centres. The days are planned to allow the teaching sessions to be delivered by clinicians local to the site or organisation visited; where appropriate, these are combined with the opportunity to visit specific facilities and the opportunity to meet with staff in the specific clinical department.

Attendance at teaching is compulsory and is monitored by means of a daily register. Failure to attend is managed by meeting with the student's clinical tutor and the programme director. The programme director, who is responsible for the line

management of the trainee as an NHS employee, will take appropriate action according to the trainee's contract for persistent absenteeism or any other employment related infringement consistent with the conditions of the students employment within the National Health Service, as guided by the employers HR department.

Trainees have access to an online learning environment, utilising the University's Moodle VLE, which provides permanent access to learning resources, remote access to the University library catalogue and a range of online journals and form a single location for accessing the programme documentation. Whilst on the clinical placements the VLE provides an important opportunity for maintaining trainee contact with peers and programme staff.

**Learning and teaching** The programme adopts an adult learner model in its teaching, expecting trainees to be, or develop into, independent learners, who are able to specify their learning needs and find solutions for their satisfaction. This is achieved through the supervisory process, through mentoring arrangements and peer support. In doing so the programme dovetails the requirements of local, regional and national organisations for competent qualified professionals with the benefits of a learner-led model of teaching, training, and learning. This is achieved through attention and responsiveness to feedback from the trainees, their clinical supervisors and from placements and regional representatives. An important mechanism for this is the substantial representation of both trainees and regional stakeholders, particularly supervisors, on the various programme committees.

The programme seeks to help trainees develop enthusiasm for learning, development and research in the field. It is research led in all senses. Questioning and in depth investigation will be encouraged; trainees will be helped to develop personal areas of interest in terms of clinical, academic and research focus over the entire period of their training in ways which are intended to allow them to develop into lifelong learners.

The programme Learning and Teaching Strategy is based on that of the University of Bath

<http://www.bath.ac.uk/learningandteaching/UoBLearningTeachingStrategy0910-1112.pdf>

In particular, the strategic vision is to create a learning environment which

*"recognises the prominence of our research, is intellectually challenging and is strongly applied focusing on the employability of our students".*

This vision is incorporated into the Philosophy, ethos and practice of the Doctorate in Clinical Psychology offered by the University.

### **Assessment**

This is a complex programme which satisfies the criteria of both the professional bodies and those pertaining to a research higher degree of the University. To achieve the aims of producing highly competent, adaptable and widely skilled clinical psychologists it integrates clinical and academic issues throughout the modular structure with themes and topics that are delivered across several Units. The assessment methodologies need to be appropriate to this structure and deliver to clinical and academic agendas. Consequently assessments under the major themes are provided from several Units. The table in appendix 1 of the programme regulations shows the assessment schedule in detail.

### **Supervision**

Trainees participate in regular supervisory sessions. For all research components, they are normally allocated two supervisors, one a University academic, the other a

regional clinical psychologist. The University supervisor is the lead supervisor. Supervision is usually on an individual basis and regular time is set aside for this purpose. It is anticipated that dedicated research supervision will be no less (and often more) than a total of 160 hours over the duration of the programme.

Trainees are allocated a clinical supervisor for each clinical placement, arrangements being agreed pre-placement, and will be at least once a week during placements in which two days or more is spent on clinical work. Placement reviews, particularly the mid placement review which includes formative feedback, are used to monitor supervision and progress

### **Integration of components**

The clinical/research/academic integration is enhanced by teaching that is conducted both by programme staff (all of whom will be clinically and research active) and clinical psychologists from across the region. Throughout the programme, some teaching days take place in NHS settings elsewhere in the region. These sessions are also be an opportunity for trainees to familiarise themselves with the range of NHS and social care services across the region.

The programme ensures that trainees develop professional skills characterised by being collegial, that incorporate an understanding of the roles and approaches of professional colleagues to promote the psychological well being of service users and which emphasise awareness of the needs of service users, carers and the wider community. The clinical training and placements are based on an understanding of the importance of equality, diversity and empowerment.

Over the three years of the programme, in addition to being research led, it has a major research teaching and practice element (Units R1&2, all C units), assessed by a portfolio which including two major pieces of original work of publishable standard and two major applied/applicable research components (service related research project and service review) the first of which is to be of publishable standard. Thus, the research component includes a study involving clinical data collection which is both innovative and is deemed to make a significant contribution to knowledge in the field, a quantitative review or evaluative review with identified theoretical or methodological implications again of publishable standard, a piece of original publishable standard applied research which makes an original contribution to service improvement or innovative service delivery and a detailed audit/clinical service review likely to be of value to specific or wider health or social care services.

In addition to the research components identified in the Research Project Units Unit R1 and R2), all other units include substantial research activities; research issues feature alongside theoretical and practice elements both implicitly and explicitly in Units A1-A3. As research is almost entirely conducted with clinical samples, clinical placement Units (C1-C6) invariably involves research training and activity, identified by the detailed case reports written up in publishable format, including at least two which utilise single case experimental design. This is integrated via the connecting narrative that is assessed as part of the research portfolio (Unit R2) and also through the reflective narrative that forms part of the assessment for Unit P1. Full detail of programme assessment is given later in this document.

### **Details of work placements / work-based learning / industrial training / study abroad requirements**

There are six substantive clinical placements that are located within NHS service organisations across the geographical region of Bath, Bristol, Gloucestershire and Somerset. These are as follows:

- C1: Working Age Adults
- C2: Older Adults
- C3: Child and Adolescent Mental Health
- C4: Learning Disability
- C5: Clinical Health or other speciality Specialist/Elective
- C6: Speciality Elective

All placements are compulsory and C1-C4 must be taken in the named speciality areas. C5 and C6 allow for specialisation in the third year. It is possible following assessment of training needs for these placements to be combined into a single year long placement. Placements are allocated and administered according to a detailed needs assessment process conducted at the beginning of the programme and reviewed throughout training. Trainees are allocated to placements based upon their developmental requirements and the availability of suitable supervisory arrangements. Geographical location may be considered but will not be a pre-eminent criterion. For each placement trainees have a mid placement review with formative feedback and a final evaluation.

The provision of adequate and appropriate placements is secured through membership of the Regional Clinical Supervisors Committee, a regional NHS committee. Each placement is established, and monitored, by the Programme Clinical Director with a regional clinical psychologist as supervisor. Supervisors are required to meet strict criteria of eligibility. The programme team provide training, Continuing Professional Development and mentoring as appropriate so that the supervisors meet the required standards.

### **Details of support available to students** (e.g. induction programmes, programme information, resources)

Each cohort is allocated a year tutor (Cohort Tutor) who follows them through the three years of the programme. Their Clinical Tutor is responsible for their training needs assessment. In addition a regional personal support tutor is allocated to each student for the duration of the programme. Other personal support systems are detailed in the programme handbook. There is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via:

<http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays.

The key mechanism for the students' learning support is the use of Learning Needs Analysis and Personal Development Planning to provide personalised and self-directed learning opportunities, incorporating both an assessment of training needs and the trainee's aspirations in term of professional and research development. The Cohort Tutor is the key and first point of contact for students studying on this programme.

Before commencing studies on their first unit, all students are asked to work their way through an online induction – to ensure that they are familiar with the programme virtual learning environment and understand the key processes which work at the unit level. A full e-Student Handbook is available on the programme virtual learning environment.

The first part of the programme (Year 1, Oct-Dec) includes intensive induction and training.

There is a detailed programme handbook containing all key information for students.

The Programme Director of Studies works with the programme team, including regionally based clinical supervisors, to ensure that the students are well supported on their learning.

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### **Admissions criteria** (including arrangements for APL/APEL)

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#### **Admissions criteria**

Candidates are required to satisfy the University of Bath's General Admissions Regulations for admission to a higher degree (Regulation 16).

Additionally and specifically candidates will need to satisfy the following minimum essential requirements:

- A first degree in Psychology with a minimum classification of upper second (2.1)
- Meeting the criteria for Graduate Basis for Chartered Membership with the British Psychological Society
- Passing an Enhanced Disclosure Barring Service (DBS) check and Health Check, In the case of overseas applicants an equivalent to the DBS check or disclosure/ statement of truth.
- Evidence of commitment to a career in clinical psychology

- Evidence of commitment to the programme ethos
- Evidence of commitment to the values set out in the NHS Constitution [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/448466/NHS\\_Constitution\\_WEB.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/448466/NHS_Constitution_WEB.pdf)
- Appropriate and relevant experience before, during and/or following undergraduate training
- Evidence of strong motivation to work in the field
- Capability in the English language. Where candidates do not possess a first degree delivered in English, they are normally expected to obtain a minimum IELTS score of 7.0 (in all areas) or a TOEFL score of 600 paper based or 250 computer based. Work experience in an English-speaking environment may also be acceptable.
- Meeting residence requirements for employment as governed by NHS HR on behalf of the Health Education England Local Education and Training Board (South West)

Clinical Psychology programmes receive high levels of applicants and Bath is no exception. Thus in addition to the essential requirements, the following additional desirable requirements may be taken into consideration:

- At least one year's relevant previous experience (paid or voluntary) of working with adults/children in a relevant clinical speciality.
- Contact with clinical populations for research purposes.

There are no APL (Accreditation of Prior Learning) admissions routes into this programme, although exceptionally mid- programme transfers from other accredited UK clinical psychology programmes may be facilitated for special cases.

There are no APEL (Accreditation of Prior Experiential Learning) arrangements for this programme.

### **Admissions process**

Applications come through the formal admissions system of the Clearing House for Clinical Psychology based at the University of Leeds.

### **Selection process**

Selection takes place in three stages. In the first stage, applicants are screened to determine whether they meet the minimum admissions criteria and that the application documentation is complete. A second stage involves assessment of applications by selection panels in order to shortlist for interview, which is the third stage. Interviews consist of a series of panels and scenario assessments.

Full details of the selection process is made available to applicants and can be found [here](#)

<http://www.bath.ac.uk/psychology/clinical/how-to-apply/>

This is updated from time to time.

## Summary of assessment and progression regulations

Assessment and progression regulations are based on those currently in use on the Doctorate in Clinical Psychology and described in full in the Assessment Regulations and in the Programme Handbook. Programme Regulations are available in the Programme Handbook and within the online learning environment.

### Assessment regulations

A brief summary of key points is listed below:

- Programme awards are achieved on the basis of accumulation of credit. All Units and all assessments are compulsory.
- Credit is awarded for successful completion of a unit with a pass mark of 40%
- All units and all components of each unit must be passed.
- Coursework submission and requests for extensions are handled in line with University policy.

Failure of any of the clinical placements (Units C1-C6) requires those Units to be repeated with a new supervisor. A second failure of that, or any other clinical placement Unit, results in failure of the DClinPsy programme

All assessment components of all units must be passed, and all units are usually required to be taken in the order specified, although swapping is allowed for the order of units C3 and C4 subject to availability of supervised placements.

### Progression regulations

Progression issues are considered by the Programme Board of Examiners. A formal progression point for each cohort will be considered by the examination board in Years 1 and 2 to confirm that all trainees have successfully completed the requirements for progression to the next year of the programme and to confirm remedial arrangements for those who have not.

The Programme Board of Examiners meets before the relevant Board of Studies in Year 3 to review the research portfolio and results of the *viva voce* examinations; there is further meeting of examiners later in the year to consider any corrections required from the earlier meeting and to consider assessments from units C6 and A3.

The Programme Board of Examiners may meet at other times to consider individual cases where a trainee has not satisfied the assessment or progression requirements.

Specific progression requirements include:

Unit R1 must be successfully completed before progression to Unit R2.

Unit A1 must be successfully completed for progression to Units A2.

Unit A2 must be successfully completed for progression to Units A3.

Units C1-C4 will normally be completed for progression to Units C5 or C6, which can

be taken in reverse order.

Trainees may request a specialist unit (C5) after the successful completion of C2 or later. Such a request will be considered by the programme committee in the light of the students training needs assessment *vis a vis* their research plans. Such a request will be considered by the programme committee.

### **Award regulations**

For the award of the degree of DClinPsy all Units must be passed.

For the award of the degree of MPhil, Units A1-A3, P1 and R1-R2 must be passed.

Other combinations of Units are not associated with any academic award.

### **Registration periods**

The maximum registration period is normally 4 years. The overall period of study, allowing for suspensions of study and extensions to study, in accordance with the programme regulations, is 6 years.

### **Indicators of quality and standards (e.g. professional accreditation)**

**Professional accreditation** of programmes brings an additional element of academic peer review. This programme has already been accredited by the British Psychological Society and Health and Care Professions Council during a two day visit supported by substantial documentation in 2010, confirmed by a further visit in 2015. The programme is subject to detailed review by these bodies on a regular basis. The programme has been accredited by the British Association for Behavioural and Cognitive Psychotherapies and accreditation by the Association of Family Therapy is pending in December 2015. These external bodies not only provide external review, but accreditation/approval means that graduates from the programme are eligible to apply for registration/accreditation/chartering.

### **Programme specific:**

Programme management arrangements are set out in the programme handbook. There is a detailed structure specified, with terms of reference for the committees and extensive stakeholder representation (including students, regional clinical psychology supervisors and service users) as appropriate. In summary, there is a programme management committee, linked to a programme executive which implements decisions. There are seven further committees which report to the programme management committee; these are Admissions, Practice and Placement, Curriculum, Process, Examination and Assessment, Staff-Student Liaison and Research committees. The programme handbook specifies membership, chairs and Terms of reference for each. Unit exam boards report to the examination Committee.



## University of Bath Indicators of Quality and Standards

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies : <http://www.bath.ac.uk/quality/cop/statements.html>
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:

Governance:

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc>

Review and Monitoring:

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc>

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document: <http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf>

The University's management of its academic standards and quality is subject to external institutional review by the [Quality Assurance Agency](#) on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, the enhancement of learning opportunities. The University was commended on its provision of information.

