

Job Description

Job title:	Trainee Clinical Psychologist
Band:	6
Locality:	Variable, dependent on current placement
Service:	
Base:	Lancaster University
AfC Ref:	4503
Hours of work:	37.5 full time or 26.25 part time

Reporting arrangements:

- **Managerially accountable to: Clinical Director/ Deputy Programme Director, Doctorate in Clinical Psychology, Division of Health Research (DHR) Lancaster University**
- **Professionally accountable to: Clinical Director / Deputy Programme Director, Doctorate in Clinical Psychology (DHR), Lancaster University**

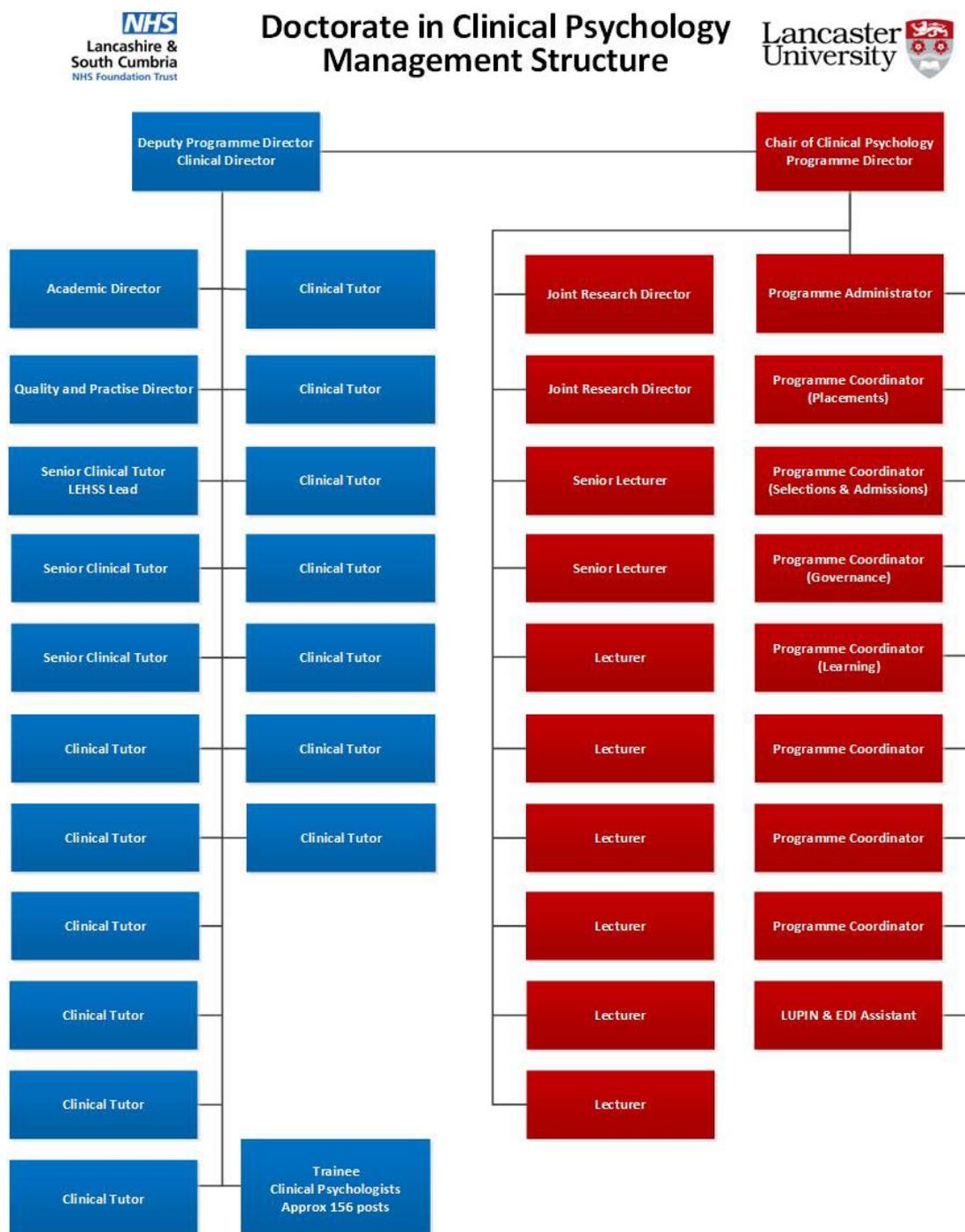
Job summary

1. To undertake and meet the requirements of a structured programme of learning including personal study, academic work, research, clinical experience and assessment leading to the award of the Doctorate in Clinical Psychology.
2. To undertake and evaluate specialised psychological assessments and types of clinical intervention with individual clients, carers, families, groups of clients etc; staff training; research and development activity.
3. To work independently on a day-to-day basis under supervision and subject to review at regular intervals, in accordance with Health & Care Professions Council (HCPC) and British Psychological Society (BPS) guidelines; supervision will usually be offered by a qualified clinical psychologist (although other qualified healthcare professionals may also contribute).

Key relationships

- Trainee Clinical Psychologists
- Consultant Clinical Psychologist/Clinical Director
- Doctorate in Clinical Psychology colleagues
- Psychology colleagues within the locality (supervisors)
- Other health professionals and members of other agencies/key stakeholders responsible for delivering services
- Community representatives, including members of the DClinPsy public involvement network
- Division of Health Research Colleagues
- Lancaster University Medical School Colleagues
- Colleagues in the national clinical psychology training community

Department chart: Trainees to report to the Clinical Director



Key responsibilities

Throughout their clinical psychology training, trainees will need to develop accurate self-awareness of their current knowledge and skills and use this to understand and be part of determining their own learning needs (following an adult learner model). The broad nature of training is such that trainees will have opportunity to develop their knowledge and skills in multiple organisational and professional contexts and in respect of several client groups. The capacity to manage academic, research and clinical demands whilst developing as a reflective practitioner is a necessary aspect of the role.

