The University of Manchester

NHS England

CLINICAL PSYCHOLOGY DOCTORATE

ACADEMIC STRATEGY 2024-2029

bmh.manchester.ac.uk

CONTENTS

3 Executive Summary

4 Our Academic Principles and Strategic Alignment

6 Programme Summary

9 Curriculum Design

10 Blended Learning Structure

13 **Part 1:** The Manchester ClinPsyD Academic Theoretical Framework

15 Our Aspirations for 2024-2029

18 Theoretical Framework Summary

20 Process of Knowledge Acquisition, Consolidation, Skills Practice, Reflection, Application and Reflexivity

21 **Part 2:** Community Framework for Learning and Teaching

22 2.1. Values-Based Learning

24 2.2. Reflective Learning

25 2.3. Intersectional Awareness

26 2.4. Principles of Trauma-Informed Learning Environments

27 A multidimensional approach

EXECUTIVE SUMMARY

Positioned within a world leading university, ranked number one in the UK, number one in Europe, and second in the world for social and environmental impact for research[1], The University of Manchester's Clinical Psychology Doctorate (ClinPsyD) embraces an academic strategy designed to educate, inspire, and empower future leaders in clinical psychology research and practice.

Our curriculum utilizes a blended learning model that combines traditional academic rigor, dynamic learning environments, clinical placements, and applied research opportunities, supported by advanced digital platforms.

Trainees benefit from a mixture of lectures, workshops, and supervised placements, alongside opportunities for reflective and ethical professional growth within a vibrant research culture, ensuring they meet professional standards set by the British Psychological Society and Health and Care Professions Council.

Emphasizing the development of reflective scientist-practitioners, our academic strategy nurtures personal and professional growth within a supportive, suitably challenging, and inclusive learning community.

We encourage all programme members to strive for excellence, promote wellbeing and equality, and advocate for improved mental health services for all.

Our academic strategy aims to build upon a foundation of professional standards, drawing upon educational theories, frameworks, and perspectives from experience to enrich training pathways and professional opportunities.

By creating a transformative educational experience, we aim to train compassionate, innovative, and effective clinical psychologists and future leaders in healthcare and research.

[1] *Social Responsibility | The University of Manchester named number 1 in the UK, number 1 in Europe and second in the world for social and environmental impact > Social Responsibility*

OUR ACADEMIC PRINCIPLES AND STRATEGIC ALIGNMENT

Informed by University values, the NHS Constitution, BPS standards for accreditation, HCPC standards for practitioner psychologists, and programme member feedback.

CURRICULUM INTEGRITY

We will create and deliver an innovative and inclusive curriculum that nurtures the learning of established psychological models and theories, integrated with cutting-edge clinical research and evidence-based practices. We will continue to develop our curriculum to reflect the diversity of the populations we aim to serve, supported through our location in the culturally rich and dynamic city region of Greater Manchester, encouraging multicultural competence and cultural humility[2] throughout training. Together, we will aim to create a learning environment in which we are supportive and accountable towards one another.

CULTURE AND COMMUNITY

In line with the NHS Constitution's emphasis on patient-centred care and involving service users and their families in the design and delivery of clinical psychology training, we will work together with all programme members to enrich our culture and community for learning. Through inviting a diverse range of voices to speak into our training programme to advance learning, we will embrace diversity and inclusivity. Further, recognising we bring our individual experience of life's successes and struggles, we welcome multiple perspectives within a community of compassionate adult learners, making space for vulnerability, sensitivity, wisdom, vicarious learning, and endurance in response to 'becoming'.

[2] *Trinh, N. H., Jahan, A. B., & Chen, J. A. (2021). Moving from cultural competence to cultural humility in psychiatric education. Psychiatric Clinics, 44(2), 149-157.*

CREATIVITY AND INNOVATION

Within an international university leading world-class research with real world impact, we will encourage creativity and innovation. We recognise everyone's training journey is unique and will support individuals to reach their potential through learning, teaching, and individual endeavour. Through clinical, academic and research tutoring, rooted in the Manchester Models for learning, we will create a secure base as a programme from which individuals can grow in knowledge, skill, and competence. As a learning community, we will create spaces to critically reflect upon professional and societal issues, promoting freedom of thought, courage in approach, shared ambition, and knowledge in relation to evidence-based practices that uphold the standards of the British Psychological Society and Health and Care Professions Council for clinical psychologists.