### Staff Development

Staff receive support to fulfil their roles in the following ways:

- Peer support in programme team and departmental meetings;

- All staff will be required to have internal research and teaching mentoring arrangements once appointed as part of the probationary arrangements. The programme Head of Department will co-ordinate and ensure that named mentoring is both set up and will then monitor outcomes. On the completion of probation, arrangement of these roles will pass to the designated line manager, who will from time to time update the Programme Director.
- All programme staff will be required to be HCPC Practitioner Clinical Psychologists, and will therefore be required to ensure that their Continuing Professional Development portfolio is current. Where possible, either BABCP or AFT accreditation will also be obtained and kept current. The programme and department will support and from time to time provide such activity.
- Programme staff are expected where possible to attend the British Psychological Society Group of Trainers events, including the annual conference and function specific events.
- The programme will provide training events for staff and regional supervisors, including both supervision training and CPD.
- Cross-institutional fora, such as the [Directors of Studies Fora](#) provide a mechanism for sharing of good practice;
- Appraisal of post-probationary staff is undertaken on an annual basis, and emphasises staff development. Each staff member has a Personal Development Plan, which is formally reviewed at six monthly intervals.
- [Peer observation of teaching](#) is undertaken with a view to improve the quality of teaching through the development of understanding and sharing of experiences of teaching;
- The University provides training and support for academic staff throughout their career at the University of Bath, and has requirements for probationary staff <http://www.bath.ac.uk/learningandteaching/courses-development/the-bath-course/minimum-requirements.html>
- The University is also committed to providing reward and recognition of staff engaged in learning and teaching, including promotion criteria that recognise contributions to learning and teaching in the progression of academic staff. The University has also established a number of [institutional awards](#) to recognise contributions in Learning and Teaching and offers incentives for new developments and enhancement projects via the [Teaching Development Fund](#);

### Sources of other information

Programme Handbook  
 Research Handbook  
 Supervisors Handbook  
 Unit specifications

<b>Unit code</b>	PS60131
<b>Date unit first approved:</b>	11/01/11
<b>Date of approval of this version:</b>	21.10.15
<b>Date this version is effective from:</b>	<b>October 2015</b>

<b>For unit changes please indicate the nature of the change(s): [Leave blank for new units]</b>						
Title:		Level:		Period offered:		Description text (e.g. content): X
Assessment:		Withdrawal of unit:		Credits/Study Hours:	X	Requisites:
Other (please list):						
<b>For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?</b>						

<b>Unit title</b>	A1. Core Competencies: Empirically Grounded Psychopathology and Assessment and Treatment in Clinical Psychology and Clinical Health Psychology
<b>Unit provider</b>	Department of Psychology
<b>Teaching provider</b>	Department of Psychology
<b>Aims</b>	<p>This unit aims to provide trainees with the key theoretical knowledge and understanding and core clinical skills required to operate as a clinical psychologist.</p> <p>In particular, it will enable trainees to:</p> <ul style="list-style-type: none"> <li>• Develop an in-depth knowledge of the range of procedures used to help people find ways of adapting to a range of psychological problems;</li> <li>• Link an advanced understanding of research, empirically grounded psychopathology and theory to clinical procedures;</li> <li>• Develop detailed knowledge of key professional issues related to clinical management, such as the handling of risk assessments;</li> <li>• Understand how their professional training relates to the requirements of the Health and Care Professions Council (HCPC) and British Psychological Society (BPS). In particular, the unit will ensure that trainees understand and consistently apply the HCPC's standards of conduct, performance and ethics.</li> </ul>
<b>Learning Outcomes</b>	<p>After completing this Unit, trainees should be able to:</p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Acquire knowledge of and critically evaluate the range of research strategies used in clinical psychology and psychopathology investigations;</li> <li>• Critically evaluate the way in which applied research is carried out in the field of clinical psychology;</li> <li>• Acquire knowledge of and critically evaluate the role of research in defining psychological disorders, developing theoretical models, and evaluating interventions.</li> </ul> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Acquire knowledge of the features, prevalence and incidence of the major needs and problems of a broad range of client groups relevant to clinical psychology;</li> <li>• Acquire knowledge concerning the influences of life-span development, societal factors and cultural diversity on such problems;</li> <li>• Critically evaluate the results of research investigation of the processes underlying such problems;</li> <li>• Acquire knowledge of and critically evaluate empirically grounded psychological theories relevant to the aetiology, vulnerability and maintenance of these needs and problems;</li> <li>• Critically evaluate the theoretical and empirical basis of evidence based psychological therapies, and their application in practice with various client groups.</li> </ul>

	<p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• Construct well-written and logical arguments in written work, making links between theory, empirical research and clinical practice</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Acquire knowledge of the theory and practice of a range of psychological assessment procedures, including the interpretation of findings;</li> <li>• Evaluate research evidence on the efficacy of treatments</li> <li>• Gain familiarity with the formulation of clinical problems and the relationship of the formulation to assessment, intervention and evaluation;</li> <li>• Acquire knowledge of the process skills involved in dealing with individual clients, couples, families and groups, and in dealing with health care delivery systems;</li> <li>• Gain familiarity with the professional and ethical value base in clinical psychology;</li> <li>• Acquire in-depth knowledge of the clinical process that demonstrates work with clients and systems based on the scientist-practitioner model;</li> <li>• Acquire knowledge of the clinical, professional and social context within which clinical practice is undertaken;</li> <li>• Gain familiarity with the legislative and national planning context of service delivery and clinical practice.</li> <li>• Demonstrate an understanding and appreciation of the implications for their professional practice of the HCPC's standards of conduct, performance and ethics.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• Enhance personal development</li> <li>• Relate in a professional way to other trainees</li> </ul>
<p><b>Skills</b></p>	<p>This Unit will enable trainees to:</p> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Critically evaluate psychological theories and models as they are applied in clinical psychology practice and research;</li> <li>• Decide, using a broad evidence and knowledge base, how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with clients, carers and service systems.</li> </ul> <p>(Taught, facilitated and assessed)</p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Identify appropriate research strategies for a range of questions in clinical psychology and psychopathology.</li> </ul> <p>(Taught, facilitated and assessed)</p> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• Construct logical, well-argued written assignments.</li> </ul> <p>(Taught, facilitated and assessed)</p> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Assess and formulate common psychological disorders including anxiety disorders and depression;</li> <li>• Use cognitive-behavioural strategies including discussion techniques and behavioural experiments;</li> <li>• Develop collaborative working alliances with patients with common psychological disorders;</li> <li>• Take account of difference and diversity on people's lives, and the implications for working practices;</li> <li>• Conduct and interpret psychometric assessments.</li> </ul> <p>(Taught and facilitated/ assessed)</p> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• Interpersonal and relationship skills;</li> </ul>

	<ul style="list-style-type: none"> <li>• Make good use of feedback. (Taught, facilitated and assessed)</li> </ul>
<p><b>Content</b></p>	<p>The academic syllabus of this Unit will cover the following areas:</p> <ul style="list-style-type: none"> <li>• The treatment of common psychological problems and severe and enduring mental health problems;</li> <li>• Common mental health problems such as anxiety and depression, as well as clinical health psychology and severe mental illness;</li> <li>• Cognitive behavioural approaches, alongside coverage of systemic approaches;</li> <li>• Theoretical support for the use of psychometric methods including IQ testing and memory testing;</li> <li>• The use of standardised psychometric scales in assessment, diagnosis and outcome measurement of clients' psychological problems, including the WAIS IV and basic neuropsychological assessment, and some automated assessments (e.g. the Wisconsin Card Sort, Brixton);</li> <li>• The process of formulation as a key skill underpinning clinical interventions;</li> <li>• Methods of facilitating service user involvement, communication, and addressing power imbalances in therapy;</li> <li>• The full range of research strategies used in Clinical Psychology, including methodologies used for different purposes;</li> <li>• The integration of applied research in Clinical Psychology with basic psychological research;</li> <li>• Clinical Health Psychology and Behavioural Medicine, identifying the similarities and differences between these settings and mental health settings, focussing on the convergence in both general practice and Liaison Psychiatry settings;</li> <li>• Working in multidisciplinary teams and other types of partnership;</li> <li>• The requirements of the HCPC and the HCPC Guidance on conduct and ethics for trainees, including the BPS Code of Conduct, the Division of Clinical Psychology (DCP) statement of the Core Purpose and Philosophy of the profession and the DCP Professional Practice Guidelines HCPC standards and Code of Practice.</li> </ul> <p><b>Unit Structure</b></p> <p>The first three seven weeks will be the most intensive, with four then three days each week covering the core areas and skills required in clinical psychology. Cognitive behavioural therapy (CBT) will form the primary therapeutic approach covered in this Unit, enabling trainees to develop key interpersonal and relationship skills (often referred to as "non specific factors"). Clinical assessment and formulation skills will also be covered using techniques designed to enable trainees to empower clients to choose to change.</p> <p>During the initial seven weeks trainees will engage one day each week in an observational placement (Unit C1: Working Age Adults placement) which will become their first full clinical placement from mid November of Year 1. The academic syllabus of unit A1 will therefore be oriented to the requirements of this first Placement unit, especially during the first three months.</p> <p>This unit will involve problem based learning (PBL), with the presentation of issues and cases relevant to the first two placements, with students carrying out assignments related to assessment, treatment and professional issues linked to their observations. Examples include particular types of cases (eg. anxiety, depression, psychosis, substance misuse, clinical health problems) and issues (eg. confidentiality, consent, Care Planning Approach). This work will encourage trainees to link their clinical learning on placement to related theory and research, and to examine how further research might be conducted both at an advanced single case level and in other ways.</p> <p>A general introduction to research strategies used in this area of work will be included, to supplement work conducted in unit R1.</p>

	The syllabus in this early stage of the Programme aims to enable trainees to gain knowledge of theory and research in clinical psychology, and to develop key skills required of clinical psychology practitioners. They will also develop the processes involved in reflective practice. The Unit will involve a range of formative work, notably presentations to peers which will form the focus of discussion in the year group. Such presentations will be of two types, covering: (1) Case presentations, and (2) "Issues", such as confidentiality, risk assessment and assessment of capacity, arising from trainees' observational experience on placement.
<b>Credits</b>	
<b>Level</b>	D (8)
<b>Total study hours</b>	550
<b>JACS code(s)</b>	C842
<b>HESA Cost Centre(s)</b>	Catherine Hamilton-Giachritsis
<b>Contact person</b>	Catherine Hamilton-Giachritsis

**Availability of unit:**

<b>Period in which the unit will run</b>	Year 1: October - June		
<b>Location of study</b>	Claverton Campus		
<b>Availability</b>	Restricted to Clinical Psychology Doctoral Students		
<b>Will the unit be available to...</b>			
<b>...Final Year Undergraduates?</b>	No	<b>...Visiting students?</b>	No

**Relationship to other units (irrespective of programme of study):**

<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Post-requisites</b>	None
<b>Forbidden combinations</b>	None

**Assessment (indicate lengths and weightings):**

<b>Assessed coursework</b>	
<b>Practical classes</b>	
<b>Written examinations</b>	Year 1: two written unseen examinations: in June (2 hours each) <ul style="list-style-type: none"> <li>• Paper I: Empirically Grounded Psychopathology (3 Questions)</li> <li>• Paper II: Assessment and Treatment in Clinical Psychology (1 question on Assessment and 2 questions on Treatment)</li> </ul>
<b>Oral examinations</b>	
<b>Other (please specify)</b>	Oral presentation linking clinical observation with key topics covered in teaching, prepared and presented to student group and course staff (3,000 words equivalent).  Practice oral presentations (as above, formative only).

**Supplementary Assessment (tick the relevant assessment and give further details as indicated):**

<b>Like-for-like reassessment</b>		<b>Written examination only</b>	Resit examination/s in late July for whichever assessment (either or both) was failed.
<b>Coursework only</b>		<b>Mandatory extra work</b>	
<b>Other (please specify)</b>		<b>Not applicable</b>	

**Timetabling Information (ONLY TO BE COMPLETED FOR NEW UNITS):**

	<b>Please indicate hours per session, sessions per week &amp; semester week numbers</b>	<b>Staff member who will teach</b>	<b>Size of group</b>
<b>a) Lectures</b>	Approx. 3.5 days per week: Oct – Nov Year 1; 1.5 days per week December until April/May.		17
<b>b) Seminars/Tutorials</b>	Approx. 0.5 days per week: Oct-May, Year 1.		17
<b>c) Practical classes (labs, computers, language, etc.)</b>	None		
<b>d) Workshop</b>	Integrated with teaching as above		17
<b>e) Field courses</b>	None		
<b>f) Other (please specify)</b>			
<b>Private study time (estimate of time and indication of how it might be used)</b>	100 hours		
<b>Any special facilities required:</b>			
<b>Shared teaching</b>			

<b>Unit code</b>	PS60132
<b>Date unit first approved:</b>	11/01/11
<b>Date of approval of this version:</b>	21.10.15
<b>Date this version is effective from:</b>	October 2015

<b>For unit changes please indicate the nature of the change(s): [Leave blank for new units]</b>							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:	X	Withdrawal of unit:		Credits/Study Hours:	X	Requisites:	
Other (please list):							
<b>For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?</b>							

