



UNIVERSITY OF SUSSEX SCHOOL OF PSYCHOLOGY

991C8

Recovery, Collaboration and Partnership in Clinical Practice

15 Credits

Spring Term 2016

Module Convenor: Mark Radcliffe

NOTE: Most of the questions you need answers to about this module are in this document. Please read it fully and carefully before your first seminar.

NOTE: This document concerns the structure and content of the module. If you have questions about procedures, please consult the School of Psychology Administration Office in Pev1 2A13 or via psychology@sussex.ac.uk

MODULE INFORMATION & REQUIREMENTS

Module Structure, Aims and Objectives

The module will consist of lectures and seminars/workshops across 6 full days

By the end of the module students will have gained knowledge and skills in the guiding principles of Recovery and be prepared to apply those principles in a clinical setting.

They will also have an understanding of and commitment to working collaboratively and in partnership with service users as well as an understanding of the context of care delivery including Payment By Results.

Students will also be introduced to interventions including WRAP, and Behavioural Activation.

Module Learning Outcomes.

By the end of the module, a successful student will be able to:

Demonstrate a systematic understanding and critical awareness of knowledge of, concepts underpinning the application of the principles of Recovery in clinical practice.

Demonstrate a systematic understanding and critical awareness of knowledge and concepts underpinning the benefits, barriers and purpose of working in partnership.

Demonstrate a systematic understanding and critical awareness of knowledge and concepts underpinning psycho education in practice

Demonstrate a comprehensive understanding of the skills and techniques needed to assess effectively

Pre-Requisites

Successful completion of Module 1 and 2

Module Contact Information

Convenor:	Dr Mark Radcliffe
Location:	JMS 5D19
Telephone:	01273 876679
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Teaching and Learning

The syllabus details for the module are available via links on the Psychology teaching web pages and via Sussex Direct.

Teaching Days

There will be 6 days of teaching; one day a week (Thursday). Each workshop will have both a taught element and a skills based element and will include: tutor led lectures, and workshops, clinical based learning, role play and feedback and private study.

To avoid disruption to the majority, please try to arrive at least 5 minutes before the start time of the lecture (see lecture attendance etiquette in the course handbook).

Teaching

Teaching will be through lecture and discussion. In the same spirit of the preceding modules, there is a lot of information to share and a rich discussion to be had. However it is worth noting that a key element of any effective intervention is born of the presence of the practitioner. How open, enquiring, engaged are we? What is the nature of our attention? What does the patient see when she looks at you? And so from the very beginning of the course and the module the classroom is a place to both reflect on how we construct our therapeutic presence and how we might maintain it. In short, we try to model good practice in the way we present, review and exchange knowledge.

We will be using Action Learning as an additional way method of teaching in this module. An Action Learning Group is a facilitated group discussion that reflects on and reviews clinical practice experiences in a way that engenders shared learning.

It is, by its nature a boundaried, focused and sometimes intensive learning opportunity that offers the chance to both reflect in depth and practice and develop group working and facilitation.

You should note that all the study skills advice in existence suggests that straightforward 'absorption' of material (i.e., reading, listening, rote-learning and memorising) should take up about 20% of learning time. The other 80% should come from 'interrogating' that information (e.g., looking for links, attempting to summarise and synthesise, looking for strengths and weaknesses and possible improvements, applying to different areas, etc.).

Clinical based learning and role play There will be some gentle role play. Certainly as we begin to think about good assessment and how we perform it it is helpful to practice in a safe place. We will work together across this module and as such a clear and respectful attitude to each other will be both helpful and again, good practice.

It is important that learning opportunities are maximised wherever possible during the module. Therefore we would like you to consider abiding by the following guidance: Arrive in good time for the start of the lecture. If you are unavoidably late please enter the room with minimum disturbance and do not interrupt the lecturer.

- Please arrive on time for teaching
- Mobile phones should be OFF (or at least on silent if you need to be contacted).
- Please do not engage in private conversations while the tutor or your fellow students are talking.
- Please be respectful and considerate in the way in which you address the tutor and fellow students
- Do not pack-up and/or leave before the lecture AND questions are finished.
- Respect rights of confidentiality at all times

All of the above are very distracting for the lecturer and your fellow students and will affect the teaching experience.

