Overall structure of the teaching and assessment within the Doctorate of Clinical Psychology Programme, 2019-20

The programme comprises three themes, linked to the competencies identified within the programme specification, and with core professional activities:

*Clinical skills and knowledge*
*Personal and professional development*
*Research and evaluation*

In each year there is a focus for development, reflected in the curriculum:

*Year 1: core clinical skills and knowledge;*
*Year 2: developments into more diverse or complex areas of work;*
*Year 3: consolidation and advanced or specialised skills.*

Learning and teaching is based on a range of formats, and while the majority of the teaching is in workshop format, there are some lectures, tutorials and seminars, experiential (Personal Development) groups and self-directed learning activities.

In practice, there is overlap across themes and years. Clinical teaching is organised with competencies, therapeutic models and populations in mind. As placements are partially ordered, each year has a number of topic areas, some linked to clinical populations, others to core competencies or related areas. The first year primarily covers child and young people (CYP) and adult; the second year older people and learning disability services, forensic and severe and enduring mental illness (SEMI); and in the third year the foci are indirect working, and specialist services and therapies.
The priorities early in year 1 include orientation to the programme, an introductory grounding in core clinical skills, knowledge of services and of adult and CYP populations. The therapeutic foci are primarily common therapeutic factors and CBT. The teaching block starts with five full weeks of teaching. Placement starts gradually, so that by week 8 is in the term-time format of three placement days and two days for teaching and study.

### Block teaching

*Introductory sessions, orientation and preparation for placement*

This includes employment, supervision and study skills, orientation to the university, the programme, placements and clinical tutor arrangements. Problem Based Learning (PBL) exercise, tutorials and Personal and Professional Development (PPD) sessions begin. All year groups attend the SEP conference at which Year 3 present. Teaching sessions on working into CYP and Adult services are aimed at preparing for placements.

### Core clinical competencies

These sessions will include counselling skills, skills in interviewing, record-keeping and note-taking, assessment, formulation and intervention, skills in listening and managing difficulties in clinical settings. There is also a clinical competencies video session where trainees will be observed by tutors in conversation with an actor taking the role of service user, with the opportunity for formative feedback.

### Term time teaching

The core term-time teaching and study days are Thursday and Friday. Teaching days are usually 9.30-4.30 with breaks.

*Therapy and counselling skills: assessment, relationships, formulation, evaluation*

Sessions on clinical issues and technique; these will comprise at least 12 sessions designated for the learning of CBT and associated techniques. There are sessions focussed on skills required by therapists regardless of therapeutic orientation (therapeutic issues and common factors).

### Population and Specialist sessions

CYP and adult teaching continues with individual sessions on topics such as attachment and trauma.

*Psychometrics, Biological Bases and Neuropsychology*

Sessions cover psychometrics - the basis for standardised measures - and an observation exercise in which all trainees carry out part of a common neuropsychological measure. Workshops cover neuropsychological practice, evidence and frameworks, including drug action and neurotransmitters and work with common neurological conditions.

### PPD

The focus for the first year is on facilitating development of professional identity, and Professional Issues sessions include the core documentation relevant to clinical practice and these population groups. Personal Development sessions for the year are focussed on the use of Acceptance and Commitment Therapy (ACT). There are sessions at the end of the first year to introduce Personal Development (PD) groups and these continue into the second year.

### Research and Evaluation

This covers single case research, psychotherapy research and an introduction to research methods in relation to the thesis. Between placements 1 and 2 there is a week-long research block focused on qualitative research methods.
Year 1/2 Placement Presentations; Service Evaluation Project and year 3 clinical case conferences
Placement presentations take place twice in the year. Second year trainees present to their year group and to the first year trainees. These sessions start at 9am. There are two year 3 presentation slots which first years attend, the SEP conference in the autumn and the end of programme case presentations in September.

Tutorials
These are small group discussions with academic tutors; those in year 1 focus on critical appraisal of research papers and provide opportunities for supervision of the Systematic Case Study.

Teaching Review sessions
Two sessions, one part way through the teaching, one at the end of summer term to provide feedback to the programme team on teaching. The representatives from the year group collate broader feedback into a brief report for the Academic sub-committee.

PBL sessions
There will be two exercises, the first informal exercise in the autumn for presentation in January, and the second, formally examined, in the summer of year 1. There is some timetabled study time for each exercise.