<b>Unit title</b>	A2. Developmentally appropriate applications of psychology in routine and complex clinical problems and related research.
<b>Unit provider</b>	Psychology
<b>Teaching provider</b>	Psychology
<b>Aims</b>	<p>This unit includes teaching and learning in lifespan development and developmentally related problems across the lifespan. The aim is to enable trainees to develop an advanced critical understanding of the developmental underpinnings of psychological problems in Children and adolescents (Child and Adolescent Mental Health Services or CAMHS), clients with Learning Disabilities (LD) and Older Adults (OA). In addition the developmental issues arising in Working Adults will also be identified. The unit builds upon, expands and extends the first academic unit (A1), introducing a range of assessment and intervention skills.</p> <p>In particular, this unit will enable trainees to:</p> <ul style="list-style-type: none"> <li>• Develop their research skills to an advanced level, linking this to research activities in placement units (C1 – C4) over the corresponding period of study. This unit will include teaching and learning related to unit R1, including presentations of research proposals and results;</li> <li>• Understand both cognitive behavioural and systemic approaches to the understanding and treatment of psychological issues, placing these in the context of the full range of developmental issues;</li> <li>• Link a normative understanding of human development to psychological problems which may occur in a range of client groups across the lifespan;</li> <li>• Develop advanced professional and research skills and competencies to be applied across a range of psychological problems;</li> <li>• Use assessment, formulation and “transdiagnostic processes” in ways which enable trainees to understand and develop “metacompetencies”. The latter refer to skills in applying knowledge and understanding to problems and situations that trainees have not previously encountered;</li> <li>• Understand the combination of skills and competencies required to enable trainees to become capable practitioners who can confidently apply the general principles they have learned whilst at the same time remaining within the framework of the “scientist practitioner”, particularly through the application of single case experimental methodology.</li> </ul>
<b>Learning Outcomes</b>	<p>After completing this Unit, trainees should have developed a critical understanding of</p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Research findings and experimental investigations of the processes underlying a range of psychological problems in these client groups across the lifespan;</li> <li>• How to evaluate evidence on the efficacy of treatments particularly as applied to these client groups;</li> <li>• The interplay between research and clinical practice.</li> </ul>



	<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• The features, prevalence and incidence of the major needs and problems of a broad range of client groups in CAMHS, OA and LD, including societal factors and cultural diversity;</li> <li>• Developmentally appropriate adaptations of empirically grounded psychological theories relevant to the aetiology, vulnerability and maintenance of these needs and problems;</li> <li>• The theoretical and empirical basis of evidence based psychological therapies, and their application in practice with these specific client groups;</li> <li>• Neuropsychology as applied in clinical settings across the lifespan, but particularly in OA, LD and CAMHS.</li> </ul> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• The theory and practice of a range of psychological assessment procedures, including the interpretation of findings across OA, LD and CAMHS;</li> <li>• The formulation of clinical problems and the relationship of the formulation to assessment, intervention and evaluation in OA, LD and CAMHS.</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• An awareness of the legislative issues impacting on OA, LD and CAMHS;</li> <li>• Demonstrate an understanding and appreciation of the implications for their professional practice of the HCPC's standards of conduct, performance and ethics.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• The process skills involved in dealing with individual clients, couples, families and groups, and in dealing with health care delivery systems in this context.</li> </ul>
<b>Skills</b>	<p>This Unit will enable trainees to:</p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Critically evaluate key research in these fields and apply psychological theories and models as they relate to clinical psychology practice and research to OA, LD and CAMHS;</li> <li>• Be able to link the research and academic components, by devising appropriate research strategies, and implementing them as required by the trainees' overall research plans;</li> <li>• Devise and implement an appropriate range of research strategies across the developmentally defined clinical populations involved in the taught components of this unit.</li> </ul> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Decide, using a broad evidence and knowledge base, how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with clients, carers and service systems in these clinical groups.</li> </ul> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• Understand and apply the understanding of difference and diversity on people's lives, and its implications for clinical working practices.</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Adapt previously learned strategies to these patient groups on the basis of an understanding of developmental issues.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• Be able to apply a developmental framework to the full range of psychological problems.</li> </ul>
<b>Content</b>	<i>Specific Child and Adolescent component.</i>

	<p>Clinical Psychologists need to have a clear understanding of the problems that affect young people and their foundations in developmental issues. The learning and teaching provided on this unit will enable trainees to undertake a clinical interview, basic psychometric assessment, and engage them in cognitive behavioural and family work for the most common problems of childhood (anxiety, depression, behaviour disorders). Parent training and issues such as ADHD will also be covered.</p> <p><i>Specific Older Adults component:</i> The Older Adult element of this unit covers the range of presenting problems encountered in work with older people, including; anxiety, depression, cognitive impairments, adjustment to physical illness and disability and work with family and carers. The programme includes issues relating to normal ageing, early onset dementia and social welfare issues.</p> <p><i>Specific Neuropsychology component:</i> Clinical neuropsychology is now highly valued as a means of assessing cognitive abilities in patients with cerebral pathology, but also as playing a major role in the rehabilitation of client groups. Neuropsychology has expanded its area of enquiry beyond the clinic and testing room, and into the implications of cognitive impairment for everyday life, with a range of tests that are striving to be more ecologically valid as well as environmentally-based. Since neuropsychological issues may therefore be present in a range of clinical settings (e.g. adult, child and adolescent mental health, primary care, older adults, forensic, learning disabilities, health psychology, addictions). This unit will provide trainees with a basic grounding in neuropsychology.</p> <p><i>Research component:</i> During this unit, trainees will be encouraged to develop an advanced and critical perspective on development related research and the applications of theory to research in these fields. Where appropriate, this will inform the trainees' research portfolio, including presentations by trainees of their research work.</p>
<b>Credits</b>	
<b>Level</b>	D (8)
<b>Total study hours</b>	800
<b>JACS code(s)</b>	C842
<b>HESA Cost Centre(s)</b>	Catherine Hamilton-Giachritsis
<b>Contact person</b>	Catherine Hamilton-Giachritsis

#### Availability of unit:

<b>Period in which the unit will run</b>	Year 1: May - Year 2: June.		
<b>Location of study</b>	Claverton Campus		
<b>Availability</b>	Restricted to Clinical Psychology Doctoral Students		
<b>Will the unit be available to...</b>			
<b>...Final Year Undergraduates?</b>	No	<b>...Visiting students?</b>	No

#### Relationship to other units (irrespective of programme of study):

<b>Pre-requisites</b>	A1: Core competencies
<b>Co-requisites</b>	None
<b>Post-requisites</b>	None
<b>Forbidden combinations</b>	None

#### Assessment (indicate lengths and weightings):

<b>Assessed coursework</b>	
<b>Practical classes</b>	
<b>Written examinations</b>	
<b>Oral examinations</b>	

<b>Other (please specify)</b>	Academic content in case reports in Older Adults, Child and Adolescent Mental Health and Learning Disability, marked by University Staff and endorsed by placement supervisor. Marking scheme set up accordingly.
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**Supplementary Assessment (tick the relevant assessment and give further details as indicated):**

<b>Like-for-like reassessment</b>	Repeat assessment	<b>Written examination only</b>	
<b>Coursework only</b>		<b>Mandatory extra work</b>	
<b>Other (please specify)</b>		<b>Not applicable</b>	

**Timetabling Information (ONLY TO BE COMPLETED FOR NEW UNITS):**

	<b>Please indicate hours per session, sessions per week &amp; semester week numbers</b>	<b>Staff member who will teach</b>	<b>Size of group</b>
<b>a) Lectures</b>	Approx. 1.5 days per week: May – June, Year 1; Approx. 1.5 days per week: Oct – June, Year 2. Proportion of trainees' time in Lectures to be confirmed		17
<b>b) Seminars/Tutorials</b>	Seminars and Workshops 0.5 day per week alongside lectures		17
<b>c) Practical classes (labs, computers, language, etc.)</b>			
<b>d) Workshop</b>	See above		17
<b>e) Field courses</b>	None		
<b>f) Other (please specify)</b>	Regional training/teaching days (no university space requirements): a) Older Adults centre, ,Year 1. b) Learning Disability Centre, Generalised Learning Problems: Year 2. c) CAMHS Centre, Specific Child problems: early Year 2.		17
<b>Private study time (estimate of time and indication of how it might be used)</b>	100 hours		
<b>Any special facilities required:</b>			
<b>Shared teaching</b>			

<b>Unit code</b>	PS60134
<b>Date unit first approved:</b>	11/01/11
<b>Date of approval of this version:</b>	21.10.15
<b>Date this version is effective from:</b>	October 2015

<b>For unit changes please indicate the nature of the change(s): [Leave blank for new units]</b>					
Title:		Level:		Period offered:	
Assessment:		Withdrawal of unit:		Credits/Study Hours:	X
Other (please list):					
<b>For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?</b>					

<b>Unit title</b>	A3. Advanced and Specialist Clinical Psychology
<b>Unit provider</b>	Psychology
<b>Teaching provider</b>	Psychology

<b>Aims</b>	<p>This Unit provides trainees with Doctoral level learning and teaching in a range of specialist and advanced topics, including leadership, management, supervision, mentoring and committee skills. Issues concerning dissemination of research and knowledge transfer will also be covered.</p> <p>This unit will familiarise trainees with broader perspectives on clinical psychology specialities and with greater depth of knowledge, understanding and skills within areas that have previously been covered on the course.</p> <p>In particular, trainees will be enabled to:</p> <ul style="list-style-type: none"> <li>• Understand the wider range of therapeutic approaches to the understanding and treatment of psychological problems, including the advantages and shortcomings of such approaches in practice;</li> <li>• Understand and critically evaluate the current state of key debates in the profession, together with methodological issues and how these interact with the knowledge base underpinning practice;</li> <li>• Develop familiarity with service user and carer involvement, and deepen their understanding of such involvement in the context of research, service provision and service improvement.</li> </ul>
<b>Learning Outcomes</b>	<p>After completing this Unit, trainees should have developed a critical understanding of:</p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>• The relative benefits of different models and approaches in clinical practice and research.</li> </ul> <p><u>Knowledge and understanding of:</u></p> <p>Specialist services and their work, including:</p> <ul style="list-style-type: none"> <li>• Substance misuse</li> <li>• Forensic Psychiatry</li> <li>• Liaison Psychiatry</li> <li>• Clinical Health Psychology</li> <li>• Early Intervention Teams</li> <li>• Crisis Intervention Teams</li> <li>• Assertive Outreach</li> <li>• Paediatrics</li> <li>• Increased Access to Psychological Therapies services</li> <li>• National based specialist units (e.g. gender re-assignment).</li> </ul> <p><u>Intellectual/cognitive</u></p>

	<ul style="list-style-type: none"> <li>Place the range of clinical psychology research in its professional and scientific context.</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>Critically evaluate conceptual and methodological issues and debates in clinical psychology practice and research;</li> <li>Demonstrate an understanding and appreciation of the implications for their professional practice of the HCPC's standards of conduct, performance and ethics;</li> <li>Understand the role of stakeholders (including but not confined to service users and carers) in research and how to interact with them.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>Understand "metacompetencies" in treatment and their link to formulation and contextual issues.</li> </ul>
<b>Skills</b>	<p>This Unit will enable trainees to:</p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>Be able to identify and reflect on the impact of research on service users, services and the researchers.</li> </ul> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>Understand change processes in organizational systems and how these can be managed.</li> </ul> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to think critically, reflectively and evaluatively, balancing the need for scepticism with an ability to identify the value inherent in diverse approaches to understanding human problems.</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>Be able to adapt practice to a range of organisational contexts, on the basis of an understanding of pertinent organisational and cultural issues;</li> <li>Prepare and deliver teaching and training which takes into account the needs and goals of the participants (for example by appropriate adaptations to methods and content);</li> <li>To work effectively in teams, demonstrating a clear awareness of the need for different interactions according to team composition and purpose; part of this learning will involve the development of leadership skills.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>Readily adapt their style of communication to people with a wide range of levels of cognitive ability, sensory acuity and modes of communication.</li> </ul>
<b>Content</b>	<p>This unit covers a range of specialist topics, and will build on previous teaching in the specific areas of clinical health psychology, substance misuse, forensic psychology, neuropsychology, inpatient working, psychosis and personality disorder. In the context of psychotherapy, advanced systemic and CBT strategies will form the focus of skills training, including Dialectical Behaviour Therapy, Schema focussed therapy, multi-family family therapy. Advanced formulation skills will be emphasised.</p> <p>In addition, advanced topics in management, leadership and team working will be covered at an advanced level. Teaching, work with the mass media, dissemination, funding applications, business planning in the context of clinical services will also be covered, as well as working in medicolegal contexts.</p> <p>By the end of this Unit, trainees will have completed their research portfolio, and will be required to present the results of their research as part of this work. These sessions will form the focus of advanced research teaching, including governance, stakeholder participation and dissemination.</p>
<b>Credits</b>	

<b>Level</b>	D (8)
<b>Total study hours</b>	550
<b>JACS code(s)</b>	C842
<b>HESA Cost Centre(s)</b>	Catherine Hamilton-Giachritsis
<b>Contact person</b>	Catherine Hamilton-Giachritsis

**Availability of unit:**

<b>Period in which the unit will run</b>	Year 3: October – following June		
<b>Location of study</b>	Claverton Campus		
<b>Availability</b>	Restricted to Clinical Psychology Doctoral Students		
<b>Will the unit be available to...</b>			
<b>...Final Year Undergraduates?</b>	No	<b>...Visiting students?</b>	No

**Relationship to other units (irrespective of programme of study):**

<b>Pre-requisites</b>	A1: Core competencies and A2: Developmentally appropriate applications
<b>Co-requisites</b>	None
<b>Post-requisites</b>	None
<b>Forbidden combinations</b>	None

**Assessment (indicate lengths and weightings):**

<b>Assessed coursework</b>	
<b>Practical classes</b>	
<b>Written examinations</b>	
<b>Oral examinations</b>	
<b>Other (please specify)</b>	Group seminar (formative only)  Oral presentation and discussant presentation role at two-day End of Programme conference/CPD event at end of Year 3. The course will organise a two day conference and trainees will prepare (with supervision from their placement supervisor) a 30 minute presentation on a topic related to their specialist work.

