

PSYCGN47: Clinical Skills 1: Bunsii 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



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experience, context, and process in the therapeutic relationship. pp. 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. pp. 1–18. Karnac Books (2005).

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

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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.

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General Medical Council: 0-18 years: Guidance for all doctors,
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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). <https://doi.org/10.1002/jclp.20480>.

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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)*, <https://www.nice.org.uk/guidance/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, <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>, (2010).

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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*. pp. 82–96. Routledge, New York (2009).

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

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