FUTURE-FOCUSED LEADERSHIP

As future senior clinicians and academics, we will hold in mind the potential futures of our programme members (staff, stakeholders, and trainees), supporting each other to achieve our potential as educators, clinicians, clinical academics, and advocates for the advancement of mental health services. By engaging with our local communities, international research, NHS partners, and understanding policy-making processes, we are all better able to advocate for and pioneer improvements in clinical psychology training, research, and practice, improving outcomes for individuals, families, and communities. Through skilling up, driving innovation, striving for excellence, and embracing our social responsibility, we can increase professional pride and integrity, aligning with the NHS Constitution's commitment to improving the quality of care and achieving excellent health and wellbeing outcomes for everyone.

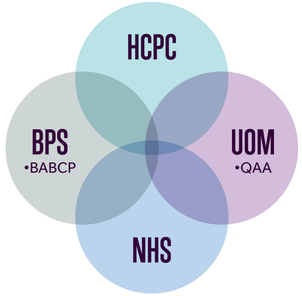
PROFESSIONAL AND ETHICAL DEVELOPMENT

Through reflective practice and reflection on learning, we will foster a training environment that promotes ethical research and practice, high standards, reflexive practice, peer support, and continuous professional development. With dedicated space within the curriculum and study time for reflective learning, critical thinking, and the acquisition and application of knowledge and clinical skills, our learning process aligns with professional standards for practitioner psychologists, focusing on ethical decision-making, professionalism, and accountability.

PROGRAMME SUMMARY

The overarching aim of the ClinPsyD is to provide a programme of study that meets the required standards of the HCPC and BPS and which, on successful completion, will allow graduates to be eligible for registration with the HCPC, and eligible for both Chartered Membership of the BPS and full membership of the BPS Division of Clinical Psychology.

Trainees who undertake the CBT Pathway within the ClinPsyD will be supported in working towards BABCP accreditation.



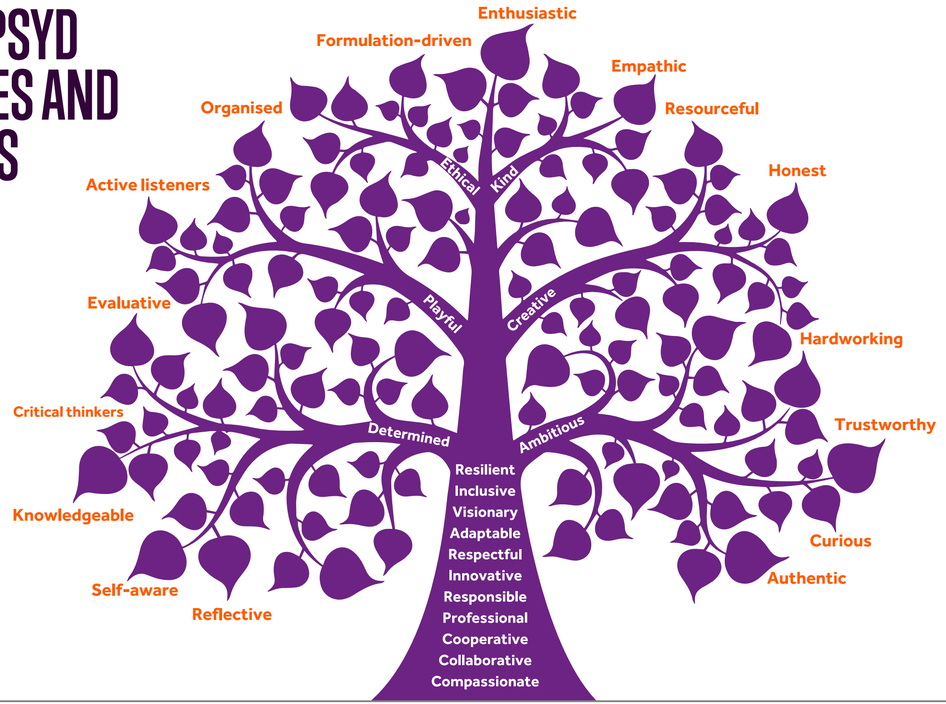
Overarching learning outcomes of the Programme:

- acquire appropriate theoretical and academic knowledge;
- acquire knowledge of the appropriate professional and service structures and standards;
- acquire appropriate research and evaluation skills.
- acquire appropriate clinical and practical skills;

The programme is designed to enable trainees to:

1. Become effective psychological practitioners who combine extensive theoretical knowledge, critical thinking, collaboration, co-production, and doctoral level research expertise with a wide range of clinical skills to promote and improve health and wellbeing.
2. Apply their knowledge and experience in applied settings, demonstrating appropriate personal responsibility, ethics, and values in professional practice.
3. Consider multiple perspectives, recognise the complexity of systems, and bring a high level of expertise to bear on a wide variety of complex problems across the lifespan.
4. Make use of, and contribute to, the psychological evidence base underpinning the scientist practitioner model, holding in mind how some groups are under-represented in the evidence base.
5. Develop an awareness and compassionate understanding of how communities of people can face additional barriers to accessing healthcare due to structural and intersectional inequalities in our society and systems.
6. Understand the views of service users, from the individual to organisational level, including families and carers, to adopt a collaborative approach to clinical research and practice.
7. Work flexibly as applied psychologists and have the skills to undertake multiple roles in multiple settings, including leadership positions in multi- and inter-disciplinary contexts, and to represent their professional judgement in different contexts.
8. Recognise that changing roles, services, client groups and contexts require a range of different responses and dedication to continuous learning and lifelong professional development.

CLINPSYD VALUES AND SKILLS



KNOWLEDGE | WISDOM | HUMANITY | ACADEMIC FREEDOM | COURAGE | PIONEERING SPIRIT

CURRICULUM DESIGN

Clinical psychology trainees on the Manchester ClinPsyD programme are supported to reach their potential through a blended learning programme that involves individual and group learning activities, reflective practice, theoretical discussions, and practical applications for clinical research and practice.

A
Lectures and workshops

B
Independent study

C
Supervised clinical placements

D
Research practice, including the presentation of a doctoral thesis

E
Reports of clinical activity in the form of case reports and an audit of clinical activity (ACA)

F
The live observation of clinical skills

Collectively, these will involve exposure to a wide range of experienced clinical psychologists and other professionals, people with lived experience, and people with multiple perspectives on clinical psychology, mainly based in the Northwest.

BLENDED LEARNING STRUCTURE

Blended learning on the ClinPsyD at the University of Manchester integrates traditional classroom interactions with experienced clinical psychologists, high quality and suitably challenging clinical placements, reflective learning, interactive workshops, directed and self-directed learning, supervised clinical research, and is supported by online learning technologies.

The blend of synchronous (live), asynchronous (self-paced), placement and research elements ensure trainees can explore their interests and develop as individuals, within the safety and structure of an established clinical psychology training programme that carefully aligns with appropriate strategies and standards for accreditation.

This approach seeks to enhance the training of clinical psychologists by offering a flexible, diverse, and accessible learning experience to prepare trainees for qualitied life, within the scope of clinical psychology training.

TRANSFORMATIONAL LEARNING

Blended learning allows trainees to access multimodal learning to develop as clinical psychologists. Asynchronous materials support trainees to acquire new knowledge at their own pace and prepare for in person training sessions. Synchronous, in-person training can therefore take a dynamic rather than didactic format, encouraging transformational not transactional learning.

REAL-TIME FEEDBACK AND DEVELOPMENT

Regular feedback points and termly programme liaison meetings help both trainees and educators monitor progress and adjust approaches as necessary. These feedback loops, further supported through trainee representatives and quarterly committee meetings, also support enhanced learning.

ENHANCED LEARNING EXPERIENCES

Combining supervised clinical and research training, with facilitated reflective spaces, and digital learning environments enhances understanding and retention of complex clinical concepts. Through direct and indirect learning of case material, trainees can consider how to adopt and adapt complex concepts in a range of settings for diverse client groups. A variety of teaching and learning methods cater to different learning styles and can make learning more engaging.

PROFESSIONAL DEVELOPMENT

Holding in mind the experiences and qualifications trainees bring with them to the programme, our blended learning approach offers opportunities for trainees to learn from one another in peer spaces and promotes continuing education, beyond clinical psychology training.