**Supplementary Assessment (tick the relevant assessment and give further details as indicated):**

<b>Like-for-like reassessment</b>	Repeat assessment	<b>Written examination only</b>	
<b>Coursework only</b>		<b>Mandatory extra work</b>	
<b>Other (please specify)</b>		<b>Not applicable</b>	

**Timetabling Information (ONLY TO BE COMPLETED FOR NEW UNITS):**

	<b>Please indicate hours per session, sessions per week &amp; semester week numbers</b>	<b>Staff member who will teach</b>	<b>Size of group</b>
<b>a) Lectures</b>	Approx. 1 day per week: Oct – June, Year 3;		17
<b>b) Seminars/Tutorials</b>	Included in lecture sessions, together with some workshop teaching		17
<b>c) Practical classes (labs, computers,</b>			

language, etc.)			
<b>d) Workshop</b>	See above		17
<b>e) Field courses</b>	None		
<b>f) Other (please specify)</b>			17
<b>Private study time (estimate of time and indication of how it might be used)</b>	100 hours		
<b>Any special facilities required:</b>			
<b>Shared teaching</b>			

<b>Unit code</b>	PS50141,42,43
<b>Date unit first approved:</b>	11/01/11
<b>Date of approval of this version:</b>	21.10.15
<b>Date this version is effective from:</b>	October 2015

<b>For unit changes please indicate the nature of the change(s): [Leave blank for new units]</b>							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:	X	Withdrawal of unit:		Credits/Study Hours:	X	Requisites:	
Other (please list):							
<b>For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?</b>							

<b>Unit title</b>	P1. Professional and Personal development
<b>Unit provider</b>	Psychology
<b>Teaching provider</b>	Psychology
<b>Aims</b>	<p>Summary: This unit runs throughout the full three years of the Programme with the principal aim of guiding trainees in the integration of the three main strands of the programme (Academic, Clinical and Research).</p> <p>In particular, it will enable trainees to:</p> <ul style="list-style-type: none"> <li>• Develop their professional identity and clinical psychology skills, working towards their professional and personal aspirations in the context of the profession of Clinical Psychology;</li> <li>• Understand and integrate the social, cultural, legal and political context of their role as a clinical psychologist;</li> <li>• Apply this understanding to the advantage of those who seek help from them in their role as clinical psychologists, balancing this with the requirements of the system in which they work.</li> </ul>
<b>Learning Outcomes</b>	<p>After completing this Unit, trainees should have developed knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The personal context of their developing skills and competencies as clinical psychologists;</li> <li>• The wider context of their role as a clinical psychologist;</li> <li>• How their professional skills derive from the Clinical, Research and Academic components of their training;</li> <li>• The legislative and national planning context of service delivery and clinical practice;</li> <li>• The role of lifelong learning, including but not confined to Continued Professional Development and clinical supervision in their role as Clinical Psychologists;</li> <li>• The implications for their professional practice of the HCPC's standards of conduct, performance and ethics;</li> <li>• The way in which their own experience and attitudes impact on their interpretation of all aspects of clinical psychology practice.</li> </ul>
<b>Skills</b>	<p>This Unit will enable trainees to:</p> <ul style="list-style-type: none"> <li>• Adapt research investigative skills to include the "softer" skills of clinical audit and service review;</li> <li>• Audit clinical effectiveness and other aspects of service provision;</li> <li>• Conduct analyses of problems with service systems and to suggest, and where appropriate guide the implementation of a range of solutions;</li> <li>• Select and implement appropriate methods to evaluate the effectiveness, acceptability and broader impact of interventions (both individual and organisational) and use this information to inform and shape practice;</li> </ul>



	<ul style="list-style-type: none"> <li>• Understand the importance of management and governance and its relationship to leadership and apply this understanding to the health care setting;</li> <li>• Teach, supervise and mentor other professionals and trainees from a range of mental health linked disciplines.</li> </ul>
<b>Content</b>	<p>The majority of the contact hours for this Unit will take the form of tutorials for individual trainees with their allocated Clinical Tutors from the University Programme team. The unit will also include workshops tailored to the development of professional skills in Clinical Psychology.</p> <p>This unit concerns the development of trainees' professional identities and skills beyond core competencies, academic and research skills. It will enable trainees to place their identities and skills as clinical psychologists in the context of their personal experience and broader social and cultural influences. The unit is based on an important and evolving Training Needs Assessment, which will play a central role in the Professional and Personal Development of trainees as they progress in their professional preparation for a career in clinical psychology. The unit will ensure that the trainees' engagement in reflective learning and practice is properly integrated with their professional development as scientist practitioners, applied scientists, therapists and reflective practitioners.</p> <p>The unit will ensure that trainees are aware of the need for their professional practice to meet the HCPC's standards of conduct, performance and ethics, and the importance of the HCPC standards of proficiency for their post-qualification practice.</p> <p>It also aims to help the trainee to understand the importance of management in the provision of mental health services, and how individual leadership roles and styles can be developed</p> <p>Trainees' understanding of and ability to develop and implement supervision and mentoring skills will be emphasised. The unit also enables trainees to develop expertise in audit and service review in its professional, clinical and research context. Trainees will also learn consultancy skills.</p> <p>The primary summative assessment for this unit involves a portfolio comprising the following elements:</p> <ul style="list-style-type: none"> <li>• Final Training Needs Assessment (1000 words)</li> <li>• Reflective narrative (2000 words)</li> <li>• Consultancy/Service review including the service review specification (3000-4000 words)</li> </ul>
<b>Credits</b>	
<b>Level</b>	M (7)
<b>Total study hours</b>	300
<b>JACS code(s)</b>	C842
<b>HESA Cost Centre(s)</b>	Unit convenor not yet known
<b>Contact person</b>	Professor Paul Salkovskis (pending appointment of course staff)

<b>Availability of unit:</b>			
<b>Period in which the unit will run</b>	Year 1: Year 2: Year 3:		
<b>Location of study</b>	Claverton Campus		
<b>Availability</b>	Restricted to Clinical Psychology Doctoral Students		
<b>Will the unit be available to...</b>			
<b>...Final Year Undergraduates?</b>	no	<b>...Visiting students?</b>	no

**Relationship to other units (irrespective of programme of study):**

<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Post-requisites</b>	None
<b>Forbidden combinations</b>	None

**Assessment (indicate lengths and weightings):**

<b>Assessed coursework</b>	Reflective narrative on professional development as a scientist-practitioner: (2,000 words)
<b>Practical classes</b>	
<b>Written examinations</b>	
<b>Oral examinations</b>	
<b>Other (please specify)</b>	<p>Annual Knowledge and Skills appraisal, including Personal Development Plan (formative only)</p> <p>Assessment of teamwork from debates: Group project (formative only). Two experts will facilitate the teams' preparatory work, and assess trainees' team working and leadership abilities.</p> <p>Training Needs Assessment: Part 1 (formative only: Year 1) Training Needs Assessment: Part 2 (formative only: Year 2)</p> <p>Final Training Needs Assessment: Narrative of the process and outcome of undertaking Training needs being met: (1,000 words) Service review specification (formative only)(1,000 words) Consultancy/Service review: (3,000 – 4,000 words): no later than the end of Year 3</p>

**Supplementary Assessment (tick the relevant assessment and give further details as indicated):**

<b>Like-for-like reassessment</b>		<b>Written examination only</b>	
<b>Coursework only</b>	Resubmission of written coursework	<b>Mandatory extra work</b>	
<b>Other (please specify)</b>		<b>Not applicable</b>	

**Timetabling Information (ONLY TO BE COMPLETED FOR NEW UNITS):**

	<b>Please indicate hours per session, sessions per week &amp; semester week numbers</b>	<b>Staff member who will teach</b>	<b>Size of group</b>
<b>a) Lectures</b>			17
<b>b) Seminars/Tutorials</b>	Individual tuition with Clinical Tutor: approx. 10 hours per year, to include mid placement reviews and appraisals.		17
<b>c) Practical classes (labs, computers, language, etc.)</b>	Some of this work will be carried out in clinical placements.		
<b>d) Workshop</b>	Approx. two workshops per year @ 6 hours per workshop (around 12 hours per year) embedded in the timetable for Units A1, A2 and A3		17
<b>e) Field courses</b>	None		
<b>f) Other (please specify)</b>			17
<b>Private study time (estimate of time and</b>	Approx. 78 hours per year		

<b>indication of how it might be used)</b>	
<b>Any special facilities required:</b>	
<b>Shared teaching</b>	

<b>Unit code</b>	PS50144
<b>Date unit first approved:</b>	11/01/11
<b>Date of approval of this version:</b>	21.10.15
<b>Date this version is effective from:</b>	October 2015

<b>For unit changes please indicate the nature of the change(s): [Leave blank for new units]</b>							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:	x	Withdrawal of unit:		Credits/Study Hours:	X	Requisites:	
Other (please list):							
<b>For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?</b>							

<b>Unit title</b>	R1. Clinical Research in Practice
<b>Unit provider</b>	Psychology
<b>Teaching provider</b>	Psychology
<b>Aims</b>	<p>This unit is intended to provide trainees with the advanced level skills and knowledge required to begin the process of becoming “scientist practitioners”, “practitioner scientists” and applied psychological scientists. It will provide trainees with the knowledge and skills required to apply a wide range of research strategies related to the application of psychology to clinical problems.</p> <p>In particular, this unit will enable trainees to:</p> <ul style="list-style-type: none"> <li>• Develop the advanced level knowledge and skills underpinning research in psychopathology and applied research, including psychometrics and related measurement issues in both quantitative and qualitative research in clinical psychology;</li> <li>• Understand experimental research design and ways of maximising validity in research questions, including in-depth coverage of statistical methods,</li> <li>• Become familiar with and critically evaluate clinical, applied and basic research and the full range of research methodologies applied in clinical psychology;</li> <li>• Understand both evaluative and systematic/quantitative reviewing and be able to develop a proposal for conducting such a review.</li> </ul> <p>This Unit, together with the other units with which it is integrated, aims to provide the trainees with the skills necessary to develop a proposed plan of clinical psychological research at an advanced level, equivalent to work which is worthy of publication in peer reviewed journals, and represents an original contribution to knowledge for the science of clinical psychology.</p>
<b>Learning Outcomes</b>	<p>After completing this Unit, trainees should have or be able to:</p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Evaluate and use a variety of research methods applied to psychological enquiry;</li> <li>• Understand the concept of experimental design and how this relates to the validity of research hypotheses;</li> <li>• Reformulate research questions into specific hypotheses;</li> <li>• Plan and design research studies employing the most widely used methodologies applied in clinical psychology, and including detailed single case studies, at least two involving single case experimental design;</li> <li>• Understand the role of service user and carer involvement in research.</li> </ul> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Understand the links between statistics and experimental design;</li> <li>• Understand and be able to critically evaluate the difference between clinical and statistical significance;</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand and be able to critically evaluate the difference between, and the advantages and disadvantages of basic vs. applied research, Quantitative vs. Qualitative research, applicable vs. translational research, and small 'n' vs. group research.</li> </ul> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• Understand and be able to critically evaluate clinical, applied and basic research, in relation to the full range of research methodologies employed in clinical psychology;</li> <li>• Develop creative ways of identifying research questions in the context of clinical psychology.</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Understand the range of ethical issues involved in different types of research, and their applications;</li> <li>• Understand concepts of research governance in NHS and social care settings, and their applications;</li> <li>• Understand dissemination to a range of audiences, including professionals, the public and service users;</li> <li>• Demonstrate an understanding and critical appreciation of the implications for their professional and research practice of the HCPC's standards of conduct, performance and ethics.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• Understand the process of scientific publication;</li> <li>• Select suitable journals for publication taking into account issues such as impact, readership, mode of publication and the editorial process .</li> </ul>
<p><b>Skills</b></p>	<p>This Unit will enable trainees to develop the following skills:</p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Ability to write research proposals which address research questions and the specific hypotheses which can be tested by the application of particular well controlled experimental designs;</li> <li>• Familiarity with and able to develop a proposal to undertake evaluative and systematic reviewing at an appropriate level;</li> <li>• Ability to select and apply appropriate experimental designs for use in clinical psychological research;</li> <li>• Ability to involve service users and carers in research at appropriate points.</li> </ul> <p>(Taught, facilitated and assessed)</p> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Familiarity with and able to undertake successfully evaluative and systematic reviewing.</li> </ul> <p>(Taught, facilitated and assessed)</p> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• Ability to analyse single items of research and research themes in order to identify problems, gaps and research opportunities.</li> </ul> <p>(Taught, facilitated and assessed)</p> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Ability to obtain, summarise and synthesise clinical and research material from a range of appropriate sources;</li> <li>• Ability to work in collaboration with others to conduct and report research that evaluates and extends theoretical understanding of psychological problems and the interventions which can help people to resolve such problems.</li> </ul>

	(Taught, facilitated and assessed)  <u>Transferable</u> <ul style="list-style-type: none"> <li>• Ability to identify and critically appraise research evidence relevant to practice;</li> <li>• Ability to communicate research ideas and how these can be applied to professional and non-professional audiences.</li> </ul> (Taught, facilitated and assessed)
<b>Content</b>	This unit includes learning, teaching and supervision across the full range of research methodologies used in clinical psychology research. This includes experimental design and statistics, Qualitative methods, single case experimental design, quasi-experimental designs, experimental studies, research on descriptive psychopathology, open trials, randomised controlled trials, dismantling trials, systematic reviewing and meta-analyses. Statistical methodologies for all of these areas will also be covered, along with research ethics and other aspects of research governance.
<b>Credits</b>	
<b>Level</b>	M (7)
<b>Total study hours</b>	300
<b>JACS code(s)</b>	C842
<b>HESA Cost Centre(s)</b>	Unit convenor: Professor Paul Salkovskis
<b>Contact person</b>	Professor Paul Salkovskis

**Availability of unit:**

<b>Period in which the unit will run</b>	Year 1: October - September		
<b>Location of study</b>	Claverton Campus		
<b>Availability</b>	Restricted to Clinical Psychology Doctoral Students		
<b>Will the unit be available to...</b>			
<b>...Final Year Undergraduates?</b>	No	<b>...Visiting students?</b>	No

**Relationship to other units (irrespective of programme of study):**

<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Post-requisites</b>	None
<b>Forbidden combinations</b>	None

