



**UNIVERSITY OF SUSSEX
SCHOOL OF PSYCHOLOGY**

**PG Cert in Low Intensity Psychological Interventions for
Children and Young People (CYP)**

Module 3

**Therapeutic Engagement, Assessment and Intervention
with Children and Young People (CYP)
997C8 2016/2017**

Spring Term 2017

Module Convenor: Dr Gavin Lockhart

NOTE: Most of the questions you need answers to about this module are in this document. Please read it fully and carefully before your first seminar.

This document concerns the structure and content of the module. If you have questions about procedures, please consult the School of Psychology Administration Office in Pev1 2A13 or via psychology@sussex.ac.uk

MODULE INFORMATION & REQUIREMENTS

Module Structure, Aims and Objectives

This module consists of lectures, seminars/workshops, facilitated web-based learning and clinical supervision groups (see Course Handbook for further detail/description of these activities). The module is delivered across six teaching days over six consecutive weeks.

By the end of the module students will have gained knowledge and skills in collaboratively developing a shared understanding with CYP of their difficulties using a cognitive or behavioural model. Students will also have skills in using graded exposure for specific anxiety difficulties, thought records and cognitive restructuring for low mood/anxiety, and group CBT manuals for CYP with anxiety/depression.

The module begins with further therapeutic skills rehearsal and progresses to teaching and skills practice around using information gained at assessment to collaboratively develop a shared understanding (or “formulation”) of young people’s mental health difficulties using cognitive and behavioural models. Students will be introduced to fundamental information and skills in assessing and delivering psychoeducation and intervention packages to support sleep hygiene and healthy eating in CYP. The teaching moves on to develop students’ knowledge and skills in the specific techniques of graded exposure and use of thought records to “restructure” negative or unhelpful cognitions in CYP, with the inclusion of both theory and repeated practice. The module ends with a teaching session critically reviewing manuals for CBT-based group work with CYP suffering from anxiety or low mood.

Module Learning Outcomes.

By the end of the module, a successful student should be able to:

1. Demonstrate knowledge and competence in gathering appropriate information in a timely manner to arrive at a theoretically underpinned, succinct and collaborative definition of the child or young person’s main mental health difficulty and the impact these have on their daily living
2. Demonstrate competent delivery of a short course of graded exposure
3. Demonstrate competent delivery of a short course of cognitive restructuring
4. Demonstrate knowledge and competence when working with groups

Pre-Requisites

Students need to have completed Module 2 of the PG Cert to undertake this module.

Module Contact Information

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Teaching and Learning

The syllabus details for the module are available via links on the Psychology teaching web pages and via Sussex Direct.

Teaching Days

There will be six one-day lecturers/workshops over six consecutive weeks. Teaching days combine face-to-face teaching, clinical skills practice and clinical supervision, with attendance from 9.00am to 5.00pm. Face-to-face teaching includes lectures, facilitated web-based learning, group discussion, debate and reflection. Skills practice includes role play, self-reflection and self-practice (practicing techniques learnt on oneself). As students will be undertaking direct clinical work with CYP throughout modules 3 and 4, teaching days will end with 1½ hour group clinical supervision. Students will be advised who their supervisor is prior to this module. Attendance at supervision is mandatory, will constitute part of the portfolio assessment and is part of good governance around clinical practice. Weekly clinical supervision will run until the end of the clinical placement, continuing via Skype for business during the break in teaching between modules 3 and 4 and following the end of teaching. Your University supervisor will send you details of this.

Students will be expected to actively participate in all components of teaching days and supervision, and to complete independent study both prior to and following teaching days, with a requirement of 150 hours combined teaching and independent study for each module. To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the lecture (see lecture attendance etiquette in the Course Handbook and outlined further below).

It is **CRUCIAL** for you to understand that formal examination of this module will be based on material covered in the lectures, seminars **AND** your “essential reading” and self-study/practice for each week. It is also important for you to understand that lectures will **NOT** attempt to ‘cover’ all such material (and nor will seminars). That is, lectures and seminars are not intended to provide an alternative to you learning the material in your essential reading or additional practice, self-practice and reflection. Any attempt to rely solely on learning material and activities presented in lectures and seminars will severely restrict your ability to do well during formal assessment of this module and to fully understand and effectively deliver the assessment/intervention methods taught throughout the course. Lectures (and seminars) are intended to fulfil functions other than repeating or précising material covered in the essential readings.

Lectures on this module are intended to perform several functions. First, they will provide another 'channel' of communication, allowing you to hear as well as read about (selected) material relevant to the module.

A second function of the lectures is to allow you to review material you have learned so far. If you have already done the essential reading associated with the lecture, ask yourself how well the lecturer has covered that material.

A third function of the lectures is to illustrate the nature of a critical approach to students. The lecturer will sometimes simply explain material. At other times, however, the lecturer will critique the material in some way. University education is about learning how to constructively critique as well as simply absorb information.

You should note that all the study skills advice in existence suggests that straightforward 'absorption' of material (i.e., reading, listening, rote-learning and memorising) should take up about 20% of learning time. The other 80% should come from 'interrogating' that information (e.g., looking for links, attempting to summarise and synthesise, looking for strengths and weaknesses and possible improvements, applying to different areas, etc.).

Clinical based learning and role play allow for theory/practice synthesis. In a clinical module it is vital that the theoretical elements of a subject underpin clinical practice. The clinical based learning, self-reflection, self-practice and role play in the classroom facilitates such synthesising allowing 'safe space' in which to practice clinical skills and receive feedback. It will be expected that you will undertake role play throughout the module and participate in giving sensitive yet constructive feedback to fellow students.

