

Module Details	
Module Title	Values, diversity and context (Level 6)
Module Code	PSY6015-B
Academic Year	2022/3
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Practical Classes or Workshops	46
Directed Study	142.5

Availability	
Occurrence	Location / Period
DLA	University of Bradford / Semester 1

Module Aims

Psychological Wellbeing Practitioners (PWP) always operate from an inclusive values base which promotes recovery and recognises and respects diversity. Diversity represents the range of cultural norms including personal, family, social and spiritual values held by the diverse communities served by the service within which the PWP is operating. PWPs must respect and value individual differences in age, sexuality, disability, gender, spirituality, race and culture. PWPs must also consider any physical and sensory difficulties people may experience in accessing services and make provision to ameliorate these. PWPs must be able to respond to people's needs sensitively with regard to all aspects of diversity. Therefore, trainees will demonstrate a commitment to equal opportunities for all and encourage people's active participation in every aspect of care and treatment. Trainees will also demonstrate an understanding and awareness of the power issues in professional / patient relationships and take steps in their clinical practice to reduce any potential for negative impact this may have. This module will, therefore, expose trainees to the concept of diversity, inclusion and multi-culturalism and equip them with the necessary knowledge, attitudes and competencies to operate within inclusive values driven service. Trainees will learn to manage caseloads, operate safely and to high standards and use supervision to aid clinical decision-making. Trainees will develop an understanding and be able to recognise the limitations of their individual competence and role and direct people to resources appropriate to need, including step-up to high-intensity therapy, when beyond role and competence.

The module will give focus to social inclusion ? including return to work and meaningful activity or other occupational activities ? as well as clinical improvement. To do this, trainees will accrue knowledge of a wide range of social and health resources available through statutory and community agencies. Through this gaining a clear understanding of what constitutes the range of high-intensity psychological treatments which includes CBT and the other IAPT approved high-intensity therapies and how high-intensity treatments differ from low-intensity working. This module will, therefore, equip trainees with an understanding of the complexity of people's health, social and occupational needs and the services which can support people to recovery. It will develop decision-making abilities and enable the use of supervision to recognise when and where it is appropriate to seek further advice, a step up or a signposted service.

The aim of this module is to provide a critical appreciation of the concept of diversity, inclusion and multi-culturalism, and to enable you to apply this knowledge to inform and adapt your clinical practice within a mental health setting. Furthermore, it will provide an appreciation of the range of social and occupational needs that patients with mental health problems present with and to support clinical management, liaison and decision-making in the delivery of support to patients, and to enhance the use of supervision.

Outline Syllabus

The module content, module-specific learning objectives, style of delivery and assessment for this module are as informed by the UCL (2015) revised curriculum for the training of Psychological Wellbeing Practitioners to support the delivery of low intensity CBT associated with the Improving Access to Psychological Therapies programme. Teaching content will include:

ADAPTATIONS TO SUPPORT WORKING WITH DIVERSITY:

- Non-discriminatory recovery-orientated values to mental health
- Respecting individual differences related to age, sexuality, disability, gender, spirituality, race and culture
- Responding appropriately to people with diverse needs
- Use of translation services
- Understanding physical and sensory problems and access difficulties
- Services for people with physical and sensory problems
- Equal opportunities
- Encouraging active participation in care and treatments
- Power issues in treatment and therapy
- Professional/patient relationships

SUPERVISION:

- Caseload management
- Case management supervision
- Collaborative care

PROFESSIONAL PRACTICE:

- Appreciating personal limitations
- Stepped care and high intensity psychological therapy
- Core competencies associated with the role of Psychological Wellbeing Practitioner
- Personal and professional development planning

PSYCHOSOCIAL SUPPORT FOR RECOVERY:

- Employment, occupational and well-being strategies
- Gathering patient-centred information on employment needs, wellbeing and social inclusion
- Signposting
- Employment, occupational and other advice agencies
- Community, statutory and voluntary sector

Learning Outcomes

Outcome Number	Description
LO 1	Demonstrate knowledge of, and commitment to a non-discriminatory, recovery orientated values base to mental health care and to equal opportunities for all and encourage people's active participation in every aspect of care and treatment.
LO 2	Demonstrate respect for and the value of individual differences in age, sexuality, disability, gender, spirituality, race and culture.
LO 3	Demonstrate knowledge of, and competence in responding to people's needs sensitively with regard to all aspects of diversity, including working with older people, the use of interpretation services and taking into account any physical and sensory difficulties service users may experience in accessing services.
LO 4	Demonstrate awareness and understanding of the power issues in professional /service user relationships.
LO 5	Demonstrate competence in managing a caseload of people with common mental health problems efficiently and safely.
LO 6	Demonstrate knowledge of, and competence in using supervision to assist the worker's delivery of low-intensity psychological and/or pharmacological treatment programmes for common mental health problems.
LO 7	Demonstrate knowledge of, and competence in gathering patient-centred information on employment needs, wellbeing and social inclusion and in liaison and signposting to other agencies delivering employment, occupational and other advice and services.
LO 8	Demonstrate an appreciation of the worker's own level of competence and boundaries of competence and role, and an understanding of how to work within a team and with other agencies with additional specific roles which cannot be fulfilled by the worker alone.
LO 9	Demonstrate a clear understanding of what constitutes high-intensity psychological treatment and how this differs from low-intensity work.