**Assessment (indicate lengths and weightings):**

<b>Assessed coursework</b>	Critical appraisal of a qualitative research paper: (3,000 words).  Formative assessment of both SIP and Main Research Project proposals by University project supervisor prior to final summative assessment.  Viva voce presentation on two of three timetabled days. Student presents either SIP or MRP following previous (at least a week before) submission of written version. Two research team staff assess. Student attends with University supervisor, field supervisor if they wish but not rest of cohort unless students prefer otherwise. 10 m presentation and up to 20 mins discussion. Feedback given on the day. Fail requires re-viva, otherwise modifications responsibility of university supervisor and clinical tutor
<b>Practical classes</b>	
<b>Written examinations</b>	
<b>Oral examinations</b>	
<b>Other (please specify)</b>	

**Supplementary Assessment (tick the relevant assessment and give further details as indicated):**

Like-for-like reassessment	Repeat assessment	Written examination only	
Coursework only		Mandatory extra work	
Other (please specify)		Not applicable	

**Timetabling Information (ONLY TO BE COMPLETED FOR NEW UNITS):**

	Please indicate hours per session, sessions per week & semester week numbers	Staff member who will teach	Size of group
a) Lectures	Approx. 0.5 day per week: Oct – June, Year 1;		17
b) Seminars/Tutorials	Seminar and workshops included in lecture time.		17
c) Practical classes (labs, computers, language, etc.)	Computer access for statistics sessions		17
d) Workshop			17
e) Field courses	None		
f) Other (please specify)			
Private study time (estimate of time and indication of how it might be used)	100 hours		
Any special facilities required:			
Shared teaching			

<b>Unit code</b>	PS60145,46
<b>Date unit first approved:</b>	11/01/11
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<b>For unit changes please indicate the nature of the change(s): [Leave blank for new units]</b>							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:		Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
<b>For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?</b>							

<b>Unit title</b>	R2. Clinical Research project
<b>Unit provider</b>	Psychology
<b>Teaching provider</b>	Psychology
<b>Aims</b>	<p>This Unit, together with the other units with which it is integrated, has the following aims:</p> <ul style="list-style-type: none"> <li>To provide trainees with the knowledge, critical and research skills necessary to conduct research at Doctoral level that will make an original contribution to knowledge in the science of clinical psychology;</li> <li>To provide the training and supervision necessary for the conduct of several pieces of advanced applied research which make an original and significant contribution to knowledge, demonstrating the trainees' ability to exercise well balanced critical judgement of their own work and that of others;</li> <li>To support trainees in conducting research that is worthy of publication in peer-reviewed journals, according to the judgement of a team of specialist External Examiners.</li> </ul>
<b>Learning Outcomes</b>	<p>After completing this Unit, trainees should have or be able to:</p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>Conduct clinical psychological research at Doctoral level which is worthy of publication in peer-reviewed journals. The standard of research carried out should represent an original contribution to knowledge, application or understanding at the forefront of the science of clinical psychology, not only in the clinical field, but also involving the investigation of clinical samples;</li> <li>Conduct a critical literature review in clinical psychology at Doctoral level which makes an original contribution to knowledge in this field, at a level that is worthy of publication in peer-reviewed journals;</li> <li>Undertake a service related research project at Doctoral level, making an original contribution to knowledge in this field, at a level that is worthy of publication in peer-reviewed journals.</li> </ul> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>Be familiar with and able to undertake a critical review of research literature in clinical psychology at Doctoral level;</li> <li>Be familiar with and able to undertake clinical psychology research at Doctoral level;</li> <li>Be familiar with and able to undertake an applied service related research project at Doctoral level;</li> </ul> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>Construct well-written and logical arguments in written work at Doctoral level, making links between theory, empirical research and clinical practice.</li> </ul>



	<p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Be familiar with the processes involved in audit and service review, enabling trainees to conduct such a review, together with a service related project;</li> <li>• Advise and collaborate with others in the production of research;</li> <li>• Present the results of research for dissemination to stake-holders in the field of clinical psychology;</li> <li>• Contribute to high quality evidence-based care in the NHS;</li> <li>• Demonstrate an understanding and appreciation of the implications for their professional and research practice of the HCPC's standards of conduct, performance and ethics.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• Demonstrate reflectivity in the production of research;</li> <li>• Develop presentation skills;</li> <li>• Relate in a professional way to other trainees and team members.</li> </ul>
<b>Skills</b>	<p>This Unit will enable trainees to:</p> <p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Extend theoretical understanding of psychological problems and the interventions which can help people to resolve such problems;</li> <li>• Work in collaboration with others to conduct and report research at Doctoral level;</li> <li>• Work independently to conduct and report research which makes a significant contribution to one or more areas of clinical psychology, and is worthy of publication in an academic peer-reviewed journal;</li> <li>• Conduct service evaluation and single case experimental designs, with a clear understanding of the controls inherent in a range of such research strategies;</li> <li>• Plan and conduct independent research at Doctoral level: identifying research questions, demonstrating an understanding of ethical issues, choosing appropriate research methods, analysing and reporting outcomes, and identifying appropriate pathways for dissemination.</li> </ul> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Interpret and explain statistical information and qualitative data as appropriate to the trainee's research project.</li> </ul> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• Obtain, summarise and synthesise clinical and research material from a range of appropriate sources;</li> <li>• The ability to write reports that are clear and concise for a range of readerships;</li> <li>• Construct well-written and logical arguments in written work, making links between theory, empirical research and clinical practice.</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Identify and critically evaluate research evidence relevant to clinical practice.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• Demonstrate reflectivity in the production of research;</li> <li>• Demonstrate presentation skills;</li> <li>• Relate in a professional way to other trainees.</li> </ul>
<b>Content</b>	<p>The majority of this Unit will take the form of Doctoral level supervision of individual trainees with a selected supervisory team linked to their individual research topics.</p> <p>Trainees will usually be allocated at least two Doctoral level supervisors, one from the University, the other a clinical psychologist working in the region, with the former as the lead supervisor. Supervision will usually be on an individual basis, at a regular time set aside for this purpose.</p> <p>Research supervision will be monitored on the basis of at least quarterly specific</p>

	<p>monitoring reports which specify supervision time, SMART targets (updated on the basis of progress) and action plans for unmet targets.</p> <p>The unit will include workshops tailored to the development of specific research projects included in the assessments, including writing skills for research, presentation skills and dissemination.</p>
<b>Credits</b>	
<b>Level</b>	D (8)
<b>Total study hours</b>	1200
<b>JACS code(s)</b>	C842
<b>HESA Cost Centre(s)</b>	Unit convenor: Professor Paul Salkovskis
<b>Contact person</b>	Professor Paul Salkovskis

**Availability of unit:**

<b>Period in which the unit will run</b>	Year 2: October – September Year 3: October - June.		
<b>Location of study</b>	Claverton Campus		
<b>Availability</b>	Restricted to Clinical Psychology Doctoral Students		
<b>Will the unit be available to...</b>			
<b>...Final Year Undergraduates?</b>	No	<b>...Visiting students?</b>	no

**Relationship to other units (irrespective of programme of study):**

<b>Pre-requisites</b>	Unit R1: Clinical Research in Practice
<b>Co-requisites</b>	None
<b>Post-requisites</b>	None
<b>Forbidden combinations</b>	None

**Assessment (indicate lengths and weightings):**

<b>Assessed coursework</b>	<p>Three publishable papers, all aimed at specified peer-reviewed academic journals, and written in the style of the targeted journals. All to be assessed by External examiners at <i>viva voce</i> examination:</p> <p>1) Critical Review of Literature paper: (5,000 – 7,000 words). Trainees will have the option of presenting either a meta-analysis of empirical research papers on a specific topic, or an evaluative review of research which is used to generate as a clear conclusion an original contribution to theory development.</p> <p>2) Main research paper: (5,000 words)</p> <p>3) Service improvement project/ Applied research project paper: (3,000 – 5,000 words)</p> <p>Plus: Connecting narrative referring to three papers above, plus Case Studies 1-5 (from Units C1 – C5): (3,000 words)</p> <p>Executive summary / dissemination document for main paper, aimed at peers/professional colleagues: (500 – 1,000 words)</p>
<b>Practical classes</b>	
<b>Written examinations</b>	
<b>Oral examinations</b>	Viva-voce examination with Internal and External examiners: (approx. 2 hours)
<b>Other (please specify)</b>	

**Supplementary Assessment (tick the relevant assessment and give further details as indicated):**

<b>Like-for-like reassessment</b>	Resubmission of assessments with or without <i>viva</i> as agreed at exam	<b>Written examination only</b>	
<b>Coursework only</b>		<b>Mandatory extra work</b>	
<b>Other (please specify)</b>		<b>Not applicable</b>	

**Timetabling Information (ONLY TO BE COMPLETED FOR NEW UNITS):**

	<b>Please indicate hours per session, sessions per week &amp; semester week numbers</b>	<b>Staff member who will teach</b>	<b>Size of group</b>
<b>a) Lectures</b>	N/A		
<b>b) Seminars/Tutorials</b>	Trainees have tutorials with their research supervisor / supervisory team from the start of Year 2 (in some instances earlier). Approx. 10 in total over the Years 2 and 3. These are separate from supervisions sessions, which will be more numerous. It is anticipated that total dedicated research supervision will be no less (and often more) than a total of 160 hours over the duration of the course and all projects.		17
<b>c) Practical classes (labs, computers, language, etc.)</b>	Computer access for statistical analysis		17
<b>d) Workshop</b>	Workshops or a range of research transferable skills, including writing skills, viva examination, dissemination, presentation of results, grant funding arrangements, data management and so on.		17
<b>e) Field courses</b>	None		
<b>f) Other (please specify)</b>			
<b>Private study time (estimate of time and indication of how it might be used)</b>	100 hours during each of the relevant Placements units (C1, C2, C3, C4 and C5) = 500 in total. In addition two three-week period in January Year 2 and May Year 3 will be allocated to this unit during Placement units C3 and C4. Part of this will involve supervision sessions, but each three-week block will include approximately 100 hours of private study time. Total = 700 hours.		
<b>Any special facilities required:</b>			
<b>Shared teaching</b>			

<b>Unit code</b>	PS60137
<b>Date unit first approved:</b>	11/01/11
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<b>For unit changes please indicate the nature of the change(s): [Leave blank for new units]</b>							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:		Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
<b>For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?</b>							

<b>Unit title</b>	C3. Child and Adolescent Mental Health (CAMHS) Placement
<b>Unit provider</b>	Psychology
<b>Teaching provider</b>	Psychology
<b>Aims</b>	<p>This unit is the third placement in one of the five major clinical specialties to be covered in this programme, as required by the HCPC.</p> <p>This Placement unit aims to provide trainees with the core skills required in clinical practice with Children and Adolescents and to enable them to develop more advanced skills. In addition, trainees will be expected to identify the ways in which research informs and is informed by clinical practice. The Case Study report completed at the end of this Placement unit will contribute to the trainees' supervised research outputs, assessed by the team of specialist External examiners.</p> <p>Although defined separately, this unit can be integrated with Unit C4 (Learning Disability) in terms of placement location/supervisor, and taper in/out is encouraged where possible.</p> <p>Whether choosing to work directly with children and adolescents or adults, Clinical Psychologists need to have a basic understanding of the problems that affect young people. This placement aims to provide trainees with appropriate training designed to enable them to be able to undertake a clinical interview, basic psychometric assessment, and engage them in cognitive behavioural work for the most common problems of childhood (anxiety, depression, behaviour disorders).</p> <p>In particular, this Placement unit will enable trainees to:</p> <ul style="list-style-type: none"> <li>• Develop further the knowledge, skills, attitudes and values required to work effectively with children and adolescents in both community and residential services;</li> <li>• Apply their understanding of the professional, clinical and organisational issues pertinent to the care of young people including physical health issues;</li> <li>• Develop clinical assessment and treatment skills necessary for working with children and adolescents, incorporating awareness of cultural, social and developmental issues</li> <li>• Gain experience of working with schools.</li> </ul> <p>In the course of this placement, trainees are expected to identify the way in which research informs and is informed by clinical practice. The case report completed in this unit is defined as a supervised research component.</p>
<b>Learning Outcomes</b>	<p>After completing this Placement Unit, trainees should have or be able to :</p> <ul style="list-style-type: none"> <li>• Developed knowledge and understanding of psychological theory and evidence and how they can be applied to this client group.</li> </ul> <p>In particular, they should have or be able to:</p>

	<p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the way in which research informs and is informed by clinical practice;</li> <li>• Integrate research and apply a range of research skills to single case evaluation in this speciality area.</li> </ul> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Understand the range of Neuropsychological, Social and Medical factors involved in the psychological care of young people;</li> <li>• Understand the main clinical issues related to working with children</li> <li>• Familiarity with a range of age and developmentally appropriate assessment methods;</li> <li>• Be aware of parents' needs and how to assess such needs and offer appropriate support and training.</li> </ul> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• Generalise and synthesise prior clinical knowledge and clinical experience in order to apply them in different settings and novel situations;</li> <li>• Gained understanding of different therapeutic approaches including: CBT, family and systemic therapy, relevant to children and adolescents, and be aware of adaptations required for psychological interventions to address the needs of this client group.</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Apply theoretically based and empirically grounded treatment models to clinical cases;</li> <li>• Self-awareness and the ability to work as a reflective practitioner;</li> <li>• Develop and maintain effective working alliances with clients, including individuals, carers and services;</li> <li>• An awareness of policy and social context to work with this client group</li> <li>• Understand different therapeutic approaches including: CBT, behaviour management, carer training, family and systemic therapy, and be aware of adaptations required for psychological interventions to address the needs of this client group;</li> <li>• Understand the major ethical and legal issues in the provision of health and social care to children and young people;</li> <li>• Understand and appreciate the implications for their professional practice of the HCPC's standards of conduct, performance and ethics.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• Be aware of carers' needs and how to assess such needs and offer appropriate support.</li> </ul>
<p><b>Skills</b></p>	<p><b>Specific to working within a CAMHS setting, this Placement Unit will enable trainees to:</b></p> <ol style="list-style-type: none"> <li>1. Conduct appropriate neuropsychological assessment with children and young people;</li> <li>2. Be aware of and be able to detect the most common problems affecting children and adolescents, with an understanding of their prevalence, aetiology, and diagnosis;</li> <li>3. Be familiar with the function and administration of tests of intellectual development and be able to select and administer these when appropriate in the assessment of children and adolescents e.g. WISC-IH, WORD, WOND;</li> <li>4. Be familiar with the function and able to administer the most common tests of memory, executive functioning, and attention used in neuropsychological evaluations of children;</li> <li>5. Be familiar with the function and administration of the most common tests and</li> </ol>

assessment strategies in child development;

6. Be able to engage a child individually, parents separately, and the family together, for the purpose of undertaking a basic clinical assessment of the child's problems;
7. Identify and use the core components of cognitive behavioural treatments used with children and adolescents: a) psycho education; b) goal setting and weekly assessment; c) skills training; d) supporting cognitive change; e) generalising treatment effects to natural settings; and f) collaborative work with child, parents, and teachers;
8. Be able to apply these core components with a variety of the most common disorders affecting children: anxiety disorders (including OCD and PTSD), depression, and behaviour problems (including ADHD, oppositional defiant disorder, and conduct disorder);
9. Be able to develop a cognitive-behavioural formulation of a child's problems that is based on knowledge of the relevant literature and evidence gathered from the child, family, and teachers;
10. Be able to apply social learning theories as they relate to the development and treatment of childhood disorders;
11. Gain an understanding of the role and challenges for child psychologists in various settings i.e. Child & Adolescent In-patient Units, Community Child & Adolescent Mental Health Services, Child & Adolescent Forensic Psychology, through direct experience where possible.

