1) Awarding Institution: The University of Edinburgh

2) Teaching Institution: The University of Edinburgh

3) Programme accredited by: N/A

4) Final Award: MSc

5) Programme Title: MSc in Applied Psychology (Healthcare) for Children & Young People

6) UCAS Code: N/A
   Relevant QAA Subject Benchmarking Group(s): Clinical Psychology

7) Postholder with overall responsibility for QA: Suzanne O’Rourke

8) Date of production/revision: July 2014

9) External Summary

The Masters in Applied Psychology for Children and Young People was developed in response to a NHS Education for Scotland (NES) initiative following the recommendations of the Scottish Needs Assessment Report on Child and Adolescent Mental Health (2003) and the workforce planning exercise for Scottish CAMH Services.

The programme is a unique collaboration between the University of Edinburgh, NHS Greater Glasgow and Clyde, key NHS stakeholders and clinical psychologists working within several NHS Health Board areas and CAMH services. The programme provides a formal academic syllabus based on Level 11 in the Scottish Credit and Qualifications Framework (SCQF) and provides a coherent training in Applied Psychology over one year. Formal teaching and independent private study account for 50% of total training time and 50% per cent of time is spent in clinical practice placement.

On completion of training, trainees will be able to:

- Understand relevant contemporary psychological and developmental theories and the application of the knowledge base in applied psychology to underpin clinical practice with children young people and parents.
- Integrate prior knowledge in clinical situations, enhancing their professional ability to think critically, creatively, and reflectively; and to evaluate the impact of planned psychological interventions.
- Develop and apply appropriate assessment procedures and formulations, and carry out appropriate interventions (within their skills development and under supervision) with clients, recognising and observing professional boundaries and standards of competence, and using self-reflective skills.
- Understand the importance of fostering productive and therapeutic working alliances with clients, while maintaining awareness of the wider social setting of interventions, and balancing the needs of clients and service delivery systems.
- Understand the range of service delivery models in CAMHS and other child/adolescent services available for interventions at individual, group and systemic levels.

10) Educational aims of programme:

The core aim of the University of Edinburgh / NHS (Scotland) Masters in Applied Psychology for Children & Young People Programme is to train psychology graduates to Masters level and for them to be able to demonstrate a range of competences essential for the graduates from this programme to deliver primary care based psychological assessments and interventions in services for children, young people and their families.

Graduates from this programme should be competent practitioners in Applied Psychology (Healthcare) for Children, Young People and their families. In addition to the essential elements for applied psychologists in health (e.g., assessment and formulation, and evaluation) and professionals in Child and Adolescent Mental Health Services (CAMHS) (e.g. recognition of child abuse, developmental impairments and delays) there will be a particular focus on early intervention and health promotion across a variety of settings.

Principal aims are to provide an advanced level of understanding and competency in the following key areas:

1. Professional Context and Clinical Management
2. Assessment and Formulation
3. Child & Adolescent Development
4. Early Years and Early Intervention
5. Promotion of Mental Health and Emotional Well-being
6. Psychological Intervention and Structured Treatment Approaches
7. Research and Evaluation

11) Programme Outcomes:
(a) Knowledge and Understanding
On completion of training, trainees will be able to:

- Understand the relevant contemporary psychological and developmental theories and the application of the knowledge base in applied psychology to underpin clinical practice
- Integrate prior knowledge in novel situations, enhancing their professional ability to think critically, creatively, and reflectively; and to evaluate the impact of planned psychological interventions
- Apply appropriate assessment procedures, develop appropriate formulations, and carry out appropriate interventions with clients, recognizing and observing appropriate professional boundaries and standards of competence, and conducting appropriate appraisal of the impact of such procedures in service delivery systems within CAMHS, using highly developed self-reflective skills
- Understand the importance of fostering productive and therapeutic working alliances with clients, while maintaining awareness of the wider social setting of interventions, and balancing the needs of clients and service delivery systems
- Understand the range of service delivery models in CAMHS available for interventions at individual, group and systemic levels.

(b) Subject Specific Skills
On completion of training, trainees will be able to:

- Obtain, summarise and synthesise clinical and research material from a range of appropriate sources
- Critically evaluate psychological theories and models as they are applied in psychological practice
- Apply theoretically based treatments in regards to clinical cases
- Work in collaboration with others to conduct and report evaluation and audit models to evaluate interventions and service delivery
- Demonstrate competence in the selection and implementation of appropriate methodological designs for the evaluation of efficacious and effective interventions in practice

(c) Transferable Skills
On completion of training, trainees will be able to:

- Demonstrate the ability to apply the breadth of psychological science in practice, synthesising and apply theory in practice across disciplinary boundaries.
- Use transferable knowledge, skills and values from prior experience and apply these in novel situations.
- Use scientific principles of critical evaluation and analytical thinking to apply theories in practice to develop interventions for a range of client groups and service needs
- Demonstrate competence in conducting analyses of problems, while considering a range of possible solutions
- Demonstrate the ability to interact and work effectively with a range of
health professionals in multi-disciplinary settings

- Demonstrate competence in written communication skills across placements, understanding the need to consider the needs of different consumers of psychological reports, letters and research outputs.