Independent study. This might involve extra reading or skills practice with colleagues. Not everything you will need or want to know will be covered in the lectures, seminars or essential readings, you need to become familiar with the material you are guided towards and it will be important to take the opportunity to continue to practice newly learnt clinical skills outside of the classroom setting.

Office Hours Your module convenor will be available to discuss or ask about anything module-related on a negotiated basis. Please contact Module convenor to arrange to meet..

Study Direct You are encouraged to access module materials and use the module forum in Study Direct. This is the best way to share ideas amongst your fellow students and ask questions about the module. Module convenors and tutors would prefer to receive queries via the Study Direct module forum than by email.

Books and Reading

Below is some suggested reading. It is recommended that you obtain access to copies in preparation for the module.

Toseland, R. Rivas, R. (2013) An Introduction to Group Work Practice. Pearson. UK

Johnstone, L and Dallos, R (eds) (2006) Formulation in Psychology and Psychotherapy: Making Sense of People's Problems. Routledge. UK.

Norman, I. Ryrie, I (2004). The Art and Science of Mental Health Nursing. Open University Press. UK.

Pilgrim, D. McCranie, A. (2013) Recovery and Mental Health: A Critical Sociological Account. Palgrave Macmillan. UK.

Barker, P. (2010) Mental Health Ethics. Routledge. UK

A key and characterising element of this course is the fact that Recovery is at the heart of it. It is worth stressing that Recovery is an approach; a commitment to collaboration and progressive partnerships in care and it is worth noting that as we revisit concepts and approaches Recovery impacts on both the ideas we use to guide our practice and our clinical development.

You will need to go beyond these texts in preparing for seminars and essays. Use it as a starting point to orient yourself to particular fields of interest, and then pursue other material that appears to you to be relevant. There are also extensive web-based materials associated with this text. Details on how to access these will be given at the induction meeting.

Assessment

In line with University regulations, every effort will be made to ensure that one marked copy of each essay is returned with feedback within 15 working days of the relevant submission deadline. You will be informed by the School Office when work is ready to collect.

Students will get feedback in hardcopy and electronically via Sussex Direct
<https://direct.sussex.ac.uk>

Submission deadlines and late penalties

Two copies of your written assignment must be submitted to the Psychology School Office, Pevensey 1 2A13 by the deadline. Students must ensure they have completed the relevant coversheet with their candidate number, the module code, module title and assessment mode details. Coversheets are available from the school office.

Assessment deadlines can be found on Sussex Direct: <https://direct.sussex.ac.uk>

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria
- Avoiding Plagiarism and Collusion

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

Recordings

Any recordings due for submission will need to be handed to the module tutor directly. They will be submitted via encrypted data stick, secure email or on CD in line with the relevant audio and visual recording procedural guidance for each trust and will be stored in accordance with the relevant audio and visual recording procedural guidance for each trust. Details of policies and

procedures for submission will be clarified at the start of term and information given on Sussex direct.

Attendance, Absence and Engagement

You are expected to be 'in attendance' at the University for the full duration of the published term dates for your course of study. That means you should be regularly attending lectures, seminars, labs etc. and committing time to your studies to be in a position to comply with academic and administrative expectations.

Student Evaluation

The module convenor will create opportunities for you to provide feedback (online, on paper, and/or in person) on your experience of the module during the term. In addition, you will be asked to complete an online course evaluation questionnaire at the end of every term, and this will provide an opportunity for you to comment on each module as well as the course overall.

Teaching Day Topics (NB. Order may be subject to change)

Day 1
Recovery, Philosophy and Practice (ALG)
Day 2
WRAP (Wellness, Recovery Action Planning). Collaboration and challenges to best practice (ALG)
Day 3
Psychoeducation, Problem Solving, working with anxiety, Inclusion in practice (ALG)
Day 4
Psychoeducation (contd) Sleep hygiene, working with relapse and self-monitoring, working in groups (ALG)
Day 5
Assessment Revisited, Formal and informal. (ALG)
Day 6
Planning care, teamwork, Payment by Results (ALG)