

The Academic Programme at Salomons

The academic programme comprises three stages each of approximately one year's duration. Each stage combines the academic programme, practice learning (through clinical placements) and assessment. The academic teaching on the programme is thus integrally related to the clinical experience and learning structure of the programme.

Within each stage, the teaching content is organised in six thematic strands, (each of which span the three years). Within each strand there are a number of academic 'units' closely integrated with practice learning. For example, there is teaching on themes related to adult mental health during placements which involve work with adult populations.

The overall structure and curriculum of the programme are also closely aligned with the University's teaching and learning strategy and with the Health and Care Professions Council's Standards of Education and Training.

Teaching is undertaken by experienced academic and clinical staff from within and outside the region, as well as by Programme staff, other professionals, and service users and carers.

The academic programme of study follows the three year-long stages of the programme.

Year 1: trainees work with adults from a variety of backgrounds and access a range of adult primary, secondary and tertiary services. The focus is the development of foundation clinical and academic competencies required to work with individuals.

Year 2: trainees work with children and families, and also with people with learning disabilities. The focus is on the development of advanced competencies in working with families and systems.

Year 3: Clinical and academic competencies are consolidated and expanded through working with older people and within a specialist area. The focus is on the development of more advanced clinical competencies and further development of competencies in working with teams and organisations. A special feature of year 3 is the opportunity to choose between specialist teaching options. These encourage the development of specialist skills; for example, in a chosen therapeutic approach (e.g. Cognitive-Analytic) or in other areas (such as working with organisations, or cross-cultural practice). The options available are reviewed yearly, building in considerable teaching flexibility and responsiveness to changing needs in health and social care contexts. Exposure to other specialist services occurs throughout the three years. The teaching is organised around six central strands (see Table 1 below):

In addition, to the Doctorate in Clinical Psychology, trainees during the second and third year can also choose to have their attendance during systemic teaching count towards a further qualification in *Foundation in Systemic Theory and Practice*. This new option has not yet been accredited by the Association of Family Therapy, but it is hoped that this will happen during 2020/1. Trainees on this pathway have some additional assessments to do in order to pass the course.

Table 1: Overview of Structure of Educational Programme

	Strand 1 Models & Skills of Clinical Psychology Leader: Anne Cooke	Strand 2 Working with Clients Leader: John McGowan	Strand 3 Working with Groups & Organisations Leader: Rachel Terry	Strand 4 Clinical Research, Evaluation & Dissemination Leader: Fergal Jones	Strand 5 Personal & Professional Development Leader: Louise Goodbody	Other Additional Professional Competencies Leader: John McGowan
Stage 1 Basic therapeutic and professional competencies	Introduction and Positioning John McGowan Foundation and the Life-Cycle Trish Joscelyne Clinical Skills Maria Griffiths Biological & Medical Approaches Anne Cooke Service User and Carer Perspectives Laura Lea Cognitive Behaviour Therapy Rachel Terry Psychodynamic John McGowan	Adult Development/ Adult Mental Health Rachel Whatmough Forensic Theresa Connelly Neuropsychology across the Lifespan Jennifer Dean Psychosis & Complex Needs Paul Wilson Clinical Health Psychology Paul Sigel	Understanding Teams & Groups Alan Larney Public Sector Organisation: Adult Services Rachel Terry	Research unit covering: Essentials of Design, Methodology & Practice Based Research Advanced Research Design & Methodology Integrating Research Theory & Practice Jerry Burgess, Sue Holtum & Fergal Jones	Risk & Ethics Maria Griffiths Reflective Group Louise Goodbody & Margie Callanan Professional Roles & Identity Kate Foxwell Difference, Diversity & Social Inequalities Louise Goodbody	Pre-course meeting Rachel Terry Induction & Mandatory Trainings and assessment briefings. Claire Fullalove/Sophie Pattimore/Surrey and Borders Trainee/Staff Liaison John McGowan, Louise Goodbody & Anne Cooke