#### *Research*

1. Conduct small n research within this placement, and, where appropriate, other research components as defined in Unit R2.

#### *Psychological Assessment:*

1. Choose, use and interpret a broad range of assessment methods appropriate to the client and service delivery system in which the assessment takes place and the type of intervention which is likely to be required;
2. Conduct appropriate and minimally restrictive risk assessments and using these to guide practice in ways most likely to maximise the benefits for client.

#### *Psychological Formulation:*

1. Develop formulations of presenting problems or situations which integrate information from assessments within a coherent framework that draws upon empirically grounded psychological theory and evidence, and which incorporates interpersonal, societal, cultural and biological factors as appropriate;
2. Use formulations with clients to facilitate their understanding of their experience, plan appropriate interventions that take the client's perspective into account, assist multi-professional communication and the understanding of clients and their care;
3. Revise and evolve formulations in the light of new information and the response to ongoing interventions.

#### *Psychological Intervention and Clinical Evaluation*

1. On the basis of a formulation, implement psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the client(s), and to do this in a collaborative manner with individuals, couples, families or groups, services or organisations;
2. Implement interventions through and with other professionals and/or with individuals who are formal (professional) carers for a client, or who care for a client by virtue of family or partnership arrangements;

	<ol style="list-style-type: none"> <li>3. Devise innovative procedures where appropriate, drawing upon applications of psychological theory and research;</li> <li>4. Monitor and evaluate the effects of psychological interventions in a way that is valid for the recipients of the intervention;</li> <li>5. Modify interventions according to the information derived from monitoring and evaluation;</li> <li>6. Recognise when (further) intervention is inappropriate, or unlikely to be helpful, and communicating this sensitively to clients and carers.</li> </ol> <p><i>Personal, Professional and Service Delivery Skills</i></p> <ol style="list-style-type: none"> <li>1. On the basis of an understanding of ethical issues, the ability to apply these in complex clinical contexts, ensuring that informed consent underpins all contact with clients and research participants;</li> <li>2. Develop strategies to manage the emotional and physical impact of your own practice and seek appropriate support when necessary, with a good awareness of boundary issues;</li> <li>3. Work with users and carers to facilitate their involvement in service planning and delivery;</li> <li>4. Communicate effectively clinical and non-clinical information from a psychological perspective in a style appropriate to a variety of different audiences (e.g. professional colleagues, users and their carers);</li> <li>5. Understand the supervision process for both supervisee and supervisor roles;</li> <li>6. Work effectively in multi-disciplinary teams.</li> </ol>
<b>Content</b>	<p>In this Placement unit, trainees will receive guidance and supervision in the application of the core competencies, knowledge and understanding gained from unit A1 to children and adolescents.</p> <p>Cases allocated to the trainee will depend on the training needs assessment, but will usually include direct or indirect experience with younger clients and their families. Some family/systemic work will be covered in this placement unit.</p> <p>Supervision sessions will be at least weekly, and will usually include video or audio presentation of clinical sessions. The treatment of two cases under supervision will be assessed using the Cognitive Therapy Scale-Revised (CTS-R) and/or its variants.</p> <p>The placement will be set up by the Clinical Tutor and supervisor working from the trainee needs assessment, and will be reviewed at mid-placement. The mid-placement review is intended to identify further training needs and any problems which require action from supervisor and trainee.</p> <p>This placement focusses on children and young people. It is grounded in research, and students are expected as a minimum to conduct small n research in this placement, and, if identified in their research portfolio, other research identified in Unit R2. The placement will include experience of working directly with both internalising and externalising problems. Considerable experience of working in the family context will be gained. Experience of working with the educational system (primarily schools) will also be expected. In the first of the two possible time periods for this placement, it is expected that the experience will be with outpatient units and community based service. In the second period inpatient units and similar will be preferred as the placement falls in part during the summer holiday period. Experience working in the context of general health settings would be desirable but not essential, including paediatrics and medical inpatients units, working with cared-for children. Experience of working with adolescents would also be desirable. The Training Needs Assessment and pre-placement planning session will identify an appropriate balance of</p>

	<p>experience. Early intervention experience with the appropriate age group is also acceptable.</p> <p>In particular, this Placement will enable trainees to develop high level competence and skills in:</p> <ul style="list-style-type: none"> <li>• Identification of Common Problems in Children &amp; Adolescents</li> <li>• Psychometric Assessment of Cognitive Ability</li> <li>• Clinical Interviewing Skills</li> <li>• Cognitive-behavioural Interventions for Common Problems</li> <li>• Systemic/Family interventions.</li> <li>• Models of Change and Development in Childhood</li> </ul> <p>Supervision of their caseload will be by a range of methods, but will usually have a high proportion of video or audio based observation. Within placement teaching sessions will also be encouraged.</p> <p>As with all placements, supervision will be at least weekly, and will usually include video or audio presentation of clinical sessions.</p>
<b>Credits</b>	
<b>Level</b>	D (8)
<b>Total study hours</b>	As full-time employees of a Regional NHS Trust, trainees will spend 3 days per week throughout the course of this placement working in clinical practice. Approximately 50% of this time will be allocated as part of the Academic (ie. primarily Research) elements of this Unit.
<b>JACS code(s)</b>	C842
<b>HESA Cost Centre(s)</b>	Ailsa Russell
<b>Contact person</b>	Ailsa Russell

**Availability of unit:**

<b>Period in which the unit will run</b>	<p>Either Year 2: October - April or Year 2: April - September</p> <p>This Clinical Placement unit will begin with 'tapering in' period linked with another Placement unit, over the first month of the placement. Trainees will then be based in Clinical practice for approximately 3 days per week throughout the course of the placement</p>		
<b>Location of study</b>	Placement		
<b>Availability</b>	Restricted to Clinical Psychology Doctoral Students		
<b>Will the unit be available to...</b>			
<b>...Final Year Undergraduates?</b>	No	<b>...Visiting students?</b>	No

**Relationship to other units (irrespective of programme of study):**

<b>Pre-requisites</b>	C1: Working Age Adult Placement Unit
<b>Co-requisites</b>	None
<b>Post-requisites</b>	None
<b>Forbidden combinations</b>	None

**Assessment (indicate lengths and weightings):**

<b>Assessed coursework</b>	
<b>Practical classes</b>	
<b>Written examinations</b>	
<b>Oral examinations</b>	
<b>Other (please specify)</b>	Pass ("Pass out") on Developmental assessment including IQ and reading assessment. Assessed by Placement Supervisor.



	<p>Case Study 3: (3,000 – 4,000 words): Jointly assessed by Clinical Tutor and Placement Supervisor. This will form part of the trainees' research outputs to be assessed by External examiners. This will be assessed at the end of placement review.</p> <p>Clinical Placement Review: Review of trainees' performance in clinical practice at the end of the Placement by Placement supervisor and Clinical Tutor. Trainees required to pass with evidence of satisfactory performance to be signed off by Placement supervisor and Clinical Tutor. Mid-Placement Review will also provide formative feedback on trainees' performance.</p> <p>Performance related skills: Assessment of trainees' clinical skills from video recordings of their clinical practice, which will be assessed by their Placement supervisor and other staff as appropriate.</p>
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**Supplementary Assessment (tick the relevant assessment and give further details as indicated):**

<b>Like-for-like reassessment</b>	Failure of clinical placement review requires that the entire placement must be re-taken Failure of other components require that the individual component concerned be re-taken	<b>Written examination only</b>	
<b>Coursework only</b>		<b>Mandatory extra work</b>	
<b>Other (please specify)</b>		<b>Not applicable</b>	

**Timetabling Information (ONLY TO BE COMPLETED FOR NEW UNITS):**

	Please indicate hours per session, sessions per week & semester week numbers	Staff member who will teach	Size of group
<b>a) Lectures</b>			
<b>b) Seminars/Tutorials</b>			
<b>c) Practical classes (labs, computers, language, etc.)</b>			
<b>d) Workshop</b>			
<b>e) Field courses</b>			
<b>f) Other (please specify)</b>	200 hours in placement		
<b>Private study time (estimate of time and indication of how it might be used)</b>	100 hours		
<b>Any special facilities required:</b>			
<b>Shared teaching</b>			

<b>Unit code</b>	PS60138
<b>Date unit first approved:</b>	11/01/11
<b>Date of approval of this version:</b>	21.10.15
<b>Date this version is effective from:</b>	2011/2012 onwards

<b>For unit changes please indicate the nature of the change(s): [Leave blank for new units]</b>							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:		Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
<b>For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?</b>							

<b>Unit title</b>	C4. Learning Disability Placement
<b>Unit provider</b>	Psychology
<b>Teaching provider</b>	Psychology
<b>Aims</b>	<p>This unit is the fourth placement in one of the five major clinical specialties to be covered in this programme, as required by the HCPC.</p> <p>This Placement unit aims to provide trainees with the core skills required in clinical practice with people with Learning Disabilities and to enable them to develop more advanced skills. In addition, trainees will be expected to identify the ways in which research informs and is informed by clinical practice. The Case Study report completed at the end of this Placement unit will contribute to the trainees' supervised research outputs, assessed by the team of specialist External examiners.</p> <p>Although defined separately, this unit can be integrated with Unit C3 (Child and Adolescent Mental Health) in terms of placement location/supervisor, and taper in/out is encouraged where possible.</p> <p>The placement in intellectual disability settings aims to provide the trainees with an understanding of what is meant by intellectual disability, and how to implement in a sensitive and appropriate way empirically grounded approaches to assessment and intervention with both children and adults. On completion of this placement, trainees will be able to work effectively as a clinical psychologist in a specialist service for adults/children with intellectual disability, thereby increasing the numbers of psychologists who work in this field. The aim is also to provide trainees who work in generic services with the skills to confidently assess and intervene with children and adults with mild-borderline disability who may be referred to them.</p> <p>In particular, this Placement unit will enable trainees to:</p> <ul style="list-style-type: none"> <li>• Develop further the knowledge, skills, attitudes and values required to work effectively with LD in both community and residential services;</li> <li>• Apply their understanding of the professional, clinical and organisational issues pertinent to the care of learning disability, as well as the physical and psychological conditions more associated with LD;</li> <li>• Develop clinical assessment and treatment skills necessary for working with LD, incorporating awareness of cultural, social and developmental issues.</li> </ul> <p>In the course of this placement, trainees are expected to identify the way in which research informs and is informed by clinical practice. The case report completed in this unit is defined as a supervised research component.</p>
<b>Learning Outcomes</b>	<p>After completing this Placement Unit, trainees should have developed knowledge and understanding of psychological theory and evidence relevant to this client group, and the knowledge required to underpin clinical and research practice in Learning Disability.</p> <p>In particular, they should have or be able to:</p>

	<p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Developed an understanding of the way in which research informs and is informed by clinical practice;</li> <li>• Integrate research and apply a range of research skills to single case evaluation in this speciality area;</li> <li>• Conduct research as appropriate to the research portfolio developed in previous units.</li> </ul> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Apply theoretically based and empirically grounded treatment models to clinical cases, linked to research findings;</li> <li>• Understand the range of Neuropsychological, Social and Medical factors involved in the psychological care of people with Learning Disabilities;</li> <li>• Be familiar with the main clinical and research issues related to working with LD;</li> <li>• Be familiar with a range of appropriate assessment and research methods, and be able to apply these;</li> <li>• Gained understanding of different therapeutic approaches including: CBT, behaviour management, carer training, family and systemic therapy, relevant to LD and be aware of adaptations required for psychological interventions to address the needs of this client group;</li> <li>• Conduct a behavioural assessment within a functional analysis framework, and to understand and be able to apply the different methods of behavioural assessment;</li> <li>• Be able to design a system of direct observation as part of behavioural assessment, and evaluate the reliability and validity of this system;</li> <li>• Conduct appropriate neuropsychological assessment with people with intellectual disability.</li> </ul> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• Be aware of policy and social context to work with this client group including the issues of stereotypes;</li> <li>• Define and critically evaluate the concept of challenging behaviour.</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Develop and maintain effective working alliances with clients, including individuals, carers and services;</li> <li>• Be aware of carers' needs and how to assess such needs and offer appropriate support;</li> <li>• Understand the major ethical and legal issues in both research and the provision of health and social care to people affected by learning disabilities;</li> <li>• Carry out Functional Analysis as a structured way of conceptualising clinical problems;</li> <li>• Utilise the psychological approach to formulating and intervening with challenging behaviour, based on learning principles;</li> <li>• Demonstrate an understanding and appreciation of the implications for their professional practice of the HCPC's standards of conduct, performance and ethics.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• Generalise and synthesise prior clinical knowledge and clinical experience in order to apply them in different settings and novel situations, identifying research gaps where they exist;</li> <li>• Demonstrate self-awareness and the ability to work as a reflective practitioner.</li> </ul>
<b>Skills</b>	<p><b>Specific to Learning Disabilities, this Placement Unit will enable trainees to:</b></p> <p><i>Psychological Assessment:</i></p> <ol style="list-style-type: none"> <li>1. Choose, use and interpret a broad range of assessment methods appropriate to the client and service delivery system in which the assessment takes place and the type of intervention which is likely to be required;</li> </ol>

2. Apply formal assessment procedures (use of standardised instruments), systematic interviewing procedures, person-centred planning and other structured methods of assessment (e.g. observation or gathering information from others);
3. Conduct appropriate and minimally restrictive risk assessments and using these to guide practice in ways most likely to maximise the benefits for client.

