

**Purpose of the Pack**

We would like to start with a big ‘thank you’ to those people who contributed to teaching last year and in previous years. We really appreciate the time and work you put into organising workshops and lecturing. We are also grateful for people continuing to contribute to the course, particularly as we have seen a large amount of physical and organisational change in the University. To those of you who are teaching on the course for the first time this year, we would like to welcome you and thank you for agreeing to give some of your time to be involved in teaching. Course staff and our trainees really do appreciate your continued support and value the part you all play in trainee learning and development.

So, a warm thank you for agreeing to be a workshop organiser. In order to assist you in this process we have compiled a comprehensive pack about organising workshops on the Hull clinical psychology programme which includes information and guidance on a range of matters. We are aware that there is a lot of information and we do not want to put you off! Rather we hope that by providing this information we will make the task of workshop organising and teaching much easier and more straightforward.

Teaching will occur in buildings across the university site this year.

We still use electronic reading lists, which are accessible University wide to provide trainees with easy access to all important learning resources - books, journals articles, websites and more - at the click of a button! In order for those lists to be up to date, we request that if you make changes to your reference list, you please let us know so we can update the list accordingly.

We also still run a peer observation process for external workshop organisers after a pilot in the past few years. This is routinely in place for course staff and is a great way to reflect on teaching as part of our CPD. Do let us know if you want to be involved in this.

If you have any queries about your workshops or the academic programme in general, please contact a member of the Academic Team:

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We now have an academic inbox so that you can contact us regardless of the days we are working, and you will receive a reply from the colleague who is able to deal with the request in a timely manner. We are happy for you to reply to us personally as well as to the academic team inbox, to ensure we all know relevant information. We hope this new email system will be helpful.

Thanks again for your continued support and involvement with the course.

Annette Schlösser

Academic Co-ordinator

On behalf of the academic team

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*Payment*

If you wish to discuss payment for teaching, please contact Nick Hutchinson, Programme Director on 01482 464804 or by email [N.Hutchinson@hull.ac.uk](mailto:N.Hutchinson@hull.ac.uk)

*Practicalities*

**Teaching rooms:** Our teaching rooms are based across the University campus. We recommend that presenters make their way to the Allam Medical Building and ask to speak with Beverley Leak (Programme Manager) to check in prior to teaching. Trainee year group reps will await you to guide you to your teaching room.

**Car parking:** There are a number of pay and display car parks across the campus.Please contact Beverley Leak if you require further information about the location of parking spaces or see the campus map.

**Audio-visual aids:** All teaching rooms have PowerPoint, DVD players and internet access. Please also let us know if you have any other requirements.

**Photocopying: Please bring your own hard copy of your teaching slides with you on the day, as well as an electronic copy on a memory stick.** If you require photocopies for teaching, please can you bring your own copies? In an emergency, we will do our best to help you with photocopies. The university is keen for trainees to access handouts electronically and encourages students to print out what they need before a lecture. Any electronic documents can be put on CANVAS (our VLE – virtual learning environment) for trainees to access. **Please send electronic teaching slides or other materials to Beverley by email a few days before you teach so that we can populate the VLE.**

**Letting us know who is teaching on the workshop:** if other colleagues are teaching instead of or alongside you then we would appreciate it if you could provide us with advanced information on who is teaching. Please could you complete the advanced information form (appendix IV) and return to Beverley Leak at least 2 weeks before your workshop is due to take place. A sample completed form is included to give you an idea of the information we need.

If you have any queries relating to the *practicalities* of your workshop (e.g. directions, audio-visual aids, parking, rescheduling), please contact Beverley Leak on b.j.leak@hull.ac.uk.

*Supporting Trainees with Disabilities*

As part of its disability policy, the university offers some general recommendations on how best to support students with disabilities. These are as follows:

* Prioritise essential texts and journal articles in reading lists;
* Provide trainees with handouts at the start of each workshop for reference;
* Recording lectures: trainees might approach you to ask whether, if appropriate, they can record the workshop to supplement their written notes;
* Use of scribes: there may be a scribe present in workshop sessions if required to support trainees. They will sit separately from trainees to distinguish their role and are bound by a code of confidentiality.
* Handouts on non-white paper
* Be mindful of print size on handouts and PowerPoint slides.

If you have any queries about supporting trainees with disabilities, then further information is available from the University student wellbeing service on the University website.