1. Works within a broad range of health and social care settings alongside other professionals and agencies including within third sector and voluntary organisations.
2. Carries out highly complex psychological assessments sensitively and independently (under supervision) with a broad range of client groups including individual psychometric testing sessions.
3. Formulates the nature, causes and maintaining factors of highly distressing psychological difficulties and presentations informed by a broad range of potentially conflicting clinical, theoretical and conceptual models. Communicates such formulations professionally, sensitively and diplomatically frequently in an emotive atmosphere to clients, relatives, carers and other professionals as appropriate.
4. Plans and implements individualised formulation-driven psychological interventions or programmes empathically, sensitively and independently, with a broad range of client groups, carers (including relatives), families, groups of clients etc and evaluates the impact of such interventions.
5. Plans and delivers group interventions for clients, carers and other professionals.
6. Provides consultation, advice and support for carers and other professionals.
7. Networks and consults with relevant external agencies such as social services, independent and voluntary sector, to facilitate and enable intervention at multiple levels.
8. Plans and provides formal and informal training to other psychologists, other professionals, and carers, including the presentation of complex and sometimes contentious psychological and research material.
9. Undertaking and engaging in formal and informal research and development activities designed to inform service development is a major feature of the work, culminating in the award of a Doctorate in Clinical Psychology. Disseminates research findings from own Doctorate, including journal publication and conference presentation.
10. Special emphasis is placed on personal and professional development activity such as weekly clinical supervision, shadowing, joint working, personal study and reflection. An openness and responsiveness to feedback structures is required.
11. Attends and actively engages in face-to-face formal learning and training sessions provided by the University programme and completes assessment and evaluation procedures as required by the programme.
12. Attends and actively engages in online formal learning and training sessions provided by the University programme and completes assessment and evaluation procedures as required by the programme.
13. Is required to travel to placements across a large geographical area and visits a range of settings on placement, including home visits; ability to navigate travel requirements is essential.
14. Most face-to-face clinical work is sedentary.

