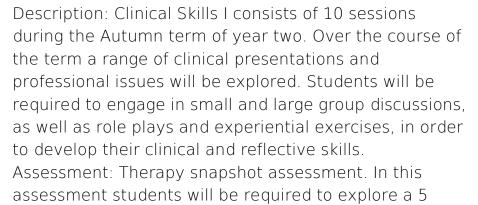
PSYCGN47: Clinical Skills 1: Bunsi Shah

MSc Developmental Psychology & Clinical Practice - Year 2. All lectures take place on Fridays 13:30 – 16:30 in the AFNCCF Library, unless otherwise noted below. Aims: To enable students to understand and develop core clinical skills for working with children and families in a mental health setting. These include; how to work within an ethical and child centred framework, adapting your approach appropriately according to the developmental stage, presenting problem, personality and life history of the children and families and the ability to think reflexively.



minute therapy clip from a number of angles.



1

Scaife J. Frameworks supporting reflective practice. In: Supervising the reflective practitioner. New York, NY: Routledge 2010. 25–47.https://contentstore.cla.co.uk/secure/link?id=6abdc19c-31a4-e711-80cb-005056af4 099

2

Keeley J. Moving towards safe uncertainty: The development of resilience and excitement in the future (unpublished paper). 2009.http://www.keeleycarlisle.co.uk/Movingtowardssafeuncertainty.pdf

Mason B. Relational risk-taking and the therapeutic relationship. In: The space between: experience, context, and process in the therapeutic relationship. Karnac Books 2005. 157–70.https://contentstore.cla.co.uk/secure/link?id=dd541413-8a36-e711-80c9-005056af 4099

4

Burnham J. Relational reflexivity: A tool for socially constructing therapeutic relationships. In: The space between: Experience, context and process in the therapeutic relationship. Karnac Books 2005. 1–18.

5

Clinical Psychology: Reflective practice [Special issue]. 2003;**27** .http://www.psychminded.co.uk/clinical-psychology-issue-27-july-2003/

6

Lavender T. Redressing the balance: The place, history and future of reflective practice in clinical training. Clinical Psychology: Reflective practice [Special issue];**27**:11–5.http://www.psychminded.co.uk/clinical-psychology-issue-27-july-2003/

7

Mason B. Towards positions of safe uncertainty. Human systems: the journal of systemic consultation and management 1993; 4:189–200.https://contentstore.cla.co.uk//secure/link?id=ef4f432e-4b36-e711-80c9-005056 af4099

8

British Psychological Society. Code of ethics and conduct. https://www.bps.org.uk/node/1714

9

National Society for the Prevention of Cruelty to Children. Gillick competency and Fraser guidelines (NSPCC factsheet). 2012.http://www.nspcc.org.uk/inform/research/questions/gillick_wda61289.html

10

General Medical Council. 0-18 years: Guidance for all doctors. 2007.https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/0-18-years

11

Paul M, Newns K, Creedy KV. Some ethical issues that arise from working with families in the National Health Service. Clinical Ethics 2006;**1**:76–81. doi:10.1258/147775006777254506

12

Koocher GP. Ethical challenges in mental health services to children and families. Journal of Clinical Psychology 2008;**64**:601–12. doi:10.1002/jclp.20476

13

Duncan RE, Williams BJ, Knowles A. Breaching confidentiality with adolescent clients: A survey of Australian psychologists about the considerations that influence their decisions. Psychiatry, Psychology and Law 2012; **19**:209–20. doi:10.1080/13218719.2011.561759

14

Younggren JN, Harris EA. Can you keep a secret? Confidentiality in psychotherapy. Journal of Clinical Psychology 2008;**64**:589–600. doi:10.1002/jclp.20480

15

Walker S. Recognising and treating self-harm. In: Responding to self-harm in children and adolescents: a professional's guide to identification, intervention and support. London: : Jessica Kingsley 2012.