*Managing Emotional Responses in Teaching*

Teaching involves the presentation of material that trainees may find distressing and often encourages trainees to reflect on personal experiences that may have an emotional impact on them. The content and issues raised in teaching may also come at a time when trainees may be struggling with personal issues that trigger an emotional response unexpectedly. The academic team have produced guidelines for trainees and workshop organisers on managing emotional responses to teaching. These guidelines can be found in appendix VII.

*CANVAS*

As you may know, we are keen to increase the provision of information for trainees that is available on a university virtual learning environment (VLE) called CANVAS. It is already possible to post handouts and copies of relevant articles (in electronic format), web links or video material. We would very much like to get ALL handouts and learning outcomes posted this year, as it provides an important resource for trainees themselves, but also for the course in terms of enabling us to ensure that all key areas are being covered in teaching. We would therefore ask that you please save a copy of your lecture handout onto the memory stick provided when you come to teach the trainees. Please e-mail any other information or materials that you would like posted on the VLE to Beverley Leak.

We are continuing to focus on improving trainees’ theory/practice linking and are therefore asking workshop organisers to ensure that they provide up to date references to support their teaching and identify theory-practice links in the workshops.

*A Reminder about Learning Outcomes*

The academic team put together a pack that contains the aims and learning outcomes for each workshop across the three years of the course. The learning outcomes from last year’s workshop have been transferred into this document.

**If the aims and learning outcomes of your workshop have changed from last year then please let Beverley Leak know as soon as possible by completing and returning the workshop details form (see appendix IX). If you are running a workshop for the first time this year, or are running a new workshop, then please complete the workshop details form and email it to Beverley as soon as possible in advance of your teaching. For new lecturers, the academic team are always happy to help to articulate learning outcomes if that is helpful. Just contact one of us.**

*Reading lists*

The University is continuing with an electronic reading list system. This provides trainees with easy access to a wide range of essential and recommended resources such as e-books, print books, journal articles, websites and YouTube videos through the library at a click of a button! All the books and other resources you made reference to last year in your PowerPoint slides or in Word documents have been added to the reading lists, so trainees will have access to all the resources from the majority of workshops from the start of the academic year.

The academic team can update reading lists at any point during the academic year, so we would really appreciate it if you could **please let Beverley Leak or a member of the academic team know if any recommended new books, journal articles or other resources are published so we can add them to the reading lists.**

Trainees have fed back to us in various committees and year group tutor meetings that they would like to see models used on slides referenced for revision purposes. They also appreciate full bibliographies and up to date sources. Thank you if you already provide such information, but if you do not, perhaps this can serve as a reminder of their usefulness.

*Involvement of Service Users and Carers in Teaching*

As you may be aware, the course has a service user and carer committee called HOLD, which stands for **H**elping **O**thers **L**earn and **D**evelop (the HOLD group). Its remit is to ensure that the expertise of service users (or Experts by Experience) and carers form an integral part of the Hull clinical psychology programme and for service users, trainees and staff to work together to facilitate the learning and development of trainees. One key responsibility of the HOLD group is to offer advice and make recommendations for meaningful service user and carer involvement and representation across all aspects of the Hull clinical psychology programme, including learning and teaching. Service users or Experts by Experience are already involved in teaching on the course and trainees always report how beneficial this is to their learning and development. There is also a HOLD member on our Learning and Teaching committee to ensure service user issues are at the forefront of planning and evaluation of teaching.

Please keep us updated about service user and carer involvement in your workshops by completing the enclosed service user involvement in teaching form (appendix V) and returning it to Beverley Leak.

There is also a form for service users or Experts by Experience and carers to complete, after they have been involved in teaching, to give feedback on how the teaching went (see appendix VI).

We welcome your feedback on service user and carer involvement in teaching and if you have any ideas about how this could be improved, or have any queries about this then please get in touch with a member of the academic team.

*Teaching Quality Assurance (TQA)*

The academic component of the course has a strategy in place for assuring and enhancing the quality of teaching on the course. It is University policy that all courses should be subject to TQA procedures and such procedures are an integral part of the doctorate programme. TQA procedures also help to ensure the academic component of the course continues to support the research and clinical practice elements of the course and meets the high standards for doctoral programmes in clinical psychology as outlined by the Health and Care Professions Council (HCPC) standards of proficiency for practitioner psychologists (HCPC 2015) and the British Psychological Society (BPS 2014) standards for doctoral programmes in clinical psychology.