*Psychological Formulation:*

1. Develop formulations of presenting problems or situations which integrate information from assessments within a coherent framework that draws upon empirically grounded psychological theory and evidence, and which incorporates interpersonal, societal, cultural and biological factors as appropriate;
2. Use formulations with clients to facilitate their understanding of their experience, plan appropriate interventions that take the client's perspective into account, assist multi-professional communication and the understanding of clients and their care
3. Revise and evolve formulations in the light of new information and the response to ongoing interventions.

*Psychological Intervention and Clinical Evaluation*

1. On the basis of a formulation, implement psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the client(s), and to do this in a collaborative manner with individuals, couples, families or groups, services or organisations;
2. Implement interventions through and with other professionals and/or with individuals who are formal (professional) carers for a client, or who care for a client by virtue of family or partnership arrangements;
3. Devise innovative procedures where appropriate, drawing upon applications of psychological theory and research;
4. Monitor and evaluate the effects of psychological interventions in a way that is valid for the recipients of the intervention;
5. Modify interventions according to the information derived from monitoring and evaluation;
6. Recognise when (further) intervention is inappropriate, or unlikely to be helpful, and communicating this sensitively to clients and carers.

*Personal, Professional and Service Delivery Skills*

1. On the basis of an understanding of ethical issues, the ability to apply these in complex clinical contexts, ensuring that informed consent underpins all contact with clients and research participants;
2. Minimise the impact of the power imbalance inherent between practitioners and clients based on an understanding of how this can lead to abuse;
3. Practice in a manner that is sensitive to issue of difference and diversity in people's lives, and its implications for working practices;
4. Develop strategies to manage the emotional and physical impact of their own practice and seek appropriate support when necessary, with a good awareness of boundary issues;
5. Work collaboratively and constructively with fellow psychologists, other colleagues and users of services, respecting diverse viewpoints;
6. Work with users and carers to facilitate their involvement in service planning and delivery;

	<p>7. Communicate effectively clinical and non-clinical information from a psychological perspective in a style appropriate to a variety of different audiences (e.g. professional colleagues, users and their carers);</p> <p>8. Understand the supervision process for both supervisee and supervisor roles;</p> <p>9. Understand consultancy models and the contribution of consultancy to practice);</p> <p>10. Understand change processes in service delivery systems;</p> <p>11. Work effectively in multi-disciplinary teams;</p> <p>12. Work effectively in a variety of contexts (office, client's home and other service sectors).</p>
<p><b>Content</b></p>	<p>In this Placement unit, trainees will receive guidance and supervision in the application of the core competencies, knowledge and understanding gained from unit A1 to clients with learning disabilities.</p> <p>Intellectual (Learning) disability as defined in diagnostic systems is present in 1-2.5% of the general population. The level of disability can be classified as significant or severe. Rates of emotional and physical health difficulties are higher in this population than any other yet people are less likely to access the help they need and that is commonly available to the mainstream population. People with a Learning Disability access the health service via general physical or mental health services sometimes facilitated by specialist LD workers. Specialist LD Teams may provide Direct services where people require more intense or specialist input to achieve appropriate outcomes. In this placement, trainees will work within this context, gaining clinical knowledge and skills at an appropriate level.</p> <p>Supervision of their caseload will be by a range of methods, but will usually involve direct observation and some video or audio based observation. Within placement teaching sessions will also be encouraged.</p> <p>Trainees will gain experience of working with a range of clients with learning disabilities with the goal of maximising the person's quality of life as defined by the client. Trainees' caseload will include some combination of common mental health problems, Severe Mental Illness, Substance Misuse, surviving abuse, Behavioural problems, Clinical (general) Health Psychological problems, issues relating to developing and maintaining personal relationships, and issues associated directly with LD.</p> <p>This placement unit will require trainees to demonstrate a strong awareness of issues of power as relates to the LD population and implications for work in the specialism. Trainees will be able to adapt their methods of communication to allow them to work respectfully and effectively. In the course of this placement, they will be expected to gain experience of person-centred planning, structured psychometric testing and methods to gain an understanding of key issues for the person. Formulation will consider issues particularly relevant to work in the LD context such as the impact of certain conditions (eg. autism or Fragile X) as well as the impact of disempowering environments. Trainees will work with clients, families, and paid carers. They will gain experience in working collaboratively with multi-disciplinary colleagues and demonstrate the ability to work effectively in the multidisciplinary LD Team. Supervisors will also be asked to provide trainees with experience of Third Sector Organisations and residential facilities.</p> <p>The placement will be set up by the clinical tutor and supervisor working from the trainee needs assessment, and reviewed at mid placement.</p> <p>Cases allocated to the trainee will depend on the training needs assessment, but will usually include experience, direct or indirect, with LD clients across the lifespan and including both LD specific problems and psychological problems occurring in the</p>

	<p>context of clients with LD. Some family/systemic work will be covered in this placement unit.</p> <p>The placement will be reviewed at mid placement. The Mid-placement review is intended to identify further training needs and any problems which require action from supervisor and trainee.</p> <p>As with all placements, supervision will be at least weekly, and will include some video or audio presentation of clinical sessions as well as discussion of sessions that have been directly observed. The treatment of two cases under supervision will be assessed using the Cognitive Therapy Scale-Revised (CTS-R) and/or its variants.</p>
<b>Credits</b>	
<b>Level</b>	D (8)
<b>Total study hours</b>	As full-time employees of a Regional NHS Trust, trainees will spend 3 days per week throughout the course of this placement working in clinical practice. Approximately 50% of this time will be allocated as part of the Academic (ie. primarily Research) elements of this Unit.
<b>JACS code(s)</b>	C842
<b>HESA Cost Centre(s)</b>	Ailsa Russell
<b>Contact person</b>	Ailsa Russell

**Availability of unit:**

<b>Period in which the unit will run</b>	<p>Either Year 2: October - April or Year 2: April - September</p> <p>This Clinical Placement unit will begin with 'tapering in' period linked with another Placement unit, over the first month of the placement. Trainees will then be based in Clinical practice for approximately 3 days per week throughout the course of the placement</p>		
<b>Location of study</b>	Placement		
<b>Availability</b>	Restricted to Clinical Psychology Doctoral Students		
<b>Will the unit be available to...</b>			
<b>...Final Year Undergraduates?</b>	No	<b>...Visiting students?</b>	No

**Relationship to other units (irrespective of programme of study):**

<b>Pre-requisites</b>	C1: Working Age Adults Placement Unit
<b>Co-requisites</b>	None
<b>Post-requisites</b>	None
<b>Forbidden combinations</b>	None

**Assessment (indicate lengths and weightings):**

<b>Assessed coursework</b>	
<b>Practical classes</b>	
<b>Written examinations</b>	
<b>Oral examinations</b>	
<b>Other (please specify)</b>	<p>Pass ("Pass out") on Ability Assessment. Assessed by Placement Supervisor.</p> <p>Case Study 4 (3,000 – 4,000 words): Jointly assessed by Clinical Tutor and Placement Supervisor. This will form part of the trainees' research outputs to be assessed by External examiners. Assessed at end of placement review by Placement supervisor and Clinical Tutor.</p> <p>Clinical Placement Review: Review of trainees' performance in clinical practice at the end of the Placement by Placement supervisor and Clinical Tutor. Trainees required to pass with evidence of satisfactory performance to be signed off by Placement</p>

	<p>supervisor and Clinical Tutor. Mid-Placement Review will also provide formative feedback on trainees' performance.</p> <p>Performance related skills: Assessment of trainees' clinical skills from video recordings of their clinical practice, which will be assessed by their Placement supervisor and other staff as appropriate.</p>
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**Supplementary Assessment (tick the relevant assessment and give further details as indicated):**

<b>Like-for-like reassessment</b>	Failure of clinical placement review requires that the entire placement must be re-taken Failure of other components require that the individual component concerned be re-taken	<b>Written examination only</b>	
<b>Coursework only</b>		<b>Mandatory extra work</b>	
<b>Other (please specify)</b>		<b>Not applicable</b>	

**Timetabling Information (ONLY TO BE COMPLETED FOR NEW UNITS):**

	Please indicate hours per session, sessions per week & semester week numbers	Staff member who will teach	Size of group
<b>a) Lectures</b>			
<b>b) Seminars/Tutorials</b>			
<b>c) Practical classes (labs, computers, language, etc.)</b>			
<b>d) Workshop</b>			
<b>e) Field courses</b>			
<b>f) Other (please specify)</b>	200 hours in placement		
<b>Private study time (estimate of time and indication of how it might be used)</b>	100 hours		
<b>Any special facilities required:</b>			
<b>Shared teaching</b>			

<b>Unit code</b>	PS60139
<b>Date unit first approved:</b>	11/01/11
<b>Date of approval of this version:</b>	21.10.15
<b>Date this version is effective from:</b>	2011/2012

<b>For unit changes please indicate the nature of the change(s): [Leave blank for new units]</b>							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:	X	Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
<b>For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?</b>							

<b>Unit title</b>	C5. Clinical Health Psychology placement/Other specialist placement
<b>Unit provider</b>	Psychology
<b>Teaching provider</b>	Psychology
<b>Aims</b>	<p>This unit is the fifth placement in one of the five major clinical specialties to be covered in this programme, as required by the HCPC.</p> <p>The aim of this unit is to enable trainees either to extend their core competencies and skills in areas where they have already worked as trainees, or to develop specialist skills in areas in which they have not previously worked.</p> <p>The default option is that trainees will do the this unit in Clinical Health Psychology. If trainees opt out of this , they can gain supervised experience in other specialist areas of clinical psychology, including:</p> <ul style="list-style-type: none"> <li>• Forensic Psychology</li> <li>• Psychosis (including the range of services)</li> <li>• Substance Misuse</li> <li>• Paediatric psychology</li> <li>• Paediatric Neuropsychology</li> <li>• Behaviour Disorders</li> <li>• Neuropsychology including rehabilitation of Acquired Brain Injury</li> <li>• Liaison psychiatry</li> <li>• Advanced psychotherapy including non-CBT/Systemic Modalities (but not excluding them) as approved by the programme team.</li> </ul> <p>Other specialties are possible. Trainees may also undertake the placement abroad and out of the region.</p> <p>This unit enables trainees to develop the advanced competencies and skills required to operate as a clinical psychologist. It will link an understanding of empirically grounded psychopathology to the clinical procedures that are used to help people find ways of adapting to a range of psychological problems. The unit will also cover governance, leadership and management issues.</p> <p>If trainees opt for an advanced non-specialist setting, clinical work should include the assessment, formulation and treatment of highly complex and treatment resistant cases.</p> <p>This placement unit will involve highly advanced research skills that will be related to transferable skills such as grant application and research team development. Placements will usually have a research component to the work of the host team, and the trainee is expected to participate in that component. The Case Study report completed at the end of this unit will contribute to the trainees' supervised research outputs, which will be assessed by the team of specialist External examiners.</p>
<b>Learning Outcomes</b>	After completing this Placement Unit, trainees should have or be able to:



	<p><u>Research</u></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the way in which research informs and is informed by clinical practice;</li> <li>• Evaluate the evidence based and empirical grounding for the application of core theories, models and concepts in clinical psychology to interventions within the speciality;</li> <li>• Identify the range of research strategies which could be applied to address key questions in this speciality;</li> <li>• Develop an advanced understanding of the interplay between research and clinical practice, with an emphasis on the route from practice to research.</li> </ul> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Acquired knowledge and understanding of psychological theory and evidence encompassing the relevant client group(s);</li> <li>• Acquired the knowledge required to underpin clinical and research practice with the specialist area of the placement;</li> <li>• Understand a range of factors specific to the specialist setting/s of the placement. These are to be agreed at the pre-placement review with reference to the trainee's training needs assessment.</li> </ul> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• Construct well-written and logical arguments in written work, making links between theory, empirical research and clinical practice.</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Apply theoretically based and empirically grounded treatment models to clinical cases;</li> <li>• Generalise and synthesise prior clinical knowledge and clinical experience in order to apply them in different settings and novel situations;</li> <li>• Demonstrate an understanding and appreciation of the implications for their professional practice of the HCPC's standards of conduct, performance and ethics;</li> <li>• Develop an understanding of the skills involved in leadership and the importance of such skills to the profession;</li> <li>• Apply appropriate models of leadership as appropriate to NHS and social care settings;</li> <li>• Develop an advanced understanding of professional clinical psychology.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• Relate in a professional way to other trainees and team members in the placement setting;</li> <li>• Demonstrate self-awareness and the ability to work as a reflective practitioner;</li> <li>• Develop and maintain effective working alliances with clients, including individuals, carers and services;</li> <li>• Understand the processes involved in mentoring and supervision.</li> </ul>
<p><b>Skills</b></p>	<p>Within the context of the specialty undertaken, this Unit will enable trainees to:</p> <ol style="list-style-type: none"> <li>1. Have an advanced ability to critically evaluate psychological theories and models as they are applied in clinical psychology practice and research at the highest level;</li> <li>2. Decide, using a broad evidence and knowledge base, how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with clients, carers and service systems;</li> <li>3. Undertake and refine teaching as appropriate in the relevant setting/s;</li> <li>4. Undertake and refine practical training in the relevant setting/s;</li> </ol>