INTEGRATION OF THEORY AND PRACTICE

Blended learning in clinical psychology typically integrates theoretical knowledge with practical skills. We seek to enrich this typical process by aligning asynchronous, synchronous, and practical skills on placement in blocks of time, to create focused learning processes, underpinned by relevant learning theories and frameworks.

COLLABORATIVE LEARNING ENVIRONMENTS

The use of the aforementioned learning fora, in addition to reflective practice groups, aim to foster a sense of community and collaboration among trainees, which is important for wellbeing, a sense of belongingness within the programme, and team work as future clinical psychologists.

Overall, our blended learning approach for clinical psychology training combines experiential learning and educational methods across settings and contexts to provide a comprehensive, engaging, and adaptable learning environment. Trainees benefit from the experience of others, the supervised application of acquired knowledge and skills, supervised clinical research, and personal growth opportunities to become agents of change for the profession and the systems in which they work.

Alignment with Accreditation Standards

Trainees work on clinical placements aligning with the BPS 2023 Standards for the Accreditation of Doctoral Programmes for Clinical Psychology. Trainees are expected to attend training at the University, which is typically for one or two days per week during term-time. During the programme, all trainees undertake an independent programme of research, leading to the development of a three-part doctoral thesis that makes a novel contribution to the field of clinical psychology. Research is rooted in clinical practice and integrated into all components of the programme.

Central to the role of the clinical psychologist is the capacity to understand varied and complex psychological theories and apply these by formulating clinical situations and planning intervention strategies.

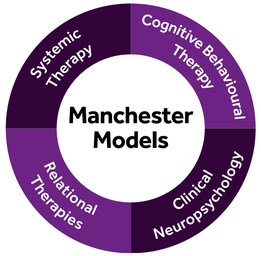
The Programme is largely cognitive-behavioural (CBT) in orientation with the emphasis on the role of the clinician as reflective scientist-practitioner.

The 2023 Standards for the Accreditation of Clinical Psychology Training highlight the continued importance of proficiency in CBT. CBT is one of the most extensively researched and validated therapeutic approaches.

Training in CBT provides trainees with a solid foundation in evidence-based practice. CBT is known for its structured and goal-oriented nature, which helps both therapists and clients maintain focus and direction during therapy. This structure can be particularly beneficial for early career therapists, providing a clear framework to guide sessions and measure progress.

Consequently, we aim to equip trainee clinical psychologists with a range of evidence-based therapeutic skills, ensuring that trainees gain proficiency in CBT, along with other core psychological practices, to effectively reduce psychological distress and promote well-being. The other "core" approaches taught on the programme are Psychodynamic Interpersonal Therapy (incorporating relational and psychodynamic concepts more generally), systemic therapy, and clinical neuropsychology, which are integrated within the empirical framework of clinical psychology as an applied science.

Together, these four models are the 'Manchester Models' and inform the overall approach to our clinical psychology training.



PART 1: THE MANCHESTER CLINPSYD ACADEMIC THEORETICAL FRAMEWORK

Our academic theoretical framework incorporates transformational learning theory, adult learning theory, experiential learning, and team-based learning.

ADULT LEARNING THEORY

emphasises the role of individuals within a learning community and the assimilation of new knowledge to inform individual professional growth.

EXPERIENTIAL LEARNING THEORY

supports trainees to operate reflectively and under supervision in NHS settings, allowing them to apply theoretical knowledge in practical contexts within educational parameters.

TRANSFORMATIONAL LEARNING THEORY

supports trainees in critically evaluating and evolving their existing beliefs, fostering personal development.

TEAM-BASED LEARNING

promotes collaborative skills essential for effective teamwork in a learning community; skills which can then be transferred to workplace settings.

Combined, these theories offer a solid foundation for professional training and personal development in clinical psychology, each contributing uniquely to the growth and effectiveness of clinical psychologists in training.

Transformational Learning Theory:

- Encourages learners to question and transform their perspectives, leading to profound personal and professional development.
- Trainees learn to critically analyse their assumptions and beliefs, fostering a deeper understanding of their professional roles and responsibilities, and impact upon others in therapeutic and working relationships.

Adult Learning Theory:

- Recognizes that trainees have a wealth of experience to draw upon, personal and professional, making learning more relevant and integrated with their existing knowledge base and that of their peers within a supportive learning community.
- Andragogy (adult learning approaches) promotes self-directed, problem-based, and solution-focused learning, recognising that motivation and curiosity often stem from a conscious decision to learn a specific topic or skill, and that adult learners understand why they are learning (i.e., to become clinical psychologists).