TQA on the course has a number of elements, including:

1. Mechanisms for **gaining** **feedback** from trainees, lecturers and other stakeholders on the overall quality of teaching and areas for further development;
2. Processes to ensure the academic team, and lecturers, have opportunity to systematically **review and** analyse feedback and **reflect on feedback** in order to identify outstanding positives, areas for improvement and priorities for action.
3. Methods of **reporting back** to trainees, lecturers and other stakeholders to inform them about developments in the academic curriculum and how the academic team has acted on feedback to enhance teaching quality.
4. The provision of **CPD opportunities** for lecturers (internal and external) to encourage reflection on teaching and support the enhancement of their teaching skills.

Trainees complete TQA questionnaires after each workshop to gain their feedback on the quality of teaching received. This consists of an eight item electronic Bristol Online Survey questionnaire (the TQA form) that gathers a range of information related to teaching sessions. For example, clarity of learning outcomes, the extent to which the workshop met its stated objectives, the extent to which the workshop provided information relating to a range of clients, outstanding positives and suggestions for improvement. The trainees have 2 weeks after each workshop to complete the TQA form and you will then receive a copy of the feedback as soon as possible after this. After you have had chance to consider the feedback we would appreciate it if you could complete the workshop organiser feedback form (appendix VIII) and return it via email to Beverley Leak or the Academic Team inbox. We would also appreciate your general comments on the academic component of the course and how we could better support and prepare you for teaching on the programme. You can add your general comments to the feedback form. Of course, if you would prefer you can always contact Beverley Leak or another member of the academic team to discuss any queries or pass on thoughts and comments.

As an academic team we are committed to providing you with any support we can to help you develop your teaching skills.

The University has a code of practice called *Peer Support for the Enhancement of Learning and Teaching (PSELT).* The PSELT process involves peer observation of teaching as a way of supporting lecturers reflect upon and develop their teaching skills as part of their CPD, and to enhance the student learning experience. In previous years this peer support process has only be open to internal course staff members; however, in the past few years this CPD opportunity was opened up to external lectures as well. A member of the academic team will make contact with lecturers to invite them to participate in the scheme; of course, if you would like to participate in the PSELT process then please get in touch with Beverley Leak or another member of the academic team.

Further information about the PSELT process can be found in appendices X and XI.

**Appendix I: Curriculum bundles**

There are 7 bundles which structure academic input on the Hull Course. These map onto HCPC and BPS core competencies. The bundles are listed below:

**Therapeutic Relationships & Self Awareness**

This bundle focuses on the nature of a therapeutic relationship, its importance in therapeutic work and the skills and confidence required to manage such a relationship. The importance of self awareness both in therapeutic relationships and in self care is explored.

**Clinical Skills**

The overall aim of this bundle is to foster the development of transferable clinical skills to enable trainees to work with clients across the lifespan, with a range of intellectual functioning (+/or other needs necessitating the adaptation of communication) and across a range of NHS settings. This will include skills in 1-1, couple/family, Multi-Disciplinary Team (MDT) and organisational work and a working knowledge of more than one therapeutic approach.

**Practice Based Knowledge & Applications**

The focus of this bundle is to provide working knowledge and evidence and the skills to obtain/ update knowledge and evidence to underpin and inform all areas of clinical practice. This will include an overview of different therapy approaches, clinical populations, service settings and types of difficulties.

**Ethical Practice, Values & Professional Issues**

This bundle explores the importance and role of ethical standards and values in clinical work. It also focuses on professional issues.

**Disciplined Enquiry**

The overall aim of this bundle is to provide an appreciation of the fundamental role which research plays across all aspects of clinical psychology. To provide knowledge and to develop skills which will foster ethical research competence.

**NHS Context & Professional Relationships**

To develop an awareness of the NHS (and its wider socio-political context), service organisation and organisational change and the roles of the psychologist within it.

**Integration through Reflection**

This bundle enables trainees to bring together their experience of all elements of the course. It fosters the development of general and transferable skills and the ability to function effectively as a reflective practitioner.