### (d) Psychological Assessment

On completion of training, trainees will be able to:

- Choose, apply and interpret a broad range of assessment methods within and appropriate to CAMHS setting and the type of intervention that is likely to be required pursuant to the standards normally expected by the profession.
- Demonstrate competence in the use of formal assessment procedures, using standardised psychometric measures, use of systematic interviewing procedures (including standardised semi-structured diagnostic interviews), including the use of other structured means of information gathering, such as observation.

### (e) Psychological Formulation

On completion of training, trainees will be able to:

- Demonstrate the ability to develop formulations using a range of possible sources of information. Trainees will integrate information from assessments and wide range of other information sources to determine a coherent account of the clients needs and the cause, development and maintenance of clients problems.
- Demonstrate competence in the incorporation of the interpersonal, societal, cultural and biological factors important in the understanding of the clients’ difficulties.
- Demonstrate competence in the use of formulation to plan appropriate and flexible treatment interventions that consider the clients perspective, including determining possible obstacles to intervention; and assist multi-professional communications and understandings of the scientific application of psychological theories.
- Demonstrate competence in the communication of formulations with clients in order to facilitate their understandings of their own experiences.

### (f) Psychological Intervention and Evaluation

On completion of training, trainees will be able to:

- Use formulation as a basis for the application of planned interventions, trainees will demonstrate the ability to implement psychological interventions appropriate to the clients presenting problems, taking account of the psychological and social circumstance of the client in a collaborative manner with individuals, couples, families, groups or couples, and systems, services and organisations.
- Demonstrate the ability to implement interventions through and with other professionals for the benefit of clients, their carers (formal and informal), or within systems.
• Recognise when intervention is inappropriate, or where further intervention is inappropriate and provide clients, groups or systems with suitably constructive options that are respectful and appropriate.

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(g) Personal and Professional Skills
On completion of training, trainees will:

• Understand their responsibilities towards clients they come in contact with. Trainees will understand the need to remain cognisant of the ethical demands in practice and remain bound by the BPS code of conduct.

• Develop an awareness of the inherent power imbalance between practitioners and recipients of their care and minimise the potential for the abuse of this power imbalance.

• Know the professional responsibilities of working within the limits of one’s competence and the duty to seek supervision as appropriate.

• Know they have a duty and responsibility to maintain collaborative working arrangements with colleagues and service users.
12) Programme Structure and Features:

The programme is available to Honours graduates in psychology (or equivalent, if eligible for Graduate Basis for Chartered Membership) at 2:1 or above. As students as also employed by one of Scotland’s NHS Health Boards, eligibility to work in the UK is also a requirement.

The teaching programme is organised into seven courses over one year of training. The major themes for each course are: Professional Context and Clinical Management, Assessment and Formulation, Child and Adolescent Development, Early Years and Early Intervention, Promotion of Mental Health and Emotional Well-being; and Psychological Intervention and Structured Treatment Approaches.

These main developmental themes will be supplemented by an additional specialist teaching course in Evaluation and Research which is divided across each of the teaching weeks. The main aim of the Evaluation and Research Course is to develop evaluation skills and a generally scientific approach to the formulation and study of problems in applied psychology. The main outcome of the research course is to produce trainees who have appropriate competencies in audit, service evaluation and research. In effect, trainees are helped to become more analytical and critical in their thinking and in the evaluation of outcomes, whether this is in clinical practice or in planning, implementation, and evaluation of systems of working.

Clinical experience commences with a two-week induction period on placement. The first teaching block follows this induction period and clinical experience recommences after. Over the one year Masters programme trainees will have one main placement base for the year. The learning objectives for the placement are based upon the areas and competencies specified in the academic courses and in line with each individual trainee’s development. It is expected that trainees will complete the whole placement in one service and ideally under one supervisor. Overall, the clinical experience gained throughout the placement will cover a wide range of problems, clients, CAMHS settings and modes of working.

The programme content and anticipated outcomes are informed by the Scottish subject benchmark statement (2006) Clinical Psychology and Applied Psychology published by the Quality Assurance Agency for Higher Education. A key objective of the Programme is to enhance the growth of a competent mental health workforce providing psychological care and delivery of tier two psychological assessments and interventions in a range of services for children, young people and their families.

The programme has been designed to respond to innovations in the training structure for applied psychologists. It also aims to meet a need within Scotland to enhance the workforce in psychological health care, especially within an early intervention framework for children and young people.