	<ol style="list-style-type: none"> <li>5. Undertake and refine supervision as appropriate in the relevant setting/s;</li> <li>6. Undertake and refine mentoring as appropriate in the relevant setting/s;</li> <li>7. Develop business and service plans, including implementation of service development from policy documents and practice guidelines (e.g. NICE);</li> <li>8. Adopt a public health and prevention perspective in the relevant setting/s;</li> <li>9. Undertake committee work including chairing;</li> <li>10. Develop the skills and competencies required in appraisal;</li> <li>11. Develop the advanced level skills and competencies involved in team/service communication;</li> <li>12. Develop the advanced skills and competencies involved in communication with service users and carers;</li> <li>13. Develop an understanding of the way in which research informs and is informed by clinical practice;</li> <li>14. Develop research supervision and mentoring skills.</li> </ol>
<b>Content</b>	<p>This placement defaults to Clinical Health Psychology unless another specialist area is agreed in prior training needs assessments. The first half of this placement unit will not be available to any trainees who have had to repeat a previous placement unit. Normally the two halves of this placement can be combined to offer a full year or two six month placements in separate specialties. In addition to Clinical Health Psychology and other identified specialties, "Specialties" can include the core areas (WAA, LD, CAMHS or OA) at a higher standard than the core placements previously taken. There is an expectation during this final year placement that, regardless of specialty chosen, trainees will be involved in a range of activities related to governance, management, supervision and training in professional clinical psychology settings. This aspect of the placement unit will be planned in advance, and assessed at mid-placement review.</p>
<b>Credits</b>	
<b>Level</b>	D (8)
<b>Total study hours</b>	As full-time employees of a Regional NHS Trust, trainees will spend 3 days per week throughout the course of this placement working in clinical practice. Approximately 50% of this time will be allocated as part of the Academic (ie. primarily Research) elements of this Unit.
<b>JACS code(s)</b>	C842
<b>HESA Cost Centre(s)</b>	Ailsa Russell
<b>Contact person</b>	Ailsa Russell

**Availability of unit:**

<b>Period in which the unit will run</b>	Year 3: October - June		
<b>Location of study</b>	Placement		
<b>Availability</b>	Restricted to Clinical Psychology Doctoral Students		
<b>Will the unit be available to...</b>			
<b>...Final Year Undergraduates?</b>	No	<b>...Visiting students?</b>	No

**Relationship to other units (irrespective of programme of study):**

<b>Pre-requisites</b>	C1, C2, C3 and C4
<b>Co-requisites</b>	None
<b>Post-requisites</b>	None
<b>Forbidden</b>	None

combinations	
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**Assessment (indicate lengths and weightings):**

<b>Assessed coursework</b>	
<b>Practical classes</b>	
<b>Written examinations</b>	
<b>Oral examinations</b>	
<b>Other (please specify)</b>	<p>Case Study 5: (3,000 – 4,000 words): Jointly assessed by Clinical Tutor and Placement Supervisor. This will form part of the trainees' research outputs to be assessed by External examiners. Assessed at end of placement review by Placement supervisor and Clinical Tutor.</p> <p>Clinical Placement Review: Review of trainees' performance in clinical practice at the end of the Placement by Placement supervisor and Clinical Tutor. Trainees required to pass with evidence of satisfactory performance to be signed off by Placement supervisor and Clinical Tutor. The Mid-Placement Review will also provide formative feedback on trainees' performance.</p> <p>Cognitive Therapy Scale-Revised and variants above threshold for two cases assessed as part of supervision. The CTS-R involves videos of trainees' clinical practice with two patients (out of twelve), to be selected randomly (ie. not by the trainee or their Placement supervisor). Trainees required to pass out with evidence of satisfactory performance, to be signed off by Placement supervisor and Clinical Tutor.</p> <p>Trainees will also obtain formative feedback on their clinical skills from video recordings of their clinical practice, which will be assessed by their Placement supervisor and other staff as appropriate.</p>

**Supplementary Assessment (tick the relevant assessment and give further details as indicated):**

<b>Like-for-like reassessment</b>	Failure of clinical placement review requires that the entire placement must be re-taken Failure of other components require that the individual component concerned be re-taken	<b>Written examination only</b>	
<b>Coursework only</b>		<b>Mandatory extra work</b>	
<b>Other (please specify)</b>		<b>Not applicable</b>	

**Timetabling Information (ONLY TO BE COMPLETED FOR NEW UNITS):**

	Please indicate hours per session, sessions per week & semester week numbers	Staff member who will teach	Size of group
<b>a) Lectures</b>			17
<b>b) Seminars/Tutorials</b>			17
<b>c) Practical classes (labs, computers, language, etc.)</b>	Some computer access (tbc)		
<b>d) Workshop</b>			17

<b>e) Field courses</b>	None		
<b>f) Other (please specify)</b>	100 hours in placement		
<b>Private study time (estimate of time and indication of how it might be used)</b>	100 hours		
<b>Any special facilities required:</b>			
<b>Shared teaching</b>			

<b>Unit code</b>	PS-60140
<b>Date unit first approved:</b>	11/1/11
<b>Date of approval of this version:</b>	21.10.15
<b>Date this version is effective from:</b>	2015/16

<b>For unit changes please indicate the nature of the change(s): [Leave blank for new units]</b>							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:	X	Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
<b>For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?</b>							

<b>Unit title</b>	C6. Speciality Elective Clinical Placement
<b>Unit provider</b>	Psychology
<b>Teaching provider</b>	Psychology
<b>Aims</b>	<p>The aim of this unit is to enable trainees either to extend their core competencies and skills in areas where they have already worked as trainees, or to develop specialist skills in areas in which they have not previously worked.</p> <p>The default option is that trainees will have done unit C5 in Clinical Health Psychology). If trainees opt out of that, they can gain supervised experience in other specialist areas of clinical psychology, including:</p> <ul style="list-style-type: none"> <li>• Forensic Psychology</li> <li>• Psychosis (including the range of services)</li> <li>• Substance Misuse</li> <li>• Paediatric psychology</li> <li>• Paediatric Neuropsychology</li> <li>• Behaviour Disorders</li> <li>• Neuropsychology including rehabilitation of Acquired Brain Injury</li> <li>• Liaison psychiatry</li> <li>• Advanced psychotherapy including non-CBT/Systemic Modalities (but not excluding them) as approved by the programme team.</li> </ul> <p>Other specialties are possible. Trainees may also undertake a placement abroad and out of the region.</p> <p>This unit enables trainees to develop the advanced competencies and skills required to operate as a clinical psychologist. It will link an understanding of empirically grounded psychopathology to the clinical procedures that are used to help people find ways of adapting to a range of psychological problems. The unit will also cover governance, leadership and management issues.</p> <p>If trainees opt for an advanced non-specialist setting, clinical work should include the assessment, formulation and treatment of highly complex and treatment resistant cases.</p> <p>This Placement unit will involve highly advanced research skills that will be related to transferable skills such as grant application and research team development. Placements will usually have a research component to the work of the host team, and the trainee is expected to participate in that component.</p>
<b>Learning Outcomes</b>	<p>After completing this Placement Unit, trainees should have developed the relevant knowledge and understanding, and the ability to apply this understanding to the clinical setting as specified below, including a range of factors specific to the specialist setting/s of the placement:</p> <p><u>Research</u></p>

	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the way in which research informs and is informed by clinical practice;</li> <li>• Evaluate the evidence based and empirical grounding for the application of core theories, models and concepts in clinical psychology to interventions within the speciality;</li> <li>• Identify the range research strategies which could be applied to address key questions in this specialty;</li> <li>• Develop an advanced understanding of the interplay between research and clinical practice, with an emphasis on the route from practice to research.</li> </ul> <p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> <li>• Acquired knowledge and understanding of psychological theory and evidence encompassing for this client group;</li> <li>• Acquired the knowledge required to underpin clinical and research practice with the specialist area of the placement;</li> <li>• Understand a range of factors specific to the specialist setting/s of the placement. These are to be agreed at the pre-placement review with reference to the trainees training needs assessment.</li> </ul> <p><u>Intellectual/cognitive</u></p> <ul style="list-style-type: none"> <li>• Construct well-written and logical arguments in written work, making links between theory, empirical research and clinical practice.</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>• Apply theoretically based and empirically grounded treatment models to clinical cases;</li> <li>• Demonstrate an understanding and appreciation of the implications for their professional practice of the HCPC's standards of conduct, performance and ethics;</li> <li>• Generalise and synthesise prior clinical knowledge and clinical experience in order to apply them in different settings and novel situations;</li> <li>• Develop an understanding of the skills involved in leadership and the importance of such skills to the profession;</li> <li>• Apply appropriate models of leadership as appropriate to NHS and social care settings;</li> <li>• Develop an advanced understanding of professional clinical psychology.</li> </ul> <p><u>Transferable</u></p> <ul style="list-style-type: none"> <li>• Relate in a professional way to other trainees and team members in the placement setting;</li> <li>• Demonstrate self-awareness and the ability to work as a reflective practitioner;</li> <li>• Develop and maintain effective working alliances with clients, including individuals, carers and services;</li> <li>• Understand the processes involved in mentoring and supervision.</li> </ul>
<p><b>Skills</b></p>	<p>Within the context of the specialty undertaken, this Unit will enable trainees to:</p> <ol style="list-style-type: none"> <li>15. Develop an advanced ability to critically evaluate psychological theories and models as they are applied in clinical psychology practice and research at the highest level;</li> <li>16. Decide, using a broad evidence and knowledge base, how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with clients, carers and service systems;</li> <li>17. Undertake and refine teaching as appropriate in the relevant setting/s;</li> <li>18. Undertake and refine practical training in the relevant setting/s;</li> <li>19. Undertake and refine supervision as appropriate in the relevant setting/s;</li> </ol>

	<p>20. Undertake and refine mentoring as appropriate in the relevant setting/s;</p> <p>21. Develop business and service plans, including implementation of service development from policy documents and practice guidelines (e.g. NICE);</p> <p>22. Adopt a public health and prevention perspective in the setting/s;</p> <p>23. Undertake committee work including chairing;</p> <p>24. Develop the skills and competencies required in appraisal;</p> <p>25. Develop the advanced level skills and competencies required involved in team/service communication;</p> <p>26. Develop the advanced level skills and competencies required in communication with service users and carers;</p> <p>27. Develop an understanding of the way in which research informs and is informed by clinical practice;</p> <p>28. Develop research supervision and mentoring skills.</p>
<b>Content</b>	<p>This placement can either be a continuation of Clinical Health Psychology if that was the speciality chosen for C5, or another specialist area is agreed in prior training needs assessments. This placement can be a continuation of C5 in another speciality. There is an expectation during this final year placement that, regardless of specialty chosen, trainees will be involved in a range of activities related to governance, management, supervision and training in professional clinical psychology settings. This aspect of the placement unit will be planned in advance, and assessed at mid-placement review.</p>
<b>Credits</b>	
<b>Level</b>	D (8)
<b>Total study hours</b>	As full-time employees of a Regional NHS Trust, trainees will spend 3 days per week throughout the course of this placement working in clinical practice. Approximately 50% of this time will be allocated as part of the Academic (ie. primarily Research) elements of this Unit.
<b>JACS code(s)</b>	C842
<b>HESA Cost Centre(s)</b>	Ailsa Russell
<b>Contact person</b>	Ailsa Russell

**Availability of unit:**

<b>Period in which the unit will run</b>	Year 3: June - September		
<b>Location of study</b>	Placement		
<b>Availability</b>	Restricted to Clinical Psychology Doctoral Students		
<b>Will the unit be available to...</b>			
<b>...Final Year Undergraduates?</b>	No	<b>...Visiting students?</b>	no

**Relationship to other units (irrespective of programme of study):**

<b>Pre-requisites</b>	C1: Working Age Adults Placement unit
<b>Co-requisites</b>	None
<b>Post-requisites</b>	None
<b>Forbidden combinations</b>	None

**Assessment (indicate lengths and weightings):**

<b>Assessed coursework</b>	
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<b>Practical classes</b>	
<b>Written examinations</b>	
<b>Oral examinations</b>	
<b>Other (please specify)</b>	<p>Clinical Placement Review: Review of trainees' performance in clinical practice at the end of the Placement by Placement supervisor and Clinical Tutor. Mid-Placement Review will also provide formative feedback on trainees' performance.</p> <p>Cognitive Therapy Scale-Revised and variants above threshold for two cases assessed as part of supervision, depending on speciality. The CTS-R involves videos of trainees' clinical practice with two patients (out of twelve), to be selected randomly (ie. not by the trainee or their Placement supervisor).</p> <p>Trainees will also obtain formative feedback on their clinical skills from video recordings of their clinical practice, which will be assessed by their Placement supervisor and other staff as appropriate.</p>

**Supplementary Assessment (tick the relevant assessment and give further details as indicated):**

<b>Like-for-like reassessment</b>	Failure of clinical placement review requires that the entire placement must be re-taken Failure of other components require that the individual component concerned be re-taken	<b>Written examination only</b>	
<b>Coursework only</b>		<b>Mandatory extra work</b>	
<b>Other (please specify)</b>		<b>Not applicable</b>	

**Timetabling Information (ONLY TO BE COMPLETED FOR NEW UNITS):**

	<b>Please indicate hours per session, sessions per week &amp; semester week numbers</b>	<b>Staff member who will teach</b>	<b>Size of group</b>
<b>a) Lectures</b>			17
<b>b) Seminars/Tutorials</b>			17
<b>c) Practical classes (labs, computers, language, etc.)</b>	Some computer access (tbc)		
<b>d) Workshop</b>			17
<b>e) Field courses</b>			
<b>f) Other (please specify)</b>	100 hours in placement		
<b>Private study time (estimate of time and indication of how it might be used)</b>	100 hours.		
<b>Any special facilities required:</b>			
<b>Shared teaching</b>			