**Appendix II: Guidelines for organising workshops**

In line with the competency based model, all workshop sessions should:

* Be structured around clear learning outcomes that ensure the provision of sufficient working knowledge and clinical skills for clinical settings as well as the development of transferable skills to approach novel situations
* Present generic or ‘core’ information on a topic together with how this can be applied or adapted:
  + Across the lifespan
  + Across the range of intellectual ability
  + Taking difference and diversity in account
* Provide up to date information about relevant government guidelines, policy or initiatives (e.g. NICE guidelines, White papers) and relevant legislation (e.g. Acts of Parliament).
* Provide up to date references and make explicit theory/practice links.
* Wherever possible, include case examples or material to make explicit theory/practice links.
* Encourage trainees to reflect on their existing knowledge, skills and experiences and be as interactive as possible in their format
* Minimise repetition through the workshop organiser being aware of what topics have already been covered in the curriculum

**Workshop Organiser Responsibilities**

Your responsibilities as workshop organiser are to:

1. Devise learning outcomes for your specific workshop.
2. Organise people to teach on the workshop and let us know in advance who will be contributing to the workshop.
3. Complete and return the service user and carer involvement in teaching questionnaire for your workshop(s).
4. Take responsibility for providing teaching on days agreed.
5. Let us know as soon as possible if there are any problems. We have a very tight timetable and reorganising teaching is generally not possible.
6. E-mail us (or if not possible contact us with):
   1. A copy of the workshop programme with details of those who are teaching 2 weeks in advance of the workshop (see advance information from workshop organisers form)
   2. Parking requirements
   3. References, web links etc to put on our virtual learning environment
   4. Audio-visual requirements
7. Provide us with a copy of the PowerPoint slides on the university memory stick provided on the day of the workshop.
8. Be familiar with the ‘Guidelines for managing emotional responses’ and to follow these as needed (see appendix VII).
9. Complete a workshop organiser feedback form after the workshop (see appendix VIII).
10. Provide exam questions relating to your workshop if requested.

**Appendix III: Guidelines for writing learning outcomes**

The business of writing learning outcomes can seem very daunting and often people put it off rather than risk not doing it “right”. From the course’s point of view what really matters is that we have learning outcomes, we do not require perfect ones and we don’t mind if they do not quite fit the format. What we do absolutely require is some outline of what trainees will have gained/learnt/ experienced by the end of the workshop. There are three key reasons why we need them:

1. So we on the course have a clear record of the key elements which have been covered in teaching.
2. So trainees have an overview of what will be covered in the year to come.
3. So workshop organisers can have more detailed information than a timetable can give about what other workshops are covering. This helps workshop organisers to avoid repetition, to provide complementarity in teaching and to understand the context within which they are teaching. They can also inform workshop organisers about which other organisers it might be useful to contact

We’ve provided the guidelines below to help you, please use them but don’t get bogged down and let us know if we can help.

**Learning outcomes** specify what trainees (students) will know/ be able to demonstrate at the end of a learning experience such as a workshop. Outcomes can be knowledge, skills or attitudes/values. Knowing what you hope to achieve in a session is useful for both you and trainees. It can:

* Form a guideline for the content of sessions (as well as linking into assessment procedures at the university)
* Identify specifically what should be learned and hence what should be taught
* Convey to learners what is to be accomplished.

Learning outcomes differ from both aims and learning objectives. **Aims** give a broad overview or statement of intent regarding the overall purpose and desired outcomes of a learning experience. **Learning objectives** are more detailed statements describing the means (activities and content) by which aims will be met.

A good learning outcome says something about:

* What the trainee will be able to do/demonstrate that is observable/ measurable.
* The conditions under which they should be able to do it (could be an exam or something to demonstrate in a discussion or on placement).
* How well they should be able to do something (perhaps in relation to a standard e.g. “that of a publishable paper” or “in a way that would be useful for X audience”).

***Writing learning outcomes:***

The key component of learning outcomes is that they should relate to something that is observable +/or measurable on the part of the learner. In order to achieve this learning outcome should begin with a **verb**. Some possibilities (divided into cognitive, interpersonal and affective (attitudinal) domains are listed below with some examples. In general, it is good to avoid terms like “become aware of”, “appreciate”, “learn”, “understand” in relation to cognitive/knowledge outcomes as these are vague terms and not related to an observable change on the part of the learner. The only exception to this is if you are using such terms to refer to a stage of attitudinal change. 1 to 4 learning outcomes per workshop is about right, but this will depend on the overall length of your workshop and the content of sessions within it.