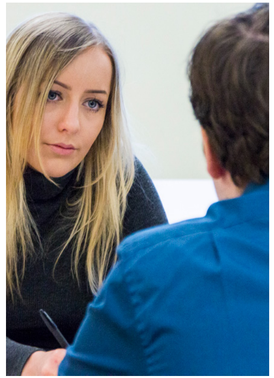
Experiential Learning:

- Allows trainees to apply theoretical knowledge in vitro within the learning environment and in real-world scenarios on placement, under supervision, which enhances learning and reflection upon learning to enhance knowledge and skills.
- Engages trainees in meaningful, challenging and rewarding practice to advance skills, adaptability, flexibility, and responsiveness to future situations, expanding professional competence.

Team-Based Learning:

- Develops communication and teamwork skills, essential for the learning and professional environments, by requiring learners to solve problems together through problem-based learning tasks (1st order change) and activity-based activities (2nd order change).
- Enhances the ability to think critically and solve complex problems through group discussion, seeking and reflecting upon a range of perspectives, and collaborative decision-making in a learning environment to simulate processes trainees will engage with on placements.

Collectively, these theories ensure a holistic approach to clinical psychology training, fostering essential qualities such as critical thinking, reflexivity, adaptability, and teamwork. This approach also teaches skills for continued collaborative learning, supporting training in the present and continued learning in the future.



OUR ASPIRATIONS FOR 2024-2029

As trainers of clinical psychology trainees, we aspire to foster a transformative and empowering learning environment rooted in the principles of adult learning theory. We are committed to creating a learner-centred and supportive educational experience that promotes the professional and personal growth of our trainees.

Learner-Centred Approach

Our goal is to cultivate a culture of learning in which trainees can reflect upon their past achievements, engage meaningfully in their blended learning approach to training, and envision their future roles within the field of clinical psychology.

Our teaching philosophy prioritises the immediate applicability of content to our trainees' professional and personal lives. We endeavour to deliver a curriculum that prepares trainees for real-world challenges, including problem-solving exercises and skill-based learning to ensure that trainees can seamlessly integrate theoretical knowledge with practical skills during their clinical placements and research.

With clear learning outcomes for each academic module, aligned with both academic and professional standards, we clearly communicate expectations and offer high-quality learning materials. Within this framework, we encourage trainees to set their own learning goals to support individual professional development, enhancing the ability of each trainee to navigate the complexities of clinical psychology training in preparation for their future career.

Respectful and Collaborative Environment

Our learning environment is built on respect, inclusivity, and collaboration. Through peer learning opportunities, we aim to facilitate rich, interactive experiences where trainees can learn from each other's diverse perspectives and experiences. This collaborative approach not only enhances learning but also fosters a sense of community and shared purpose among our trainees.

Our asynchronous teaching approach is designed to be engaging and reflective, offering trainees the flexibility to engage with course materials at their own pace in preparation for synchronous sessions. We create content that encourages critical reflection and promotes self-directed learning.

We encourage trainers (practitioners and/or experts by experience) and trainees to focus upon fostering deep, meaningful learning experiences.

By challenging assumptions and encouraging critical reflection and dialogue, we support each other to transform professional identities and equip our trainees to develop the resilience necessary for their future roles. We aspire to train clinical psychologists who are not only skilled practitioners but also compassionate leaders and agents of change.

Through structured group learning activities, immediate feedback, and peer teaching, we aim to enhance trainees' critical thinking, ethical decision-making, and practical skills.

Our goal is to mirror the collaborative nature of clinical environments in classroom spaces, ensuring our trainees are well-equipped for interprofessional teamwork on placement and in their future careers.

Preparing Future Clinical Psychologists

By integrating interactive case studies, role-plays, simulation-based learning, and reflective practice groups into our curriculum, we aim to support trainees to apply theoretical knowledge critically and compassionately.

This approach ensures that our trainees develop the competence and confidence needed to excel in their clinical roles and prioritise self-care in their professional development. In conclusion, our aspirational vision for training clinical psychology trainees is grounded in the principles of andragogy and enriched by transformational, team-based, and experiential learning theories.

