

VALUES, DIVERSITY AND CONTEXT - 2024/5

Module code: PSY3113

Module Overview

This module is designed to support trainees' engagement with values, diversity and context. Its overarching aim is to enable trainees to develop themselves as resourceful, reflective practitioners who exhibit sophisticated levels of meta competence in their work with individual differences. The module also emphasises ethical practice and trainees' ability to work within the limits of their competence. This module should further support trainees to assess and treat individuals from diverse backgrounds therefore building on the learning from the previous modules (PSY3110 and PSY3111).

Module provider

Psychology

Module Leader

FISHER-SMITH Emily (Psychology)

Number of Credits: 15

ECTS Credits: 7.5

Framework: FHEQ Level 6

Module cap (Maximum number of students): N/A

Overall student workload

Independent Learning Hours: 50

Lecture Hours: 25

Tutorial Hours: 1

Practical/Performance Hours: 32.5

Guided Learning: 37.5

Captured Content: 4

Module Availability

Crosses academic years

Prerequisites / Co-requisites

None

Module content

Indicative content includes:

- Reflective practice
- Power
- Social inclusion
- Intersectionality
- Anti-discriminatory practice
- Supervision
- Professional ethics

Assessment pattern

Assessment type	Unit of assessment	Weighting
Coursework	Critical Case Report	100
Oral exam or presentation	Clinical Viva	Pass/Fail

Alternative Assessment

N/A

Assessment Strategy

The programme's assessments are intended to be authentic. This means that they are designed to assess (and also support the development) of the skills and knowledge that PWP's require in real clinical practice. They should therefore enhance trainees' employability. Both summative assessments demand trainees demonstrate strong reflective capacity in relation to the equality, diversity, and social inclusion agenda. They should therefore enable trainees to develop their global and cultural competencies. The use of formative feedback also aims to develop trainees' resourcefulness and resilience. It does this by requiring trainees take responsibility for engaging constructively with feedback and using this to strengthen their subsequent practice.

Summative assessment

The summative assessment for this module consists of:

- Coursework, 100%, critical case report in which trainees reflect on how supervision supported their anti-discriminatory and social inclusive practice (learning outcomes 1-13).
- Oral type examination or presentation, pass-fail, a clinical viva in which trainees discuss how their treatment planning sensitively took account of diversity (learning outcomes 1-4, 8-9,12-14).

Both assessments must be passed within 2 attempts to pass the module. The graded assessment (the case report) is marked at FHEQ level 6 and has a pass mark of 40%. The viva is a pass-fail assessment.

Formative assessment

Trainees undertake a formative viva. There is no formative assessment of the case report. This is because trainees are expected to use their feedback from their module PSY3110 essay to inform this.

Feedback

Trainees are provided with written and verbal feedback on their formative viva. They are given written feedback on their summative viva and case report. Feedback from the viva and case-report should be used by trainees to support their PSY3112 reflective account and portfolio.

Module aims

- To develop trainee PWP's understandings of the concepts of diversity, inclusion and multi-culturalism. Diversity in this context is taken to represent the range of cultural norms including personal, family, social and spiritual values held by the diverse communities served by the service within which the worker is operating.
- To develop trainees' capacity to critically reflect on issues of, and to practice respectfully and sensitively in relation to individual differences such as those of age, sexuality, disability, gender, spirituality, race and culture.
- To enhance trainees' understanding and awareness of the power issues that tend to be inherent in professional - patient relationships and to develop their ability to effectively empower patients.
- To develop PWP's capacity to recognise the limitations of their competence and role and to be able to use stepping up and signposting to manage this; given the stepped care, high volume caseload that PWP's are expected to work with. This includes an emphasis on trainees' understanding of the importance of social inclusion including return to work and meaningful activity or other occupational activities, as well as clinical improvement.

Learning outcomes

		Attributes Developed
001	Demonstrate knowledge of, and commitment to eliminating discrimination, a recovery orientated values base to mental health care and to equal opportunities for all (including staff and patients) and encourage peoples' active participation in every aspect of care and treatment. This includes reducing patient inequity of access to services and service outcomes of (across all protected characteristics and other characteristics associated with inequity). For example, by making reasonable adjustments and undertaking culturally informed work.	KCPT
002	Demonstrate knowledge and respect for and the value of individual differences in age, sexuality, disability, gender, spirituality, race and culture.	KCPT

