

Liverpool John Moores University

Title: VALUES, DIVERSITY AND CONTEXT
Status: Definitive
Code: **6212PQHEAL** (129223)
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
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Academic Level: FHEQ6 **Credit Value:** 20 **Total Delivered Hours:** 90
Total Learning Hours: 200 **Private Study:** 110

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.	75	
Presentation	AS2	Presentation. This component must be passed.	25	

Competency	Practice
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Aims

The module aims to enable students to:

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

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.

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.

This module will expose trainee PWP's to the concepts of diversity and inclusion and equip them with the necessary knowledge, attitudes and competencies to operate in an inclusive values driven service. PWP's are expected to operate in a stepped care, high-volume environment. During training, PWP's 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 PWP's 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 PWP's 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 PWP's clinical management, liaison and decision making competencies in the delivery of support to patients, particularly where people require intervention or advice outside the core low-intensity evidence-based interventions taught in module 2.

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
Presentation	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

The assessment for the modules is as follows:

- 1) Summative assessment of a recorded intervention session with a patient (none mark bearing)
- 2) Presentation (25% mark bearing)
- 3) Essay (75% mark bearing)
- 4) Portfolio /PSAD (none mark bearing)

None mark bearing elements are Pass/Fail Practice Competency. The pass threshold for competency assessments is 50%!. All assessments must be passed independently.

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)