Communication and relationship skills

- To communicate highly complex and condition related information concerning ability level and psychological needs, obtained through assessments and interventions, to clients and appropriate others within the general data protection regulations. To participate in ongoing learning, reflection and feedback processes, e.g. observation and roleplay, to develop and foster these skills.
- To make sure all communications, as outlined above, are adapted to enable accessibility for the recipient.

- To work as a member of a multi-disciplinary team, where applicable.
- To provide practical psychological training, consultation and supervision to care staff, where applicable.
- To assist with providing specialist training to other psychologists, trainees and assistants as appropriate.
- To work in partnership with service users.

Analytical and judgmental skills

- To undertake structured interviews, complex psychological assessments (including complex psychometric tests) and observations of individuals and groups; critically evaluating practice in terms of models, theories, systems.
- To assist in the development of complex psychological formulations of clinical problems and the development and delivery of care plans, which include psychological interventions and/or management of clients' problems.
- To determine appropriate psychological intervention, taking into account a range of potentially conflicting clinical information and system dynamics.
- To carry out complex psychological and psychometric tests accurately, and to develop interview and observation skills, to assess needs and eligibility for services.
- To design, implement, and modify as appropriate, individualised psychological interventions with clients, carers, families, groups etc.

Planning and organisational skills

- In conjunction with programme staff and supervisors to plan and prioritise own workload, research, and academic study. Working to deadlines and managing high workload and competing demands.
- To plan and deliver formal training sessions on psychological aspects of healthcare to groups of relatives, care staff and other professional staff.
- To co-operate in the use of rooms, books, tests and other equipment needed to carry out duties.
- To participate in regular developmental reviews with the Clinical Director or his/her representative, identifying CPD needs, agreeing objectives, identifying training needs and formulating a personal plan.

Physical Skills

- Advanced keyboard skills, use of basic psychometric testing equipment/formal restraint training

Patient/ client care

- To provide highly specialist advice and clinically-based supervision to carers about care and management of clients' problems.
- To assist in the co-ordination and running of specialist therapeutic groups.
- To provide emotional support for clients, their carers and families
- To follow a person-focused and evidence-based approach.
- To work in accordance with national NHS and placement providers' policies and regulations, as well as those of relevant professional and regulatory bodies.
- To work in a variety of settings including but not limited to the client's own home, community, on-line, in-patient, residential and day centre facilities.

- To work in a highly emotive atmosphere, frequently encountering highly distressing problems and circumstances, which may have personal resonance, and maintain a high degree of professionalism and communication at all times.

To work in situations where there are barriers to acceptance and possible exposure to aggression.

Responsibilities for policy and service development

- To receive regular clinical supervision in accordance with British Psychological Society (BPS) guidelines and criteria, LSCFT and University procedures, and Health & Care Professions Council (HCPC) requirements.
- To follow the advice and policies of the placement provider, including knowledge, awareness of, and compliance with the legal framework relevant to the placement and client group.
- To be familiar with, and abide by confidentiality and information handling and storage guidelines according to UK legislation and of the placement provider, the relevant NHS organisation, and the University.
- To attend and participate in administrative and service planning meetings, as determined by the clinical supervisor(s).
- To undertake any other duties as requested by the Programme Team, such as participation in trainee and staff selection procedures, or service on programme and national committees.
- To participate in evaluation and feedback regarding the Programme and associated placements as required by key stakeholders.
- To practise and conduct themselves in accordance with British Psychological Society (BPS), Health & Care Professions Council (HCPC) and LSCFT policies and procedures, including the code of conduct.

