



## Curriculum Overview

### Doctorate of Clinical Psychology Programme

2023-24

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 order to ensure that teaching sessions are offered by practitioners with expertise in the topic, a wide range of lecturers is brought in to extend the teaching offered by the core team. These include local clinical psychologists, university colleagues and service users.

A variety of session formats are used. Although there is some didactic teaching, most sessions are planned in workshop format, allowing opportunities for practice, reflection and discussion of skills and knowledge acquired. Further sessions are offered in tutorial format, peer presentations (e.g. placement presentations) and small group work (e.g. problem-based learning exercises). Trainees take part in experiential (personal and professional development) groups throughout the three years. We also use self-directed learning and the Programme benefits from having a Learning Technologist on the staff team, so several elearning packages (usually followed by group discussion work) are offered. Documents to support all learning activities are uploaded to the Minerva: Portal and VLE.

In each year there is a focus for development:

*Year 1: fundamental and core skills and knowledge;*

*Year 2: developments into diverse or complex areas of work*

*Year 3: consolidation and advanced or specialised skills.*

In practice, there is overlap across themes and years. Clinical teaching is organised with competencies, therapeutic models and populations in mind. In line with placement structures each year has a number of topic areas, some linked to clinical populations and others to core competencies. The first year primarily covers work in Child and Adult MH services; the second year working with older people, learning disability services and forensic and; third year advanced clinical skills and indirect working. Teaching on severe and enduring mental illness and clinical health psychology runs across the 3 years.

## Year 1

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 child populations. The therapeutic foci are primarily common therapeutic factors and CBT. Throughout clinical sessions a consideration of the social and political context of the work should be addressed.

The teaching block starts with five full weeks of teaching. Placement time starts gradually, so that by week 8 the format is 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, its resources and the programme, placements and clinical tutor arrangements. Problem Based Learning (PBL) exercise, tutorials and Personal and Professional Development (PPD) sessions begin.

#### *Population-based sessions: placement preparation*

Adults, Children and Adolescents: Clinical Issues, evidence, models and specific interventions; service delivery models.

#### *Basic core clinical competencies*

These sessions will include counselling skills; skills in interviewing and listening; record-keeping and note-taking; assessment, formulation and intervention; and managing process and difficulties in clinical settings. There is also a clinical competencies video session where trainees will be observed by tutors in a role-play 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, some of which is delivered in a week-long block between placements 1 and 2. There are sessions focussed on skills required by therapists regardless of therapeutic orientation (therapeutic issues and common factors).

#### *Population and Specialist sessions*

Child and adult teaching continues with individual sessions on topics such as abuse, risk, psychosis, personality disorder, eating disorder and trauma.

### *Psychometrics, Biological Bases and Neuropsychology*

Psychometrics teaching covers the basis for standardised measures and uses practical sessions which include elements of observation. 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 the experiential personal and professional groupwork 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.

### *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 SCS.

### *Year 2 and 3 Placement Presentations and Service Evaluation Project presentations*

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 placement presentations in September

### *PBL sessions*

There are two exercises, the first in the autumn for presentation in January, and the second, **formally examined**, in the summer of year 1. There is some timetabled time for each exercise.

### *Joint Yorkshire courses sessions: Hull, Leeds and Sheffield*

There will be a therapeutic skills 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.

## Year 2

The second year starts with a research/study week, and then a five week teaching block. The blocks are focussed on preparation for placements with specific service user groups and research skills. The therapy foci for the year are systemic and psychodynamic-interpersonal frameworks and techniques. There is increasing focus on core competencies associated with consultancy and communication. 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 the use of core therapeutic approaches with specific populations and introductions to approaches developed for these populations. Systemic and psychodynamically informed approaches are introduced.

### *Population-based workshops and placement preparation*

Learning disabilities, older people, forensic. Severe and enduring mental illness and clinical health psychology.

### *PPD*

Working with difference and diversity, with a focus on specific characteristics. There will be regular experiential PPD groups, with a final review session in the summer.

### *Research and Evaluation*

Sessions related to service evaluation, statistical/quantitative and qualitative analysis.

### *Year 2 and 3 Placement Presentations*

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.** All trainees attend the end of programme placement presentations in September.

### *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.

### *Joint Yorkshire courses sessions: Hull, Leeds and Sheffield*

There are two full days held jointly with the Hull and Sheffield trainees, usually on developing skills in consultancy and leadership.

## Year 3

The third year starts with two research/study weeks, although trainees may choose to start placement early in order to 'bank' study days. 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. The end of teaching on the programme is marked by a final block in mid-September. Third years present their research at a Yorkshire courses 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. The bulk of the Systemic and Family therapy teaching is provided and as long as the essay 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 and work in a multi-professional context. The personal development sessions for this year are reflective practice groups (RPGs), 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 taught 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 Yorkshire courses sessions: Hull, Leeds and Sheffield*

There are three days shared with Hull and Sheffield trainees, one at each programme base. These focus on indirect work and developments in the profession.

### *September teaching block*

This is a block with sessions on ending the course and looking to the future: it ends with the Year 3 placement presentations.

### **Academic and research assessments**

In year 1, there is an essay concerned with critically evaluating the literature supporting aspects of clinical practice. Data collection and analysis for the SCS is ongoing, the report is handed in at the start of Year 2. PBL presentations take place in January and June, with a report handed in a few weeks after the second.

In Year 2, there is a formal thesis review (transfer document and viva) due in February. The placement presentations in July are assessed. Work on the SEP includes a submission for ethical review and for most, a period of data collection.

The SEP is handed in at the start of Year 3, after the conference. In Year 3, the essay is concerned with reflective practice and theory-practice links and is submitted late March. The thesis is due for submission mid-May.