36-64.https://contentstore.cla.co.uk/secure/link?id=a44804d4-8636-e711-80c9-005056af4 099

16

National Institute for Health and Care Excellence. Self-harm in over 8s: Short-term

management and prevention of recurrence (NICE Clinical guideline CG16). 2004.https://www.nice.org.uk/guidance/cg16

17

Northern Ireland. Department of Health, Social Services and Public Safety. Promoting quality care: good practice guidance on assessment and management of risk in mental health and learning disability services.

2010. http://www.scie-socialcareonline.org.uk/promoting-quality-care-good-practice-guidance-on-assessment-and-management-of-risk-in-mental-health-and-learning-disability-services/r/a11G00000017uqHIAQ

18

Meichenbaum D. 35 Years of working with suicidal patients: Lessons learned. Canadian Psychology/Psychologie Canadienne 2005;**46**

:64-72.http://ovidsp.ovid.com.libproxy.ucl.ac.uk/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00011346-200505000-00002&LSLINK=80&D=ovft

19

Young-Bruehl E. Childism—Prejudice against Children. Contemporary Psychoanalysis 2009; **45**:251–65. doi:10.1080/00107530.2009.10745998

20

Gold C. Understanding childism: Are we prejudiced against children? | Psychology Today. 2012.https://www.psychologytoday.com/blog/child-in-mind/201201/understanding-childism-are-we-prejudiced-against-children

21

Webb E. Discrimination against children. Archives of Disease in Childhood 2004;89:804-8. doi:10.1136/adc.2003.046300

22

E. Webb et al. Using the UN Convention on the Rights of Children to improve the health of children. Paediatrics and Child Health 2009; 19:430-4. doi:10.1016/j.paed.2009.05.006

23

Welsh Assembly Government & European Social Fund. UNCRC Decoded: United Nations Convention on the Rights of the Child – awareness raising and promotion. http://www.uncrcletsgetitright.co.uk/images/PDF/ActivityToolkits/RaisingAwareness/UNCRC TheUNCRCDecodedEnglish.pdf

24

Westman JC. Juvenile ageism: Unrecognized prejudice and discrimination against the young. Child Psychiatry & Human Development 1991;21:237–56. doi:10.1007/BF00705929

25

Slade A. Mentalization as a frame for working with parents in child psychotherapy. In: Jurist EL, Slade A, Bergner (Eds.) S, eds. Mind to mind: Infant research, neuroscience and psychoanalysis. New York: Other Press 2008. 307–44.

26

Scott S, Dadds MR. Practitioner review: When parent training doesn't work: Theory-driven clinical strategies. Journal of Child Psychology and Psychiatry; **50**:1441–50. doi:10.1111/j.1469-7610.2009.02161.x

27

Slade A. Working with parents in child psychotherapy: Engaging reflective capacities. In: Mentalization: Theoretical considerations, research findings, and clinical implications. New York: : Analytic Press 2008. 207–35.

28

Kerns CM, Kendall PC. The presentation and classification of anxiety in autism spectrum disorder. Clinical Psychology: Science and Practice 2012;19:323-47. doi:10.1111/cpsp.12009

Kerns et al. CM. Traditional and atypical presentations of anxiety in youth with autism spectrum disorder. Journal of Autism and Developmental Disorders 2014;**44**:2851–61. doi:10.1007/s10803-014-2141-7

30

Moree BN, Davis TE. Cognitive-behavioral therapy for anxiety in children diagnosed with autism spectrum disorders: Modification trends. Research in Autism Spectrum Disorders 2010;**4**:346–54. doi:10.1016/j.rasd.2009.10.015

31

Ozsivadjian A, Knott F, Magiati I. Parent and child perspectives on the nature of anxiety in children and young people with autism spectrum disorders: A focus group study. Autism 2012;**16**:107–21. doi:10.1177/1362361311431703

32

Norris V, Maher M. The trap: Self-harm and young people in foster care and residential settings. In: Motz A, ed. Managing self harm: Psychological perspectives. New York: : Routledge 2009.