Responsibilities for finance

- To follow procedures on appropriate claiming of expenses in line with Trust procedures and Agenda for Change terms & conditions.
- To prioritise, manage and authorise expenditure from a small research budget

Responsibility for human resources

- Plans and provides formal and informal training to other psychologists, other professionals, and carers, including the presentation of complex and sometimes contentious psychological and research material.
- To undertake any other duties as requested by the Programme Team, such as participation in trainee and staff selection, supervision, procedures, or service on programme and national committees.
- To follow the advice and policies of the placement provider, including knowledge, awareness of, and compliance with the legal framework relevant to the placement and client group.
- To be familiar with and abide by confidentiality and information handling and storage guidelines of the placement provider, the relevant NHS organisation, and the University.
- To co-operate in the use of rooms, books, tests and other equipment needed to carry out duties.
- To attend and participate in administrative and service planning meetings, as determined by the clinical supervisor(s).
- To participate in evaluation and monitoring of the Programme and associated placements as required by key stakeholders
- To practise and conduct themselves in accordance with British Psychological Society (BPS), Health & Care Professions Council (HCPC) and University codes of ethics and conduct

Responsibility for information resources

- To study, learn and utilise whichever clinical and other information-collection systems may be used currently and adopted in the future within the team(s) to which you contribute.
- To maintain professional and personal records on computer, as appropriate.
- To provide clinical activity data as required regarding your work within the designated team(s).
- To provide appropriate statistical returns as required
- To use information technology as appropriate, within direct clinical work, research and treatment interventions.
- To undertake complex literature searches using major clinical databases, to inform routine clinical work and as preparation for the design of major doctoral research and other academic work as appropriate.
- To develop competence in advanced statistical software (such as SPSS) for the analysis of clinical research and research data.

Research and development

- To plan and undertake formal Doctoral research, as agreed with the Lancaster DClinPsy programme staff as a major part of the role.
- To undertake project management, including complex audit and service evaluation, to help develop service provision.
- To plan, monitor and evaluate own work, using clinical outcomes assessments, clinical audit, small scale research methodology and statistical procedures.
- To utilise theory, evidence-based literature and research to support evidence-based practice in individual work and work with others.
- To plan and utilise available research budget to maximise engagement of experts by experience in research design.
- To develop an advanced knowledge base and practical skill in the design, implementation and analysis of a wide variety of types of research, which could include quantitative and qualitative, single case, small N and group comparison studies.
- To plan and undertake clinical audits, service evaluations or practice-based research using appropriate methods and statistical procedures, as agreed with the clinical supervisor(s).
- To plan and undertake practice-based research using or developing validated questionnaires, as required.
- To enhance own knowledge of clinical psychology, specific client groups and types of psychological difficulty through reading, literature searches and personal study.
- To comply with the requirements of research governance and evidence-based practice.

Freedom to act

- Responsible and accountable for own clinical and professional practice, which includes supervision and consultation. Works within guidelines, works independently, refers problems of formulation and intervention to clinical supervisor.
- Working autonomously within the boundaries of the aligned duties with the ability to escalate where required.

Other

- In common with all Psychological Professionals, to receive regular clinical professional supervision from an appropriately experienced/ more senior clinical psychologist and, where appropriate, other senior professional colleagues.

- To gain additional highly specialist experience and skills relevant to your profession and/or the team (as agreed with your psychological services professional lead and the appropriate operational manager)
- To work in line with, and contribute to the development and maintenance of the highest professional standards of practice, through active participation in internal and external CPD training and development programmes, following agreement with the post holder's professional and team manager(s)
- To maintain the highest standards of clinical record keeping including electronic data entry and recording, report writing and the responsible exercise of professional self-governance in accordance with professional codes of practice and Trust policies and procedures.
- To maintain up to date knowledge of legislation, national and local policies and issues in relation to both the specific patient group and mental health. To work with operational managers and other colleagues to ensure that psychological services staff's and other staff's working practices comply with legislation while also promoting patients' best interests