|  |  |  |
| --- | --- | --- |
| **Lower cognitive changes: Knowledge and comprehension** | **Higher cognitive changes: Application, Analysis, Synthesis, Evaluation** | **Interpersonal skills** |
| Define  List  Recognise  Describe  Draw  Label  Recall  State  Discuss  Summarise  Explain  Translate  Identify  Find  Perform | Assess  Demonstrate Distinguish, discriminate, differentiate, compare  Implement  Interpret  Utilise  Choose  Illustrate  Classify  Generate, create, construct, design, develop, compile, integrate, relate  Plan  Appraise, criticise, argue, evaluate, judge, critique, analyse | Communicate Listen  Work as part of a team |

# **Affective (attitudinal) skills**

# Stages include: Becoming aware of something, showing an active interest in something, committing oneself to taking up an attitudinal position, making decisions from several alternatives, integrating beliefs, ideas and attitudes into an all encompassing philosophy

Some examples of learning outcomes:

At the end of the workshop, trainees will be able to:

* Select from, and use the information provided to plan an appropriate intervention for the case study provided (or in a novel clinical setting etc)
* Apply new knowledge to previous experience through reflection as demonstrated by completion of the exercise/ small group discussion etc
* Provide resources on, and encourage familiarity with the models presented through discussion and feedback on case material
* Be able to identify and list (or describe) the main factors to take into account when ……
* Practice using this skill through role play and be able to reflect on this experience in the larger group
* Develop a model of X, demonstrating ability to select from a number of possible variables and apply it to Y population

An example of a completed form is given overleaf. 

Workshop Title: Working with Jealousy (1 day) Year: 6

Workshop organiser: Fred Bloggs

Learning Outcomes:

At the end of the workshop trainees should be able to:

* recognise definitions of jealousy and differentiate this emotion from envy
* reflect on their own experience of these emotions in a self-reflection exercise and to identify any clinical situations where it has been an issue
* identify similarities and differences in models of jealousy drawing from CBT and psychodynamic frameworks through small and large group discussions
* be able to apply principles from CBT to generate a written formulation of jealousy from a provided case example.
* communicate this formulation to a client in an appropriate manner in a role play exercise and to reflect on this experience

Teaching methods:

PowerPoint

Provision of references

Small and large group discussion/ exercises

Self-reflection

Role play

Key references:

**Evans (1998) etc**

[**www.jealousy**](http://www.jealousy)**.... Etc as a good web resource for couples**

**NICE guidance**

**Appendix IV: Advance information from workshop organisers**

*Please send to Beverley Leak* at least ***2 weeks*** *prior to the workshop date*

[B.J.Leak@hull.ac.uk; Clinical Psychology Programme, Faculty of Health Sciences, Allam Building, University of Hull, Hull, HU6 7RX]

**Workshop title:**

**Who will be providing teaching in your workshop?**

# **Please complete for all those involved in your workshop**

Date Time Lecturer Topic Contact details

**On the day:**

Please remind all contributors to provide Beverley with a copy of workshop learning outcomes and any handouts and reference lists. Please save a copy of any PowerPoint presentations on the memory stick provided in the lecture room.

Thank you for your help

## ***Academic Team***

**Advance information from workshop organisers: *Example***

*Please send to Beverley at least* ***2 weeks*** *prior to the workshop date*

[B.J.Leak@hull.ac.uk; Clinical Psychology Programme, Faculty of Health Sciences, Allam Building, University of Hull, Hull, HU6 7RX]

**Workshop title:** Working with jealousy

**Who will be providing teaching in your workshop?**

# **Please complete for all those involved in your workshop**

Date Time Lecturer Topic Contact details

12/10 9.30-12.30 Fred Bloggs CBT model of jealousy via Clifton

12/10 1.30-4.30 Jo Jones Psychodynamic perspective 07845 23200

17/10 9.30-4.30 Frances Smith Working with couples where Daisy organisation

jealousy is an issue 01482 47682

**On the day:**

Please remind all contributors to provide Beverley with a copy of workshop learning outcomes and any handouts and reference lists. Please save a copy of any PowerPoint presentations on the memory stick provided in the lecture room.

Thank you for your help

## ***Academic Team***

**Appendix V: Service User and Carer involvement in Teaching form**

We would like to gather information on the extent to which service users and carers are involved in teaching on the University of Hull clinical psychology training course. To help with this, we would very much appreciate it if you could complete the following form about your workshop.

**Workshop organiser: Lecturer:**

**Title of workshop:**

1. To what extent were you able to involve service users or carers in the planning of your workshop?
2. To what extent were you able to involve service users or carers directly in teaching as part of your workshop?
3. Do you have any thoughts on how the course could improve involvement of service users and carers in teaching?