We are committed to creating a learning environment that is empowering, respectful, and supportive, preparing our trainees to become reflective, adaptive, and compassionate clinical psychologists.

THEORETICAL FRAMEWORK SUMMARY

Adult Learning Model (Andragogy)

STRATEGIES

- Incorporate self-directed learning opportunities where trainees can explore topics of interest within the domain of clinical psychology.
- Utilize trainees' experiences through case studies, reflective practice, and discussion forums.
- Align learning activities with real-world applications to enhance relevance and readiness to learn.
- Encourage intrinsic motivation by connecting the material to trainees' professional and personal development goals.

PRINCIPLES

- Self-concept: As learners mature, they see themselves as self-directed.
- Experience: Adult learners have a rich background of experience that serves as a key resource for learning.
- Readiness to learn: Adults are ready to learn things they feel they need to know.
- Orientation to learning: Adults are life-centred (task-centred or problem-centred) in their orientation to learning.
- Motivation: Adults are motivated to learn by internal factors rather than external ones.

Transformational Learning Theory

STRATEGIES

- Foster an environment where trainees critically reflect on their understanding of psychological concepts and their application.
- Organize debates or discussion groups on controversial topics in clinical psychology.
- Implement projects that require trainees to apply their knowledge in real or simulated scenarios, encouraging action based on their insights.

PRINCIPLES

- Critical reflection: Challenge trainees to question assumptions and beliefs.
- Discourse: Engage trainees in discussions to validate viewpoints.
- Action: Encourage trainees to act on their new insights.

Team-Based Learning

STRATEGIES

- Form diverse teams to work on complex case studies, ensuring roles and responsibilities are clearly defined.
- Incorporate peer evaluation to enhance accountability.
- Use real-life scenarios for teams to apply psychological theories and interventions, facilitating deep learning.

PRINCIPLES

- Groups work on significant problems under conditions that assure both accountability and motivation.
- The use of specific team-based tasks such as application exercises, peer evaluation, and feedback.

Experiential Learning Theory

STRATEGIES

- Implement clinical simulations or role-playing activities that provide concrete experiences for learners.
- Use journals or reflection papers to promote reflective observation of these experiences.
- Encourage abstract conceptualization through theoretical discussions or lectures that connect experiences to psychological theories.
- Facilitate active experimentation by allowing trainees to design and implement small-scale research projects or interventions based on their conceptual understandings.

PRINCIPLES

- Learning is process-oriented and based on the transformation of experience.
- Knowledge is created through the transformation of experience.
- Learning involves four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

PROCESS OF KNOWLEDGE ACQUISITION, CONSOLIDATION, SKILLS PRACTICE, REFLECTION, APPLICATION AND REFLEXIVITY

PART 2: COMMUNITY FRAMEWORK FOR LEARNING AND TEACHING

In additional to our academic theoretical framework, we aim to develop a nurturing community of adult learners to support everyone to reach their potential.

Based on feedback from programme members and stakeholders, we have designed a strategy for integrating values-based learning, reflective learning, intersectional awareness, and trauma-informed learning into clinical psychology training.

The creation of this community requires a commitment from everyone to become competent, empathetic, resilient, and socially aware programme members.

Adopting a strategy that integrates values-based learning, reflective learning, intersectional awareness, and trauma-informed learning prepares clinical psychology trainees not only to be skilled practitioners and researchers but also compassionate and socially responsible clinical leaders.

This approach encourages a holistic understanding of clients and systems, fostering a therapeutic environment grounded in empathy, ethical integrity, and an appreciation for the richness of human diversity, supporting continued personal and professional development.

2.1. VALUES-BASED LEARNING

Objective: Embed ethical awareness and critical perspective taking into clinical psychology training to guide professional development, reflecting upon and tuning personal and professional values throughout the learning process.

This approach emphasizes self-awareness, reflection, and ethical decision-making. Values-based learning encourages trainers and trainees to explore their own values, beliefs, biases, and cultural influences to enhance their understanding of themselves and their clients, ultimately leading to more effective and ethical practice and research.

Values-based learning in clinical psychology emphasizes the alignment of personal values with the ethical principles and standards of the profession. This approach encourages trainees to reflect on their values and how they influence their interactions with clients, colleagues, systems, treatment approaches, and decision-making processes.