Person Specification

Description	Essential	Desirable	Assessment
Education/qualifications	<ul style="list-style-type: none"> • First degree in Psychology, or an equivalent qualification, which confers eligibility for Graduate Basis for Chartered Membership (GBC) of the British Psychological Society. 		
	<ul style="list-style-type: none"> • Evidence of a capacity to undertake successfully study at a Doctoral level 		
Knowledge	<ul style="list-style-type: none"> • Understanding of distress and marginalisation from a range of social contexts, acquired through relevant prior experience, undergraduate teaching and/or clinically supervised practice, and the potential to build upon and extend such knowledge through training 		
	<ul style="list-style-type: none"> • A foundation of undergraduate-level knowledge of research design and methodology. 		
	<ul style="list-style-type: none"> • 	Knowledge of basic statistical procedures employed within the field of psychology	
	<ul style="list-style-type: none"> • Evidence of potential to formulate and articulate fair, helpful and inclusive judgements based on analysis and interpretation of a range of complex information in clinical work, drawing both on clinical observation and on relevant theoretical models. 		
	<ul style="list-style-type: none"> • Familiarity with computer use which may include word processing, spreadsheets, database programmes, desktop publishing and presentation software. 		
	<ul style="list-style-type: none"> • Capacity to frequently sit in constrained positions for client assessments, group and individual therapy and counselling sessions and clinical supervision. 		

	<ul style="list-style-type: none"> • Effective communication skills, both orally and in written format.* 		
	<ul style="list-style-type: none"> • Evidence of potential to communicate complex, technical and clinically sensitive information to individuals with whom clinical psychologists usually work. This includes both psychologists and fellow professionals, as well as individual clients and their relatives/carers. 		
	<ul style="list-style-type: none"> • Evidence of potential to tailor communication in a manner which is congruent with the needs of the recipient, including the needs of clients with a range of emotional difficulties, or who have difficulty in communicating or understanding. 		
	<ul style="list-style-type: none"> • Evidence of potential to exercise both appropriate assertion and diplomacy according to the particular situation, with professional colleagues, carers, relatives, and clients with a range of challenging emotional difficulties (including hostility). 		
	<ul style="list-style-type: none"> • Evidence of potential for good presentation skills suited to both formal and informal settings.* 		
	<ul style="list-style-type: none"> • Evidence of organisational potential which enables planning of own workload in relation both to clinical work (e.g. organise appointments with staff and clients, plan client sessions) as well as academic work (e.g. teaching and research activities). 		
	<ul style="list-style-type: none"> • Evidence of a potential for flexibility in planning: specifically a capacity to monitor, evaluate and adjust plans accordingly over time. 		
Experience	<ul style="list-style-type: none"> • Broad life experience, exposing issues of communities, cultures, difference and diversity directly relevant to clinical psychology. 		
	<ul style="list-style-type: none"> • Sufficient relevant understanding of context to familiarise the person with working practices in NHS/UK statutory service-settings. 		
	<ul style="list-style-type: none"> • Evidence that this experience (as above) engenders realistic expectations of the demands and 		

	nature of Clinical Psychology training.		
	<ul style="list-style-type: none"> Evidence that this experience (as above) has developed an awareness of the contexts in which Clinical Psychology services are usually delivered. 		
		Evidence that this experience includes building and sustaining relationships with service users in relevant organisational contexts	
		Evidence of learning from supervision of clinical practice	
		Evidence of a capacity to undertake research at a postgraduate level.	
Personal	<ul style="list-style-type: none"> Evidence of ability to form empathic relations with a wide range of clients in a variety of settings 		
	<ul style="list-style-type: none"> Evidence of an ability to form good and respectful professional working relationships with a wide range of professional colleagues. 		
	<ul style="list-style-type: none"> Evidence of a capacity to reflect constructively on all aspects of own performance (academic, clinical and professional). 		
	<ul style="list-style-type: none"> Evidence of a capacity to reflect realistically on their own strengths and weaknesses. 		
	<ul style="list-style-type: none"> Evidence of receptiveness to academic feedback and clinical supervision, and to apply ideas and knowledge gained from this feedback to current and novel contexts 		
	<ul style="list-style-type: none"> Evidence of values consistent with the NHS Constitution 		
	<ul style="list-style-type: none"> Evidence of a belief in the possibility of psychological change 		
	<ul style="list-style-type: none"> Evidence of respect for fairness and diversity. 		