		Attributes Developed
003	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 cognitive, physical, or sensory difficulties patients may experience in accessing services.	KCPT
004	Demonstrate awareness and understanding of the power issues in professional/service user relationships.	KCPT
005	Demonstrate an awareness of voluntary, community and statutory organisations in their community that may be helpful to signpost/refer to.	KPT
006	Demonstrate competence in managing a large caseload of people with common mental health problems efficiently and safely.	KPT
007	Demonstrate knowledge of, and competence in using remote and in-person supervision to assist the PWP's delivery of low-intensity psychological treatment and/or medication support programmes for depression or anxiety disorders including managing risk involved in digital contexts and supporting anti-discriminatory practice.	KCPT
008	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.	KCPT
009	Demonstrate an appreciation of the PWP'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 PWP alone.	KPT
010	Demonstrate a clear understanding of what constitutes high-intensity psychological treatment and how this differs from low-intensity work.	KCPT
011	Demonstrates in-depth knowledge of (and competence applying) relevant professional and ethical guidelines (such as the NHS Talking Therapies manual, BPS's ethical framework, the professional and ethical guidelines of UCL's CBT competencies framework, HEE's Health and Care Digital capabilities framework, and Digital Health Skills' digital competency) in PWP work.	KCPT
012	Demonstrates a sophisticated capacity to consider the literature related to PWP work in relation to values, diversity and context. This includes showing an ability to discuss the limitations of research involving minoritised groups e.g. small sample sizes.	KCP
013	Demonstrates a capacity to reflect on the self in relation to others e.g. values, beliefs, reactions, assumptions and to take responsibility for subsequent actions (including tolerating ambiguity in relation to diversity) in PWP work.	KCPT
014	Demonstrates effective communication skills to work with people from diverse backgrounds, including critical use of digital capabilities and ability to work effectively with interpreters, by establishing ways of working together and consideration of the clinical implications of working in this way.	KCPT

Attributes Developed

C - Cognitive/analytical

K - Subject knowledge

T - Transferable skills

P - Professional/Practical skills

Methods of Teaching / Learning

The learning and teaching strategy is designed to:

Equip trainee PWP's with the knowledge, skills and ability to be able to begin to critically reflect on their own practice and to demonstrate their ability to operate in an inclusive way within stepped care services.

The learning and teaching methods include:

- Discussion
- E-learning
- Tutor led lectures
- Modelling
- Supervised role play
- Work based learning
- Clinical and case management supervision
- Simulation
- Independent study (guided reading)
- Directed study (tutor directed assignments)
- Reflective Practice Groups

Indicated Lecture Hours (which may also include seminars, tutorials, workshops and other contact time) are approximate and may include in-class tests where one or more of these are an assessment on the module. In-class tests are scheduled/organised separately to taught content and will be published on to student personal timetables, where they apply to taken modules, as soon as they are finalised by central administration. This will usually be after the initial publication of the teaching timetable for the relevant semester.

Reading list

<https://readinglists.surrey.ac.uk>

Upon accessing the reading list, please search for the module using the module code: **PSY3113**

Other information

In line with the 5 pillars of the University of Surrey's Curriculum Framework, the module aims to support trainees to develop strengths in the following areas.

Resourcefulness and resilience

This module continues to support trainees to strengthen their resilience and resourcefulness using the same methods that were employed in modules PSY3110 and PSY3111. These include trainees' capacity to use feedback to inform their learning and their ability to engage in complex decision making through ongoing assessment and feedback and case-based learning. Additionally, this module aims to broaden the repertoire of skills that trainees use to enhance their resilience. It does this through reflective practice groups which provide peer support and a context for enhancing self-awareness.

Digital capabilities

Following modules PSY3110 and PSY3111, trainees' digital capabilities continue to be advanced in this module. This is achieved through the requirement for trainees to actively engage with learning resources on the University's virtual learning environment and through synchronous online teaching and learning sessions. Trainees' ability to use PowerPoint and to deliver presentations online is assessed in their module viva. Their capacity to use online research databases to identify relevant literature forms a requirement of this module's case report. Trainees are also required to evaluate which assessment and treatment modalities (such as telephone, video conferencing and computerised CBT) are best suited to their patients based on individual differences.

Employability

This module continues to progress the employability skills that trainees started to develop through modules PSY3110 and PSY3111. These include transferable skills such as communication, teamwork and time management. These skills are promoted through group-based learning activities and reflective practice skills. The module also helps trainees to significantly enhance their professional skills through its focus on values, diversity and context. Through interactive lectures and reflective practice groups trainees are supported to practice in accordance with the values and principles espoused in the NHS constitution and the British Psychological Society's ethical framework. Via the same means, trainees are helped to develop their capacity to function as autonomous reflective practitioners who are capable to complex ethical decision making.

Global and cultural

Global and cultural issues are central to this module. Whilst trainees are supported to engage with the equality, diversity and inclusion agenda in modules PSY3110 and PSY3111, this module takes these concerns as its primary focus. The module therefore seeks to deepen trainee's capacity to engage with global and cultural issues in work as Psychological Wellbeing practitioners. It does through reflective practice groups in which trainees must present and reflect on these areas in relation to clinical work that they have undertaken in practice. It is also facilitated through interactive lectures on topics such as power, social inclusion and protected characteristics. Trainees' capacity to effectively engage with these areas is assessed in the modules' assessments.

Sustainability

Following modules PSY3110 and PSY3111, this module continues to help trainees to develop their knowledge and awareness of the relationship between psychological wellbeing and issues of sustainability. It achieves this using lectures, group discussions and case-based learning that provide learning opportunities for trainees in these regards. For example, trainees are encouraged to reflect on how they might address health inequalities in their client work.

Programmes this module appears in

Programme	Semester	Classification	Qualifying conditions
Advanced Practice in Psychological Wellbeing Grad Cert	Cross Year	Core	Each unit of assessment must be passed at 40% to pass the module

Please note that the information detailed within this record is accurate at the time of publishing and may be subject to change. This record contains information for the most up to date version of the programme / module for the 2024/5 academic year.