Thank you. Please return your completed questionnaires via email to Beverley Leak [B.J.Leak@hull.ac.uk](mailto:B.J.Leak@hull.ac.uk)

or the Academic Team Joint Email [ClinPsyDAcademicTeam@hull.ac.uk](mailto:ClinPsyDAcademicTeam@hull.ac.uk)

**Appendix VI: Service user and carer feedback on teaching form**

*Workshop title:*

*Name:*

**How happy were you about your contribution to the training session?**

**What were the positives?**

**What could have been better?**

**Did you feel valued as an expert by experience in the training session?**

**Can you comment on trainee contributions? Were they engaged and did they ask appropriate questions?**

**Any other feedback/comments:**

Thank you for your thoughts and comments

Please return your completed form via email to Beverley Leak [B.J.Leak@hull.ac.uk](mailto:B.J.Leak@hull.ac.uk) or the Academic Team Email: [ClinPsyDAcademicTeam@hull.ac.uk](mailto:ClinPsyDAcademicTeam@hull.ac.uk)

**Appendix VII: Guidelines for managing emotional responses within teaching sessions**

These guidelines have been drawn up through consultation with the Trainee Support Committee of The Hull University Clinical Psychology training course, training course staff and workshop organisers. They are designed to cover the following instances that may, not infrequently, arise in teaching sessions on the course:

* Teaching involves the presentation of material that trainees may find distressing
* Teaching encourages trainees to reflect on personal experiences that may have an emotional impact on them.
* Trainees attending teaching sessions may also be struggling with personal issues that trigger upset unexpectedly.

It is inevitable that the very nature of clinical psychology training will involve exposure to distressing material and this is recognised as a demand of the job role in being a clinical psychologist:

*“Frequent indirect exposure to highly distressing or highly emotional circumstances”. (Agenda for Change, Job Evaluation handbook 2004)*

Therefore, learning to manage (rather than avoid) these inevitable potential emotional responses and learning effective strategies for self care are an integral part of clinical psychology training courses and competencies in themselves that must be demonstrated by the end of training:

*“Developing strategies to handle the emotional and physical impact of own practice and seeking appropriate support when necessary, with good awareness of boundary issues” [CTCP core competencies p5 2002]*

This is particularly important as self awareness, reflection and skills in relationship based working are increasingly valued in the profession. The course has developed a ‘personal and professional development’ strategy that includes teaching input, together with a range of personal and professional support mechanisms. We have produced these specific guidelines for all teaching sessions with the following aims:

* Wherever possible, to ensure that teaching sessions are experienced by all as safe and containing to provide a good environment for learning
* To enable and support self-monitoring of distress and to ensure the *shared responsibility between trainee and teaching staff* for setting boundaries on personal exposure to this within a teaching session.
* For any emotional distress to be handled in a predictable, sensitive way within teaching sessions
* To ensure that clear boundaries are kept during teaching sessions, avoiding any direct work on individual or group issues without gaining clear consent from the trainee(s).
* To ensure that both trainees and teachers are clear about what actions would be appropriate during and after a session if personal issues have been raised.

These guidelines do not attempt to prevent the provoking of emotional responses for trainees, but aim to ensure that facilitators and trainees work together to ensure that these responses remain as manageable as possible. Guidance from facilitators within sessions may need to be more detailed/ explicit for fourth year trainees, as compared to sixth year trainees who may have developed more experience in managing their emotional responses.

These guidelines have been structured around the three stages of a teaching workshop: preparation, during the workshop and after the teaching session ends.

**Preparation**

* Trainees have a responsibility to decide whether there is any relevant information a workshop organiser/ facilitator needs to know (in private) at the start of a workshop. This could include disclosure of personal circumstances if the trainee anticipates any possible difficulty in managing their responses to a training session. It is also, for example, acceptable for a trainee to opt out of a bereavement workshop if they have recently been bereaved. If trainees are unsure, they are encouraged to discuss this with their personal tutor

* Facilitators are encouraged to reflect on their reasons for including any distressing material in their presentation and be ready to give trainees a clear rationale for its inclusion if it is felt to be appropriate.
* Where facilitators are planning to encourage self-reflection, thought should be given in advance to how an exercise will be set up and what guidance will be given to trainees, including what they could do if they feel upset. Where trainees may have been reflecting on emotional material or conducting role plays, adequate time must be given in the schedule to allow de-briefing and processing of any ‘in-role’ feelings.
* Facilitators may like to consider exploring self-care strategies with trainees as part of their workshop. This may also include offering to speak to trainees outside of the teaching session +/or encouraging them to talk with a member of course staff or use their personal support system.
* Facilitators should be aware that trainees have a right to opt out of any exercise they feel maybe distressing for them at the current time. However, it is important that repeated avoidance of potentially distressing material does not limit trainee’s opportunities for learning how to deal more effectively with this important demand of their role as a clinical psychologist.