By engaging in self-reflection and critical inquiry, trainees gain insight into their own biases, assumptions, and identity, which in turn enhances their ability to understand and respect the diverse perspectives of the people they work with.

Furthermore, values-based learning enables trainees to navigate ethical dilemmas effectively by encouraging them to consider how ethical principles (e.g., beneficence, non-maleficence, autonomy, and justice[3]) operate within the context of their own values and the values of their clients.

This approach promotes the delivery of client-centred care that is sensitive to individual differences and respectful of clients' autonomy and rights.

The BPS emphasizes the importance of values-based learning in clinical psychology training, recognizing that integrating personal values with professional practice is essential for ethical and effective client care.

The BPS promotes a framework that encourages trainees to critically reflect on their values and how these may influence their work with clients.

Self-awareness: Trainees are encouraged to explore their own values, beliefs, biases, and cultural backgrounds through self-reflection and critical inquiry.

Ethical practice: Values-based learning promotes adherence to ethical principles and standards, such as those outlined in the BPS Code of Ethics and Conduct, ensuring that clinicians uphold professional integrity and act in the best interests of their clients.

Cultural competence: Trainees are encouraged to develop an understanding of the diverse sociocultural backgrounds and perspectives of themselves, their colleagues and clients, recognizing the impact of culture on values, beliefs, and behaviours.

Cultural humility: By reflecting on our own biases and recognizing power imbalances in healthcare systems, we are better able to promote dignity, respect, collaboration, and person-centred care, acknowledging each individual's uniqueness and empowering autonomy.

Client-centred care: Values-based learning fosters a client-centred approach to clinical practice, where clinicians respect and value the autonomy, rights, and dignity of their clients.

Reflective practice: Trainees are expected to engage in ongoing reflection and self-assessment to enhance their understanding of how their values may influence their clinical work and to identify areas for personal and professional growth.

[3] *Varkey B. Principles of Clinical Ethics and Their Application to Practice. Med Princ Pract. 2021;30(1):17-28. doi: 10.1159/000509119. Epub 2020 Jun 4. PMID: 32498071; PMCID: PMC7923912.*

2.2. REFLECTIVE LEARNING

Objective: Foster self-reflection and reflexive practice throughout training to enhance self-awareness, opportunities for experiential learning, capacity to become an agent of change, and professional growth.

Supervised Clinical Practice: Integrating reflexive conversations through training in the form of reflective practice groups, reflective conversations in learning environments (e.g., workshops), and individual supervision for research and clinical placements creates 'safe enough' spaces in which trainees can discuss their thoughts, feelings, and reactions in response to their learning. Guided reflection on experience can help trainees formulate individual experiences in relation to oneself, others, and the conditions that shaped the experience, leading to the development of a personalised theory of change throughout the learning process.

Reflective Groups: Prioritising reflective groups and reflective learning opportunities can offer time and focus for trainees and trainers to share experiences, challenges, and personal insights in a supportive environment. This process can facilitate collaborative learning, normalise common challenges, and validate individual or shared experiences.

Training and Practice: Like any skill, reflection requires learning and practice. Initial workshops can present self-reflection techniques, models of reflection, strategies to promote contemplation, and the development of reflective practices. It is then through the practice and gradual experiential learning of these practices that trainees will become competent reflective practitioners.

2.3. INTERSECTIONAL AWARENESS

Objective: Equip trainees with the understanding and skills to identify and address structural and intersectional inequalities in our profession, society, and opportunities for improvements.

Learning opportunities: To promote engagement and reflection, asynchronous material can promote curiosity and confidence, prior to synchronous learning and live engagement with perhaps sensitive material. Consideration of facilitative mechanisms and processes can lay helpful foundations for learning and critical reflection upon implicit or internalised biases, essential for the application of skills and knowledge across a variety of settings, serving diverse populations.

Invited Speakers: Inviting experts in intersectionality and social justice issues will enrich our curriculum, the learning experience of programme members, and demonstrates our commitment to learning from experts outside of the profession of clinical psychology to drive improvements from within the profession in the future.

Critical Reflection Sessions: Facilitated discussions following challenging or novel learning experiences can encourage programme members to critically reflect on biases, assumptions, and the impact of systemic issues on their perspectives. This process can promote greater breadth and depth of insight within learning processes.