Learning, Teaching and Assessment Strategy

LEARNING AND TEACHING

Skills based competencies will be learnt through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace. Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study.

This module will monitor trainee's progress whilst undergoing supervised placement and support trainees to obtain the required 80 clinical contact hours.

*The Clinical Practice Portfolio (CPP) runs throughout the duration of the programme. It has three distinct parts which are embedded within respective module:

- PYS7024 ? CPP Part 1
- PYS7023 ? CPP Part 2
- PYS7025 ? CPP Part 3

Trainees will attend portfolio development workshops with progress being monitored during one-to-one session with their designated PAT. Workshops are aimed to provide guidance on appropriate content/evidence to meet the portfolio outcomes of each module. Evidence will include coursework and in-class practical assessments, record of clinical practice and supervision hours, evidence of competence e.g. supervisor reports and clinical outcome achievements. The CPP will also evidence 100% course attendance.

ASSESSMENT STRATEGY AND REGULATIONS

The assessment of this module is in line with the PWP national curriculum, BPA accreditation criteria and with PWP subject leading Universities e.g. UCL who produced the PWP national curriculum in 2015, Exeter, Sheffield and UCLAN.

All modules are core and therefore compulsory.

All modules must be successfully passed to achieve the award of Graduate Certificate IAPT Psychological Wellbeing Practitioner. There is no interim or alternate exit awards. However, trainees who do not complete the programme may apply to receive a Certificate of Continuing Education for successfully completed credits.

Modules, assessments or elements of assessments are non-condonable.

A supplementary attempt to recover a failed position will be granted. Trainees who do not pass an element following a supplementary attempt will fail the module and not be eligible to continue on this programme.

Trainees are required to achieve 100% attendance.

Assessments will be marked at FHEQ level 6. Clinical practice with a pass mark $\geq 50\%$ and academic writing, with a pass mark $\geq 40\%$.

The Clinical Practice Portfolio will be marked as a pass/fail.

ASSESSMENT

Assessment is by a clinical planning scenario of 20 minutes, a reflective analysis of 2000 words and a Clinical Practice Portfolio.

Assessment 1: A Presentation on a clinical planning scenario with a real treatment case or other clinical task in which trainees are required to demonstrate knowledge and skills in working with a person with a variety of needs from one or more of a range of diverse groups. This will be assessed by a live class presentation which will be filmed. The presentation will last 15 minutes with 5 minutes for questions. (LO 1-9). (Pass mark $\geq 50\%$)

Assessment 2: Reflective Commentary of 2000 words to demonstrate knowledge and competence in using case management and clinical skills supervision when working with a person with a variety of needs from one or more of a range of diverse groups. (LO 1-8). (Pass mark $\geq 40\%$).

Assessment 3: Clinical Practice Portfolio (Part 3) is a combination of professional documents evidencing the trainee's clinical practice and competencies which meet the following portfolio outcomes. This assessment element must achieve a pass. (see above*)

PO 7. Demonstrates the ability to engage with people from diverse demographic, social and cultural backgrounds in assessment and low-intensity interventions. This could include adaptations to practice working with older adults, using interpretation services/self-help materials for people whose first language is not English, and/or adapting self-help materials for people with learning or literacy difficulties.

PO 8. Demonstrates the ability to effectively manage a caseload including referral to step up, employment and signposted services.

PO 9. Demonstrates the ability to use supervision to the benefit of effective (a) case management and (b) clinical skills development. This should include: a) a report on a case management supervision session demonstrating ability to review caseload, bring patients at agreed pre-determined thresholds and provide comprehensive and succinct case material; b) a report on use of clinical skills supervision including details of clinical skills questions brought, learning and implementation.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Clinical Assessment	Presentation (Must Pass at 50%)	50%
Summative	Coursework - Written	Reflective Commentary (Must Pass at 40%)	50%
Summative	Coursework - Portfolio/e-portfolio	Clinical Practice Portfolio (Part 2) Must Pass	0%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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