13) Teaching and Learning Methods and Strategies

A variety of teaching and learning methods will be employed to achieve the learning outcomes specified above:

- Formal teaching including didactic lectures, small group seminars and skills
based participatory workshops

- Presentations of case studies by trainees within their cohort group, with support and feedback provided by academic and clinical staff
- Peer presentation and review sessions, focusing on critical evaluation of published research and presentation of research and clinical service development ideas
- Supervised research time allocated to each individual trainee, to assist development of their own research ideas and support their small-scale research
- Supervised clinical experience over one year covering four core elements (each trainee being supervised by a suitably qualified, locally based, chartered clinical psychologist).

The programme is run over the course of one calendar year starting in February and the academic teaching will take place in a number of one or two weeks blocks over the course of the year.

The year will be arranged as follows:

**Block 1: February, March, April, May.**
6 weeks academic followed by 11 weeks supervised practice (incorporating one study day per week and annual leave).

The 6 weeks academic is equivalent to 24 days (6x4).

**Block 2: June, July, August, September.**
2 weeks academic followed by 13 weeks supervised practice (incorporating study days and annual leave).

**Block 3: October, November, December, January.**
2 weeks academic followed by 17 weeks supervised practice (incorporating study days and annual leave).

Some splitting of the course contents over the teaching days across the year represents a developmental model of learning and competencies. This recognises the necessity to present a proportion of the evaluation and research teaching as part of Block 1 and 2, as well as the progression of complexity of the assessment and treatment models with increasing clinical experience.

There will be 4 academic days during block 2 for formative tasks in support of the final assessed work. This will involve peer review tasks for the child and adolescent development portfolio (also a second day for this in Block 3) and preparation and presentation of the case study, health promotion task and the research project. It is anticipated that the preparation of the Research Project will commence at the beginning of Block 2 and progression throughout the remainder of the course with final submission at the end of Block 3.

This overall organisation will incorporate some internet-based e-learning that will be specifically developed for the programme. The web-based e-learning
component will also be accessible to supervisors and for use for departmental CPD.

Alongside the academic teaching and learning, trainees will be trained and supervised in clinical assessment, formulation and therapeutic intervention as appropriate for the level and stage of training. There will be one mid-placement review and one end of placement review conducted jointly between the Programme and the trainee’s clinical supervisor. All clinical components of the Programme must be passed for the MSc to be awarded.

All trainees will be allocated a Personal Tutor (academic staff member) at the start of their training. The Personal Tutors will be responsible for assessing the overall developmental learning and training needs of the individual trainee for the achievement of competence. The Personal Tutors will maintain a record of any learning needs or special requirements of trainees. Appropriate assistance and support is then provided regarding academic and clinical work, where required, in conjunction with the learning support office at the University.

14: Assessment Methods and Strategies

Assessment of learning outcomes occurs through a range of different means as follows:

- One clinical placement covering the whole year of training. The placement will be divided in three parts in line with the competencies and objectives of each block of training. At the end of each part, the trainee and their supervisor jointly agree upon ratings completed in the Evaluation of Clinical Competence (ECC) forms. On placement, trainees will be responsible for completing an up to date log of relevant clinical experience and practice. Their overall placement portfolio will consist of placement contracts, learning objective forms, weekly records of clinical activity and any other associated placement paperwork. The placement will be evaluated by a review of the placement portfolio. (50 credits)

- One research project and written dissertation (10,000-12,000 words) completed at the end of training. This project report is examined by internal and external examiners. (60 credits)

- A research proposal (ca. 2500 words). (10 credits)

- A written clinical case study (ca. 3500 words) usually submitted at the end of the first semester in block 2 (see below). There is some flexibility in the submission deadline for this assignment to enable adequate time for the necessary clinical case work to have been conducted prior to completing this assignment. (20 credits)

- A group based health promotion project (5,000 words) and individual written learning statement (1000 – 1500 words). (20 credits)

- One portfolio comprising a written report (2,000 -2,500 words) and additional resources covering the learning content of the Child and Adolescent Development course as applied in a clinical context. (20 credits)
15: Career Opportunities

Successful completion of the MSc in Applied Psychology for Children and Young People will allow graduates to apply for Clinical Associate in Applied Psychology (Children and Young People) posts. Graduates from this programme will have a wide range of competences that will enable them to work in a number of different settings both within the NHS and in the Voluntary Sector. Graduates will be competent to work clinically with children, young people and their families in a variety of mental health and primary care settings. Roles which previous graduates are fulfilling include:

- Clinical Associate
- Child and Adolescent Therapists
- Primary Mental Health Worker
- Mental Health Worker in Schools
- Community Mental Health Worker

Within the NHS further career development is available and encouraged through continuing professional development and progression, according to the competences acquired, as outlined in Agenda for Change.