82-96.https://contentstore.cla.co.uk/secure/link?id=afc77e76-9732-e811-80cd-005056af40

33

Kennedy F. The use of formulation in inpatient settings. In: Clarke I, Wilson H, eds. Cognitive behaviour therapy for acute inpatient mental health units: Working with clients, staff and the milieu. New York, NY: Routledge 2008. 39–62.https://contentstore.cla.co.uk/secure/link?id=efbffa7f-0f7d-ec11-94f6-a04a5e5d2f8d

34

Urwin C. Where the wild things are: Tantrums and behaviour problems in two under-fives boys. In: Bradley E, Emmanuel L, eds. What can the matter Be?: Therapeutic interventions with parents, infants, and young children. Karnac 2008.

151-66. https://contentstore.cla.co.uk/secure/link?id=66134d0a-8a36-e711-80c9-005056af4099

35

Avraham-Krehwinkel C, Aldridge D. A non-violent resistance approach with children in distress: a guide for parents and professionals. London: : Jessica Kingsley 2010.

36

Antisocial behaviour and conduct disorders in children and young people: Recognition and management | Guidance and guidelines | NICE. 2013.https://www.nice.org.uk/guidance/cg158

37

MST-UK. Multisystemic Therapy. http://www.mstuk.org/

38

Webster-Stratton C, Herbert M. Troubled families - problem children: Working with parents: A collaborative process. Chichester: : Wiley 1995.

39

Clabby JF. Helping depressed adolescents: A menu of cognitive-behavioural procedures for primary care. The Primary Care Companion to The Journal of Clinical Psychiatry 2006;**08**:131–41. doi:10.4088/PCC.v08n0302

40

Martell CR, Dimidjian S, Herman-Dunn R. Behavioral activation for depression: A clinician's guide. New York: : Guilford Press 2010.

41

Sondhi R, Gulgulia S, Shriharsh V. Cognitive-behavioral therapy for an Indian adolescent With depression: A clinical case study. Clinical Case Studies 2013;**12**:157–73. doi:10.1177/1534650112470741

Verduyn C, Rogers J, Wood A. Cognitive Behaviour Therapy: An introduction and overview. In: Depression: Cognitive behaviour therapy with children and young people. London: : Taylor & Francis 2009.

13-26.https://contentstore.cla.co.uk/secure/link?id=4ca8e1e7-5436-e711-80c9-005056af4 099

43

Freire T. From vulnerability to skillfulness: Leisure and positive intervention in therapy with adolescents. In: Happiness, healing, enhancement: your casebook collection for applying positive psychology in therapy. Hoboken, NJ:: Wiley 2010. 100–12.https://contentstore.cla.co.uk/secure/link?id=36d62e45-5736-e711-80c9-005056af 4099

44

Bailey S. Adolescence and beyond: Twelve years onwards. In: The developing world of the child. London: : Jessica Kingsley 2006. 208–25.https://contentstore.cla.co.uk/secure/link?id=a49f21c2-8336-e711-80c9-005056af 4099

45

Freeman J, Epston D, Lobovits D. Playful communication in family therapy. In: Playful approaches to serious problems: Narrative therapy with children and their families. London: W.W. Norton 1997.

3-33.https://contentstore.cla.co.uk/secure/link?id=a35706fb-5036-e711-80c9-005056af40

46

Freeman J, Epston D, Lobovits D. Getting to know the child apart from the problem. In: Playful approaches to serious problems. New York: : W.W. Norton 1997. 34-46.

47

Freeman J, Epston D, Lobovits D. Thinning the plot, thickening the counterplot. In: Playful approaches to serious problems. New York: : W.W. Norton 1997. 94–111.

J. Wilson. Child-focused practice: A collaborative systemic approach. Karnac 1998.

49

Carey TA, Mullan RJ. What is Socratic questioning? Psychotherapy: Theory, Research, Practice, Training 2004;**41**:217–26.