2.4. PRINCIPLES OF TRAUMA-INFORMED LEARNING ENVIRONMENTS

Objective: Recognising that the process of 'becoming' brings challenges, and bearing witness to the traumas our clients and colleagues can share with us requires emotional attunement and engagement. The emotional availability of practitioners is precious, sometimes fragile, and requires support.

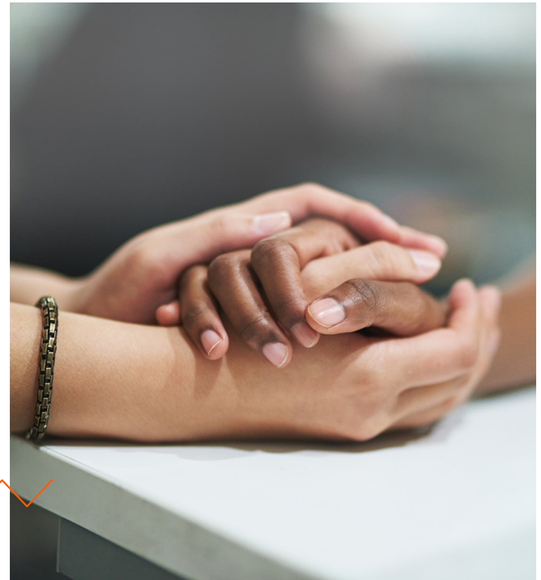
Safety: Ensuring that the learning environment is physically, psychologically, and emotionally 'safe enough' for programme members. This involves guidance on learning structures and processes, a supportive infrastructure, and an atmosphere where everyone feels secure to express themselves and participate fully.

Trustworthiness and Transparency: Operations and decisions should be conducted with transparency, with the aim of building and maintaining trust among programme members. This strategy is a point of transparent reference for programme members in relation to academic design, development, implementation, and evaluation.

Peer Support: Encouraging connections among programme members to build trust, establish safety, and enhance collaboration and mutual aid.

Collaboration and Mutuality: Power differences between programme members should be recognised, and a collaborative approach to learning should be employed where possible.

Empowerment, Voice, and Choice: Affirming that individuals' voices are valued. Education strategies should be tailored to support all programme members to have input into their learning processes and choices about how they advance their individual professional development.



A MULTIDIMENSIONAL APPROACH

This five-year strategy sets out our aspirations as a programme for how we will train the next generation of clinical psychologists to be competent and compassionate practitioners, researchers and leaders in mental health.

The approach of the Clinical Psychology Doctorate at the University of Manchester incorporates high-quality synchronous and asynchronous teaching methods to create a dynamic and inclusive blended learning environment. Central to this strategy is it's theoretical and community framework, which invites trainers and trainees to embrace principles and strategies for effective and collaborative learning.

Further, embedding structured support systems and wellness resources within the curriculum prioritises the wellbeing of trainees, nurturing a professional identity that is resilient and empathetic.

Our curriculum design promotes a cyclical and iterative process of knowledge acquisition, consolidation, skills practice, reflection, application and reflexivity. This holistic approach ensures that trainees are not only competent professionals but also reflective and compassionate scientist practitioners, ready to make a positive impact in the communities they serve.

In conclusion, we commit to fostering optimal learning through a multidimensional approach. By upholding curriculum integrity, we will deliver an innovative curriculum of established psychological theories with cutting-edge research and evidence-based practices.

We will cultivate a community that values patient-centred care, inclusivity, and diverse perspectives. Encouraging creativity and innovation, we will support unique training journeys, critical reflection, and the pursuit of knowledge, maintaining the highest professional standards.

Our focus on professional and ethical development will ensure continuous growth, reflective practice, and adherence to ethical standards. Finally, driven by a commitment to social responsibility and professional excellence, we will be guided by the five principles within this academic strategy to offer a learning environment capable of supporting programme members to reach their full potential.

FACULTY OF BIOLOGY, MEDICINE AND HEALTH

The University of Manchester
Oxford Road
Manchester
M13 9PL

Royal Charter Number: RC000797

bmh.manchester.ac.uk

Author:
Dr Sarah Parry, Academic Director for Clinical Psychology

Contributors:
Dr Daniel Pratt (Programme Director) and Dr Lydia Morris (Curriculum Lead)

With thanks to all programme members who contributed to the development of this academic strategy.