<p>Stage 2 (Year 1&2)</p> <p>Advanced and more specialist competencies</p>	<p>Systemic/Family Louise Goodbody</p> <p>Clinical Skills Holly Milling</p> <p>Critical and Community Anne Cooke & Louise Goodbody</p> <p>Service User and Carer Perspectives Laura Lea</p> <p>Bio & Medical Approaches Anne Cooke</p>	<p>Learning, Physical & Sensory Disabilities Julie Steel</p> <p>Child & Family Trish Joscelyne</p>	<p>Understanding Teams & Groups Alan Larney</p> <p>Public Sector Organisation: Child & Disability Services Rachel Terry</p>	<p>Research Study Time and Individual Meetings</p>	<p>Risk & Ethics Maria Griffiths</p> <p>Reflective Group Louise Goodbody & Margie Callanan</p> <p>Difference, Diversity & Social Inequalities Louise Goodbody</p> <p>Professional Roles & Identity Kate Foxwell</p>	<p>Trainee/Staff Liaison John McGowan, Louise Goodbody & Anne Cooke</p>
<p>Stage 3 (Year 2&3)</p> <p>Consolidation, additional specialist and further development of transferable competencies</p>	<p>Clinical Skills Holly Milling</p> <p>Critical and Community Anne Cooke & Louise Goodbody</p> <p>Service User and Carer Perspectives Laura Lea</p> <p>Psychology & Society Anne Cooke</p>	<p>Older People Kate Foxwell</p> <p>Clinical Complexity & Therapy Integration Rachel Whatmough</p> <p>Psychodynamic Observation Linda Hammond</p>	<p>Understanding Teams & Groups Alan Larney</p> <p>Public Sector Organisation Rachel Terry</p>	<p>Research Study Time, Individual Meetings and Project Completion + Viva Preparation</p>	<p>Risk & Ethics Helen Ellis-Caird</p> <p>Reflective Group Louise Goodbody & Margie Callanan</p> <p>Difference, Diversity & Social Inequalities Louise Goodbody</p> <p>Professional Roles & Identity Kate Foxwell</p> <p>Endings Workshop Linda Hammond</p>	<p>Trainee/Staff Liaison John McGowan, Louise Goodbody & Anne Cooke</p> <p>Advanced Reading Seminars John McGowan</p> <p>Specialist Options John McGowan</p>

The Academic Strands

The focus of each of the six academic strands is as described below.

Strand 1: Models and Skills of Clinical Psychology

This strand introduces the history and development of models of clinical psychology and provides a backcloth to the position of different approaches and therapeutic models. There is a unit teaching clinical skills followed by units teaching specific therapeutic models. This continues through the second year with models addressing wider service systems and bringing them together within an integrational model. The second and third year look at models that are more community and politically based.

Strand 2: Working with Clients

This consists of a series of units that teach competencies specific to working with different client groups. In year one the focus is on working with adults, in the broadest sense, including working with specialist issues such as forensic work, health and neuropsychology. The later part of the first year and the second year involve teaching on issues that affect development and areas that may be more enduring, such as disabilities. In the third year there is a unit that addresses specific, complex therapeutic issues e.g. therapeutic impasse and ethical issues (this includes presentations of challenging case studies and the use of a problem based learning approach).

Strand 3: Working with Groups and Organisations

This consists of two units that span the three years. The first, Public Sector Organisation, looks at the history and development of the types of services which the trainees will be encountering during that year of placement experience. The second, Understanding Teams and Groups, teaches the knowledge and skills necessary to function in teams, therapeutic groups and services. It draws upon the experiences of the trainee on placement to use within this teaching. There is also a unit featuring intensive, psychodynamically-informed observations.

Strand 4: Clinical Research, Evaluation and Dissemination

This strand aims to develop the trainees' competencies to critically evaluate clinical practice, to carry out original research at doctoral level standard, to be able to critically evaluate others' research and disseminate research findings to a variety of audiences.

Strand 5: Personal and Professional Development (Reflexive Practice)

This strand facilitates the personal and professional development of trainees in relation to key issues and experiences that can arise across all aspects of their training. The focus is on their active engagement in a process of personal reflective learning to support the development of professional capabilities. Learning will be facilitated through a variety of different methods including a reflective practitioner group that continues fortnightly throughout the three years.

Strand 6: Additional Professional Competencies

Core elements of this strand include: instruction in core utilities such as university computing facilities and library services, mandatory trainings essential to work in the NHS (such as first-aid skills) and regular liaison between the trainee groups and staff. However, this strand also includes two Stage 3 units where the trainees are able to choose from several academic pathways to develop more specialist knowledge in areas of particular interest or training need. Specialist trainings also forms part of the optional joint systemic accreditation.