Learning outcomes and assessments of two new third-year modules

Southampton
TRANS-DIAGNOSTIC SKILLS’ GROUP WORK AND DIY CPD FOR 3RD YEARS

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Why two new 3rd year modules?

- Specialist teaching decided by 3rd year group
  - Loudest voices tended to prevail
  - Teaching didn’t necessarily meet the needs of everyone in the group
- 2014 Curriculum overhaul: introduced three new modules into the 3rd year
  - Trans diagnostic skills module
    - Going back to basic psychological processes
    - Working with complexity
  - Specialist skills module
Trans-diagnostic module

Learning outcomes

- **LO1**: Critically evaluate the evidence for transdiagnostic process in mental health problems
- **LO2**: Incorporate transdiagnostic processes in CBT assessment and formulations
- **LO3**: Implement relevant transdiagnostic interventions
- **LO4**: Monitor and evaluate the impact of these interventions
Topics covered and assessments

- Topics include TD assessment and formulation across the lifespan, DBT, perfectionism, imagery, and ACT
- Small groups - read clinical case material and identify key maintaining processes
- Groups choose whether they want to focus on adults or children
- Some facilitated sessions, some independent sessions timetabled in
- Assessment
  - Each group presents a formulation that explains how one or two key processes contribute to maintenance.
  - Includes brief theoretical information, as well as the development of a clinical formulation
  - Presentation includes live or recorded role plays illustrating implementation of specific techniques
  - Each member provides A written reflection and critical evaluation of the work done by the group
Feedback from the last cohort

- I feel that this module brings together everything we have learned across the 3 years.
- I have greatly enjoyed this module and found it hugely valuable at this stage of training. For me, the opportunity to formulate transdiagnostic processes was hugely helpful and enabled me to develop my understanding of how I would translate learning into practice.
- Really loved the content of this module and the lecturers were really engaging. It was incredibly useful for clinical practice.
- It was helpful to reflect on all aspects of our teaching to date, and pull this together into coherent clinical thinking that enables us to formulate complexity.
- The teaching, as usual, was really interesting and engaging. I feel the timing of this module is great, and it has really developed my confidence in working with complexity and formulation. Thank you!
- This module felt like it consolidated much of our teaching while also drawing upon principles that are from more general psychology that we perhaps do not attend to as much, so it was a really helpful reminder!
Specialist skills’ module

- Completely individualised
- Links to specialist 3rd year placement
- Overall aim of the module is to give trainees the opportunity to practice identifying their own learning needs and planning a programme of study to meet them
- Staff mentors
- The learning Objectives of the module are:
  - LO1: Identify own learning needs and plan a programme of study to develop knowledge and skills in a specific area of clinical practice
  - LO2: Critically evaluate the evidence-base
  - LO3: Identify and evaluate theory-practice links
  - LO4: Reflect on clinical practice in your specialist area
Assessment - Formative

- The Formative Assessment of the SSM relates to completing a CPD plan and Log
- Support from module lead and staff mentor
- Feedback will be given on how realistic the proposed course of study is in terms of: costs, time, availability, link to existing skill set, and reflective practice
Assessment - Summative

30 minute presentation (+ 15 mins for questions) to include the following (where applicable):

- Consideration of Learning needs
- CPD Goals/Plans and how it relates to the SSM
- Overview of the Model/Concept/Training
- Considerations in relation to NICE guidelines
- Evaluation of the Evidence Base
- Case Presentation/Application of Learning
- Personal Reflections
Previous Examples of CPD

Examples of projects undertaken by past trainees include:

- ACT – online course, and specialist supervision
- DBT – training days, and specialist supervision
- Compassionate Mind – training days and specialist supervision
- Narrative approaches – training days and specialist supervision
- Attachment – training days and specialist supervision
- Trauma Diploma – Reading University PG diploma
- Supervision Skills Training Events
Trainee Feedback on the Module

- Having the opportunity (funding and time) to learn more about a certain specialism. Hearing about everyone else's training in the presentations.

- I felt that this module was well timed in our learning progression and offered me the opportunity to consolidate my CBT skills. I think that it was helpful to be able to tailor this learning for individual needs as we all vary on our previous work experience prior to the course and areas of confidence.

- I really enjoyed the opportunity to take ownership of my own learning and developing a skill relevant to my learning needs at this stage of training. It was also really useful sharing our learning with others and learning what everyone else had chosen to do as it gave me the opportunity to think about future CPD needs and other areas of interest that I would like to develop.

- It is a really innovative module which allows us to take ownership of our CPD, reflecting on our own career journeys and learning needs in the context of current placements and future careers. I have really valued being able to select my own training and attend this, while using the structure of the module to support reflection on this, and making overt links with learning outcomes and applications (as I think this step can sometimes be a bit covert or skipped over!).
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