Yorkshire courses sessions: Hull, Leeds and Sheffield
There will be a CBT day workshop hosted by the Hull Clinical Psychology programme at their base in Hull. This is the first of six sessions across the three years, which allow trainees across the three programmes to meet and develop links. The day for the teaching is set by the host programme; if this is normally a placement day, then the teaching and placement days need to be transposed; please negotiate this with your placement supervisor. If it is normally a study day, there will be a study day identified elsewhere in the timetable that replaces the lost day.

In each year, there are sessions identified for Placement Planning Meetings (PPMs) and appraisals. The tutors usually make their own appointments for these. The remainder of the day can be used for study.

Academic and research assessments
In year 1, there are two essays concerned with aspects of clinical practice and the SCS is handed in at the start of Year 2. PBL presentations take place in January and June and reports are handed in a few weeks later. There are two observation sessions (psychometrics and clinical skills).
The second year starts with a research/study week, and then a three week teaching block, followed by a study/research week and another week block. The blocks are focussed on preparation for placements with specific service user groups. The therapy foci are systemic and psychodynamic-interpersonal frameworks and techniques. There is increasing focus on core competencies associated with consultancy and communication. Attendance is timetabled for the third year conferences in October and September. Second year trainees present at the placement presentation sessions and also present/facilitate the tutorials. The term time teaching day is Friday. Study is normally Monday.

Therapy skills
There will be sessions on
a) the use of core therapeutic approaches with specific populations and introductions to approaches developed for these populations;
b) a series of sessions on systemic approaches and on the use of psychoanalytic concepts;
c) workshops on group work and Cognitive Analytic Therapy (CAT).

Population-based workshops and placement preparation
Learning disabilities, older people, forensic, and severe and enduring mental illness. Health psychology.

PPD
Working with difference and diversity, with a focus on specific characteristics. There will be hour-long PD groups as part of each PPD slot, with a final review session in the summer.

Research and Evaluation
Sessions related to service evaluation, statistical and quantitative analysis.

Placement presentations
Presentations from each year 2 trainee to years 1 and 2.

Tutorials
The aim in these sessions will be to continue and extend critical appraisal skills and to develop theory-practice links, and will involve presentations by trainees around the theme of influential psychologists. These tutorials will also provide supervision for the SEP.

Indirect Working: joint sessions
There are two full days held jointly with the Hull and Sheffield trainees, one each in Leeds and Sheffield, usually, but not always, on developing skills in consultancy and leadership.

Teaching Review sessions
Two sessions, one mid-year and the second at the end of summer term to provide feedback to the programme team on teaching.

Academic and research assessments
In Year 2, there is a formally assessed thesis review (transfer document and viva) due in February and Essay 3 (on Personal and Professional Development) is handed in around the end of May.
Year 3

The third year starts with two research/study weeks (although the start of placement 5 is flexible). Teaching takes place on Thursdays. The major themes are preparation for work as a qualified clinical psychologist and increasing the range of clinical skills, including those used in teams, such as leadership and supervision. There are two study days and two placement days until the deadline for thesis submission, when the placement increases to four days; the fifth is taken up with either teaching or is a study day. Third years present their research at a Yorkshire courses joint conference, and provide a placement presentation to the whole course in September.

Therapy
There are sessions on CBT and Third Wave approaches, Cognitive Analytic Therapy and some specialist approaches. Systemic and Family therapy teaching is provided on four full days and as long as Essay 4 is marked and passed by the FT team, this provides the opportunity for trainees to apply to the Intermediate level of the systemic training post-qualification.

PPD
This focuses on consolidating professional identity, preparation for post-qualifying, work in a multi-professional context. The personal development sessions for this year are reflective groups, in which trainees will have opportunities both to present clinical material for feedback and to facilitate the group discussion.

Research
Training in research skills is primarily developed through thesis supervision, but there are some sessions, e.g. Viva preparation and writing up for publication.

SEP conference
SEP presentations are delivered in October at the start of year 3.

Joint sessions
There are three days shared with Hull and Sheffield trainees, one at each programme base. The Hull session is usually focussed on developing supervision skills; Sheffield and Leeds usually offer master classes on systemic (Couple Therapy) and psychodynamic-interpersonal therapies.

September teaching block
This is a block with sessions on ending the course (including a teaching review and PPD review session) and starting work post-qualifying: it ends with the placement presentations.

Academic and research assessments
The SEP is handed in at the start of Year 3, after the conference. In Year 3, essay 4 is concerned with reflective practice and theory-practice links.