

PSYCGN47: Clinical Skills 1: Bunsu 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.

Description: Clinical Skills I consists of 10 sessions during the Autumn term of year two. Over the course of the term a range of clinical presentations and professional issues will be explored. Students will be required to engage in small and large group discussions, as well as role plays and experiential exercises, in order to develop their clinical and reflective skills.

Assessment: Therapy snapshot assessment. In this assessment students will be required to explore a 5 minute therapy clip from a number of angles.

View Online



1.

Scaife, J. Frameworks supporting reflective practice. in Supervising the reflective practitioner 25–47 (Routledge, 2010).

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Keeley, J. Moving towards safe uncertainty: The development of resilience and excitement in the future (unpublished paper). (2009).

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Mason, B. Relational risk-taking and the therapeutic relationship. in The space between : experience, context, and process in the therapeutic relationship 157–170 (Karnac Books,

2005).

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

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Clinical Psychology: Reflective practice [Special issue]. **27**, (2003).

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Lavender, T. Redressing the balance: The place, history and future of reflective practice in clinical training. *Clinical Psychology: Reflective practice [Special issue]* **27**, 11-15.

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Mason, B. Towards positions of safe uncertainty. *Human systems : the journal of systemic consultation and management* **4**, 189-200 (1993).

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British Psychological Society. Code of ethics and conduct.

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

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General Medical Council. 0-18 years: Guidance for all doctors. (2007).

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Paul, M., Newns, K. & Creedy, K. V. Some ethical issues that arise from working with families in the National Health Service. *Clinical Ethics* **1**, 76–81 (2006).

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Koocher, G. P. Ethical challenges in mental health services to children and families. *Journal of Clinical Psychology* **64**, 601–612 (2008).

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Duncan, R. E., Williams, B. J. & Knowles, A. Breaching confidentiality with adolescent clients: A survey of Australian psychologists about the considerations that influence their decisions. *Psychiatry, Psychology and Law* **19**, 209–220 (2012).

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Younggren, J. N. & Harris, E. A. Can you keep a secret? Confidentiality in psychotherapy. *Journal of Clinical Psychology* **64**, 589–600 (2008).

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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* 36–64 (Jessica Kingsley, 2012).

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National Institute for Health and Care Excellence. Self-harm in over 8s: Short-term management and prevention of recurrence (NICE Clinical guideline CG16). (2004).

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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).

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Meichenbaum, D. 35 Years of working with suicidal patients: Lessons learned. *Canadian Psychology/Psychologie Canadienne* **46**, 64–72 (2005).

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Young-Bruehl, E. Childism—Prejudice against Children. *Contemporary Psychoanalysis* **45**, 251–265 (2009).

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

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Webb, E. Discrimination against children. *Archives of Disease in Childhood* **89**, 804–808 (2004).

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E. Webb et al. Using the UN Convention on the Rights of Children to improve the health of children. *Paediatrics and Child Health* **19**, 430–434 (2009).

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Welsh Assembly Government & European Social Fund. UNCRC Decoded: United Nations Convention on the Rights of the Child – awareness raising and promotion.

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Westman, J. C. Juvenile ageism: Unrecognized prejudice and discrimination against the young. *Child Psychiatry & Human Development* **21**, 237–256 (1991).

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Slade, A. Mentalization as a frame for working with parents in child psychotherapy. in *Mind to mind: Infant research, neuroscience and psychoanalysis* (eds. Jurist, E. L., Slade, A. & Bergner (Eds.), S.) 307–344 (Other Press, 2008).

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Slade, A. Working with parents in child psychotherapy: Engaging reflective capacities. in *Mentalization: Theoretical considerations, research findings, and clinical implications* 207–235 (Analytic Press, 2008).

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Kerns, C. M. & Kendall, P. C. The presentation and classification of anxiety in autism spectrum disorder. *Clinical Psychology: Science and Practice* **19**, 323–347 (2012).

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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* **16**, 107–121 (2012).

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Norris, V. & Maher, M. The trap: Self-harm and young people in foster care and residential settings. in *Managing self harm: Psychological perspectives* (ed. Motz, A.) 82–96 (Routledge, 2009).

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Kennedy, F. The use of formulation in inpatient settings. in *Cognitive behaviour therapy for acute inpatient mental health units: Working with clients, staff and the milieu* (eds. Clarke, I. & Wilson, H.) 39–62 (Routledge, 2008).

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Antisocial behaviour and conduct disorders in children and young people: Recognition and management | Guidance and guidelines | NICE. (2013).

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Clabby, J. F. Helping depressed adolescents: A menu of cognitive-behavioural procedures for primary care. *The Primary Care Companion to The Journal of Clinical Psychiatry* **08**, 131-141 (2006).

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Martell, C. R., Dimidjian, S. & Herman-Dunn, R. Behavioral activation for depression: A clinician's guide. (Guilford Press, 2010).

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Sondhi, R., Gulgulia, S. & Shriharsh, V. Cognitive-behavioral therapy for an Indian adolescent With depression: A clinical case study. *Clinical Case Studies* **12**, 157-173 (2013).

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Verduyn, C., Rogers, J. & Wood, A. Cognitive Behaviour Therapy: An introduction and overview. in *Depression: Cognitive behaviour therapy with children and young people* 13-26 (Taylor & Francis, 2009).

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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* 100-112 (Wiley, 2010).

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Bailey, S. Adolescence and beyond : Twelve years onwards. in *The developing world of the child* 208-225 (Jessica Kingsley, 2006).

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Freeman, J., Epston, D. & Lobovits, D. Playful communication in family therapy. in *Playful approaches to serious problems : Narrative therapy with children and their families* 3-33 (W.W. Norton, 1997).

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