	<ul style="list-style-type: none"> Capacity for frequent extended periods of intense concentration in a range of clinical contexts (e.g. individual/group therapy, clinical assessments/interviews, clinical supervision) which require active participation which takes account of dynamic processes, and where planning of appropriate responses to these dynamic processes is required. 		
	<ul style="list-style-type: none"> Potential to work effectively under pressure, including working directly with staff and clients who may be highly distressed, analyse data where there may be frequent interruptions, prioritise work, operate a waiting list, meet short deadlines and function within an unpredictable work pattern which requires regular revision of plans. 		
	<ul style="list-style-type: none"> Ability, with appropriate support, to undertake psychological assessment and therapy in an emotionally demanding environment, with frequent exposure to highly distressing or highly emotional circumstances, including situations where sexual abuse, family violence and breakdown, mental illness or terminal ill health may be the focus of psychological intervention. 		
		<p>Ability to function well in the context of unexpected or uncertain outcome, or in the absence of guidelines or in novel situations, and to contain anxiety and distress on behalf of others, including other staff within the organisation</p>	
		<p>Evidence of potential ability to work as a lone worker in circumstances where there may</p>	

		be exposure to severe distress, verbal or physical aggression.	
		Evidence of potential ability to work effectively whilst exposed to unpleasant working conditions including some exposure to verbal aggression and occasional exposure to physical aggression.	
Other	<ul style="list-style-type: none"> Ability and willingness to travel across the training region.* 		

Effort factors

Physical effort What physical effort is required for the job?	How often?	For how long?	What weight is involved?	Any mechanical aids?
A combination of sitting, standing and walking with little requirement for physical effort.	Daily	Variable	None	N/A
There is a frequent requirement for sitting (for learning, study and clinical work)	Daily	Variable	None	N/A
Travel to, from and within work by car or public transport	Daily	Variable	None	N/A

Is the job holder expected to sit or stand in a restricted position?	How often?	For how long?	What activity is involved?
There is a frequent requirement for sitting for a substantial proportion of the working time when attending learning sessions at the University	Weekly and induction blocks up to daily	Up to 7 hours, with breaks	Participating in teaching – sitting at a desk / in a lecture theatre, Study – working on a laptop/PC

Mental effort Are there any duties requiring particular concentration? Please detail.	How often?	For how long?
Intense concentration for patient interaction There is a frequent requirement for intense concentration with proactive engagement with the subject, for example: <ul style="list-style-type: none"> • carrying out intricate clinical interventions • active participation in meetings and teaching • applying sustained concentration to the subject matter and responding/actively, participating in teaching and clinical sessions 	Daily	Regular
Are there any duties of an unpredictable nature? Please detail.	How often?	For how long?
<ul style="list-style-type: none"> - Clinical work - Discussions during teaching sessions - Research design and methodology 	Weekly Weekly Weekly	Variable

Emotional effort Does the job involve dealing with any distressing or emotional circumstances? Please detail.	Direct / Indirect exposure	How often?
Frequent exposure (direct and indirect) to distressing or emotional circumstances and occasional exposure to traumatic circumstances. Deals with family breakdown, serious mental illness, child/sexual abuse	Both	Daily
Working conditions Does the job involve exposure to unpleasant working conditions? Please detail.	How often?	
Requirement to use Visual Display Unit equipment more or less continuously on most days Occasional exposure to unpleasant working conditions (possible verbal aggression) Risk of physical aggression	Daily Variable	

Our values and behaviours

The values and behaviours represent what we, as an organisation and the individuals who make up that organisation, are about. It is our aim that everything we do fits in with and reinforces, these values:

Values	Behaviors we expect
We are always learning	<ul style="list-style-type: none"> ✓ We pro-actively seek out opportunities to learn and support the learning of others ✓ We prioritise quality and safety and are open and flexible to change and improvement

