

## Liverpool John Moores University

Title: VALUES, DIVERSITY AND CONTEXT  
Status: Definitive  
Code: **6202PQHEAL** (124131)  
Version Start Date: 01-08-2021  
  
Owning School/Faculty: Psychology  
Teaching School/Faculty: Psychology

Team	Leader
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**Academic Level:** FHEQ6      **Credit Value:** 20      **Total Delivered Hours:** 91  
**Total Learning Hours:** 200      **Private Study:** 109

### Delivery Options

Course typically offered: S1 & S2 & Summer

Component	Contact Hours
Lecture	45
Practical	30
Workshop	15

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	2500 word written assignment. This component must be passed.	50	
Exam	AS2	Unseen Exam. This component must be passed	50	1

<b>Competency</b>	Practice
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### Aims

*Develop the necessary knowledge, attitude and competencies to function at all time from an inclusive values base which promotes recovery and recognises and respects diversity.*

*To demonstrate an understanding and awareness of power issues in professional / patient relationships and to take steps in clinical practice to reduce any potential for negative impact these might have.*

*To respond respectfully and sensitively to all aspects of diversity, to demonstrate commitment to equal opportunities and encourage people's active participation in every aspect of their care and treatment.*

*Psychological well being Practitioners (PWPs) operate at all times from an inclusive values base which promotes recovery and recognises and respects diversity*

*This module will, therefore, expose PWPs to the concept of diversity, inclusion and multi-culturalism and equip workers with the necessary knowledge, attitudes and competencies to operate in an inclusive values driven service.*

*PWPs are expected to operate in a stepped care, high-volume environment. During training, trainee PWPs should carry a reduced caseload, with the number of cases seen depending on their stage in training, building up to a maximum of 60-80% of a qualified PWP's caseload at the end of training.*

*This module will, therefore, also equip PWPs 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 PWPs decision making abilities and enable them use supervision and to recognise when and where it is appropriate to seek further advice, a step up or a signposted service. Skills teaching will develop PWPs clinical management, liaison and decision making competencies in the delivery of support to patients, particularly where people require intervention*

## **Learning Outcomes**

After completing the module the student should be able to:

- 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
- 2 Demonstrate respect for and the value of individual differences in age, sexuality, disability, gender, spirituality, race and culture.
- 3 Demonstrate knowledge of, and competence in responding to peoples' 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.
- 4 Demonstrate awareness and understanding of the power issues in professional / service user relationships.
- 5 Demonstrate competence in managing a caseload of people with common mental health problems efficiently and safely.
- 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.
- 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.
- 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
- 9 Demonstrate a clear understanding of what constitutes high-intensity psychological treatment and how this differs from low-intensity work.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay	1	2	3	4	5	6	7	8	9
Exam	1	2	3	4	5	6	7	8	9
Practice	1	2	3	4	5	6	7	8	9

## Outline Syllabus

*Working in partnership. Respecting diversity. Practicing ethically. Power. challenging inequalities. Promoting recovery. Values based practice. Physical and sensory difficulties. Service user centred care. Social Inclusion. Translation services.*

*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.*

*Understand, respect and value individual differences in age, sexuality, disability, gender, spirituality, race and culture.*

*Take into account any physical and sensory difficulties people may experience in accessing services and make provision in their work to ameliorate these.*

*Commitment to equal opportunities for all and encourage people's active participation in every aspect of care and treatment.*

*Understanding and awareness of the power issues in professional / patient relationships and the need to take steps in their clinical practice to reduce any potential for negative impact this may have.*

*Manage caseloads, operate safely and to high standards and use supervision to aid their clinical decision-making.*

*Recognise the limitations to their competence and role and direct people to resources appropriate to their needs, including step-up to high-intensity therapy, when beyond their competence and role.*

*Social inclusion – including return to work and meaningful activity or other occupational activities – as well as clinical improvement.*

*Knowledge of a wide range of social and health resources available through*

*statutory and community agencies.*

*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.*

## **Learning Activities**

A range of learning activities will be used for module delivery including lectures, seminars, case discussion groups, experiential learning groups, reflective practice, practice based learning, guided reading, independent study.

## **Notes**

All assessments must be passed independently to achieve the credits for the module. Learning outcomes are assessed in both theory and practice.

Module assessment strategy

1) Skills assessment - standardised role-play scenario(s) where trainees are required to demonstrate skills in undertaking both triage within an IAPT service and problem focused assessments. This may be a single scenario, combining both triage within an IAPT service and problem focused assessments, or two shorter assessment scenarios. This (these) will be video-recorded and assessed by teaching staff using standardised assessment measures. Marked as Pass/Fail (with 50% pass threshold)

2) Academic assignment: trainees should also provide a reflective critical analytical essay on their performance on the skills assessment. Graded (pass mark of 40%)

3) Successful completion of the following practice aspect of the learning outcomes, to be summatively assessed by means of a practice outcomes portfolio (Practice Skills Assessment Document). Marked as Pass/Fail (with 50% pass threshold):

- Demonstrates competency in undertaking and recording a range of assessment formats. This should include both triage within an IAPT service and problem focused assessments.
- Demonstrates experience and competence in the assessment of presenting problems across a range of problem descriptor including depression and two or more anxiety disorders.
- Demonstrates the common factor competencies necessary to engage patients across the range of assessment formats
- Demonstrates experience and competence in the selection and delivery of treatment of a range of presenting problems using evidence based low intensity interventions across a range of problem descriptor including depression and two or more anxiety disorders
- Demonstrates the ability to use common factor competencies to manage emotional distress and maintain therapeutic alliances to support patients using low-intensity interventions
- Demonstrates high quality case recording and systematic evaluation of the process and outcomes of mental health interventions, adapting care on the basis of these evaluations

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

The training programme requires trainees to learn from observation and skills practice under supervision while working in fully functioning IAPT services, as well as through the theoretical teaching, skills practice and practice-based learning directed by the Higher Education Institute. Trainees should complete a minimum of 80 clinical contact hours with patients (face-to-face or on the telephone) within an IAPT service as a requirement of their training and should undertake a minimum of 40 hours of supervision of which at least 20 hours should be case management supervision and at least 20 hours should be clinical skills supervision. These 80 clinical contact hours and 40 supervision hours are in addition to the 15-20 practice-based learning days directed by education providers.

These requirements will be identified in the Practice Placement Skills document (PSAD)