It is important that learning opportunities are maximised wherever possible during the course. Therefore, we would like you to consider abiding by the following guidance: Arrive in good time for the start of the lecture. If you are unavoidably late please try to inform your course convenor or a fellow student in advance, enter the room with minimum disturbance and do not interrupt the lecturer.

- Please arrive on time for teaching
- Mobile phones should be OFF (or at least on silent if you need to be contacted) and should not be used during group activities/skills practice
- Please do not engage in private conversations while the tutor or your fellow students are talking or during group activities/skills practice
- Please be respectful and considerate in the way in which you address the tutor and fellow students
- Do not pack-up and/or leave before the lecture AND questions are finished.
- Respect rights of confidentiality at all times

All of the above are very distracting for the lecturer and your fellow students and will affect the teaching experience.

Independent study. This might involve extra reading or skills practice with colleagues or others. Not everything you will need or want to know will be covered in the lectures, seminars or essential readings. You need to become familiar with the material you are guided towards and it will be important to take the opportunity to continue to practice newly learnt clinical skills outside of the classroom setting.

Clinical Placement & Clinical Work. The clinical placement, including direct clinical work, forms a core component of this module. Clinical governance around your placement and this work is paramount. This is assessed in a variety of formative and summative ways. If there are concerns regarding your professional practice or competencies we will work with you to agree an appropriate action plan. In some circumstances this may involve a pause in your placement/clinical work or use of specific intervention skills pending further tutorials, practice and assessment.

Office Hours. Your module convenor will be available to discuss or ask about anything module-related on a negotiated basis. Please contact the module convenor to arrange to meet if you need to. In the early weeks of the course you will be assigned a tutor (one of our Psychological Therapies Programme team). Your tutor will again be available on a negotiated basis to offer guidance/support regarding module assignments.

Study Direct. You are encouraged to access module materials and use the module forum in Study Direct. This is the best way to share ideas amongst your fellow students and ask questions about the module. Module convenors and tutors would prefer to receive queries via the Study Direct module forum than by email.

Books and Reading

Below is some suggested reading. It is recommended that you obtain access to copies in preparation for the module.

- ▶ Greenberger, D. & Padesky, C. (2015). *Mind Over Mood: Change the Way You Feel by Changing the Way You Think* (2nd ed.). Guildford Press
- ▶ Stallard, P. (2002). *Think Good Feel Good: A CBT Workbook for Children and Young People*. Wiley.
- ▶ Stallard, P. (2008). *Anxiety: Cognitive Behavioural Therapy with Children and Young People*. Routledge Press.

You will need to go beyond these texts in preparing for seminars and essays. Use it as a starting point to orient yourself to particular fields of interest, and then pursue other material that appears to you to be relevant. Further references will be also provided on Study Direct and in lecture handouts. There are also extensive web-based materials associated with this module. Details on how to access these will be given at the induction meeting.

Assessment

Module Evaluation:

- 1500-word brief (clinical) Report (50%) on health promotion (sleep hygiene or healthy eating), graded exposure or cognitive restructuring
- Practical Assessment- Observed Structured Clinical Examination (50%): Cognitive restructuring or graded exposure intervention session
- Portfolio (pass/fail)

In line with University regulations, every effort will be made to ensure that one marked copy of each essay is returned with feedback within 15 working days of the relevant submission deadline. You will be informed by the School Office when work is ready to collect.

Students will get feedback in hardcopy and electronically via Sussex Direct
<https://direct.sussex.ac.uk>

Submission deadlines and late penalties

Two copies of your written assignment must be submitted to the Psychology School Office, Pevensey 1 2A13 by the deadline. Students must ensure they have completed the relevant coversheet with their candidate number, the module code, module title and assessment mode details. Coversheets are available from the school office.

Assessment deadlines can be found on Sussex Direct: <https://direct.sussex.ac.uk>

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria
- Avoiding Plagiarism and Collusion

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

Recordings

Any recordings due for submission will need to be handed to the module tutor directly. They will be submitted via encrypted data stick, secure email or on CD in line with the relevant audio and visual recording procedural guidance for each trust and will be stored in accordance with the relevant audio and visual recording procedural guidance for each trust. Details of policies and procedures for submission will be clarified at the start of term and information given on Sussex direct.

Attendance, Absence and Engagement

You are expected to be 'in attendance' at the University for the full duration of the published term dates for your course of study. That means you should be regularly attending lectures, seminars, labs etc. and committing time to your studies to be in a position to comply with academic and administrative expectations.

Student Evaluation

The module convenor will create opportunities for you to provide feedback (online, on paper, and/or in person) on your experience of the module during the term. In addition, you will be asked to complete an online course evaluation questionnaire at the end of every term, and this will provide an opportunity for you to comment on each module as well as the course overall.

Teaching Day Topics (NB. Order may be subject to change)

Day 1
<ul style="list-style-type: none"> • Therapeutic skills practice individual and group work • Supervision
Day 2
<ul style="list-style-type: none"> • Formulation theory and skills practice: Behavioural • Formulation theory and skills practice: Cognitive • Supervision
Day 3
<ul style="list-style-type: none"> • Health promotion: Sleep hygiene • Health promotion: Healthy eating • Supervision
Day 4
<ul style="list-style-type: none"> • Graded exposure theory and skills practice • Supervision
Day 5
<ul style="list-style-type: none"> • Cognitive restructuring theory and skills practice • Supervision
Day 6
<ul style="list-style-type: none"> • Group cognitive-behavioural intervention: protocols for group work with anxious and/or depressed CYP • Supervision