	<ul style="list-style-type: none"> ✓ We value appraisals, supervision and learning opportunities ✓ We speak up if we are concerned about safety and focus on opportunities to improve
We are respectful	<ul style="list-style-type: none"> ✓ We are open and honest, trying our best to ensure people receive information in ways the can understand ✓ We seek, value and learn from diverse perspectives, views and experiences ✓ We put service users and carers at the heart of everything we do ✓ We take pride in our work and understand we are responsible for our actions
We are kind	<ul style="list-style-type: none"> ✓ We are approachable and show compassion ✓ We actively listen to what people need and pro-actively offer our support ✓ We care for our own wellbeing and the wellbeing of others ✓ We celebrate success and provide feedback that is authentic and compassionate
We are a team	<ul style="list-style-type: none"> ✓ We take personal and team accountability to deliver the highest standards of care ✓ We work in active partnership with service users and carers ✓ We actively build trusting relationships and help others feel joy and pride in work ✓ We work well with colleagues across LSCft and in our partner organisations to enable patient centred, joined up care

Special conditions:

As a member of staff you have:

- Legal duties and responsibilities under health and safety legislation, plus a general duty to work safely and not to put others at risk, including colleagues, service users and visitors, as a result of any activity or omission at work.
- A duty to report any practice that you consider compromises standards of risk and health and safety. The Whistle-Blowing Policy gives effect to the Public Interest Disclosure Act under which an individual who raises such concerns for unfair treatment is protected.

All Lancashire and South Cumbria NHS Foundation Trust staff employed within all environments that have contact with service users, their families or systems to support them have a responsibility to safeguard and promote the welfare of children, adults and vulnerable families.

As a member of staff you must:

- All Lancashire and South Cumbria NHS Foundation Trust staff employed within clinical environments have contact with children, vulnerable adults, service users and their families must familiarise themselves and be aware of their responsibilities and adhere to the local safeguarding children's board, local safeguarding adult board and Lancashire and South Cumbria NHS Foundation Trust procedures for safeguarding and protecting children.
- The Trust places great emphasis on the need for the strictest confidentiality in respect of personal data; both that of service users and staff. All information about people will be treated in the strictest confidence at all times. Breaches of confidentiality will be investigated and may lead to disciplinary action being taken.
- The Trust views its responsibility under the Data Protection Act and the Caldicott Principles as central to all activities that are carried out in its name. Staff are therefore expected to acquaint themselves with the principles of information governance and to complete the mandated training modules which have been agreed.

- The Trust places great importance on sustainable development, reducing its carbon footprint and maximising the positive social, economic and environmental outcomes of Trust actions and activities. As an employee it will be your responsibility to minimise your environmental impact, use resources efficiently, saving energy by switching off unnecessary equipment, reducing waste generation, using recycling / redistribution facilities, minimising travel and saving water when possible. If your role involves purchasing / ordering supplies you must consider the environmental / sustainable impacts and purchase optimal environmental / sustainable products / services.
- All staff and contractors must follow Trust policies and procedures relating to infection prevention and control (IPC) including the Dress Code Policy. All staff have a duty of care in following best practice which is fundamental to IPC, which includes maintaining a clean and safe environment at all times. It is an expectation that Trust staff at all levels make IPC a priority as they perform their roles.

Promoting equality and reducing inequalities:

- You should understand and uphold organisational policies and principles on the everyday promotion of equality, diversity and inclusion.
- You should create an inclusive working environment which values a variety of ideas, experiences and practice, where differences are respected and celebrated for the benefit of ourselves, the Trust and the communities we serve.
- You should uphold the Trust's commitment to health and wellbeing.



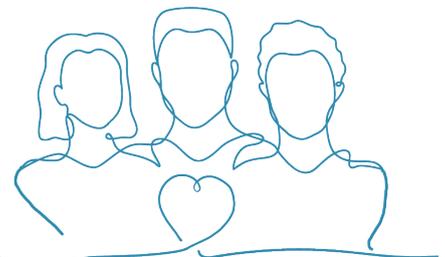
**We are
Kind**



**We are
Respectful**



**We are
Always
Learning**



**We are a
Team**