**Within teaching sessions**

* Trainees are responsible for monitoring their emotional responses to teaching. They can leave a teaching session if they recognise they are becoming upset in order to limit their exposure to further distress. In general, the facilitator will allow them space at this point, rather than seeking to discuss the cause of any distress with the individual. Trainees are encouraged to return if possible.
* Any discussion with the individual about their distress should be conducted on a one-to-one basis and the trainee is free to give as much or as little detail as they feel comfortable with. It would be appropriate to check with a trainee that they are ok on their return or at the end of the session and to ask if there is anything the facilitator can do.
* Wherever possible, trainees should be informed about the overall nature of any distressing material before its presentation and also given a rationale for its inclusion. Trainees can then be given the opportunity to opt out if they feel unable to participate e.g. due to personal issues.
* Where self reflection is required, trainees should be given guidance on the depth of this that is required for the purpose of the exercise.
* It is not appropriate for teaching sessions to seek to work with internal or external conflicts with trainees unless this experiential component has been planned in advance, consented to by trainees and is guided by a set of agreed and explicit ground rules within the group
* Facilitators should allow sufficient time for trainees to de-brief after self-reflective or role play exercises +/or o reflect on what self care strategies may be helpful.
* Both facilitators and trainees should be mindful that if subsequent discussion periods or breaks are being dominated by reference to previous emotional impact, there may not have been sufficient time to de-brief earlier, so some flexibility is needed in timings. If trainees are aware that this is occurring, they should inform the workshop facilitator.
* Workshop facilitators may in certain circumstances consider providing information to trainees who may have been personally impacted by teaching content e.g.

*“This workshop (on Autistic Spectrum Disorders) may raise personal queries if you have a friend or family member possibly affected. If so, the National Autistic Society (NAS) has internet and telephone helplines for families and for professionals that may prove useful. Details are on the NAS website (www.nas.org.uk)”.*

**Post teaching session**

* The teacher should check that any trainee who has been distressed is ok at the end of the session. They can encourage the trainee to seek support if necessary from personal or professional support networks (i.e. friends, their personal tutor or supervisor)
* Should a teacher have any concerns about the welfare of a trainee or trainee group, they should consider speaking to a member of course staff to pass on these concerns.
* Wherever possible, a member of course staff will be available at the end of teaching sessions for either teaching staff or trainees to approach to discuss any issues.
* Any serious concerns (e.g. fitness to practice) should be put in writing to the Academic Co-ordinator or Course Director.
* Trainees can provide written feedback on a teaching session via the TQA form or through discussion with staff members. Again, any serious concerns about any aspect of teaching should be put into writing.
* If a trainee leaves a session because they are distressed they should inform the Academic Co-ordinator within a week of the session. This can be done in person or via e-mail, whichever the trainee prefers.

Academic Team

Updated July 2017

**Appendix VIII: Workshop organiser feedback form**

*Workshop title:*

*Name:*

**Reflections on the workshop** (thoughts on what went well and what could be improved upon)

**If you provided this workshop last year**, **what** **steps have you taken to ensure that the workshop has been updated** in terms of theoretical, research and evidence based guidance?

Once you have received the TQA form feedback from trainees, please consider the following questions:

**Reflection on trainee feedback** (reflection on TQA comments, yours thoughts and reactions to feedback)

**Things to change if you ran the workshop again next year?**

**Any other general comments or feedback for the academic team**

Thank you for your thoughts and comments

Please return your completed form via email to Beverley Leak B.J.Leak@hull.ac.uk

**Appendix IX: Workshop Details Form**

**Title of Workshop:**

**Name of co-ordinator**:

**Workshop date:**

**Overall aim of workshop:**

**Learning outcomes:**

**PLEASE ADD OR AMEND YOUR LEARNING OUTCOMES IN THE BOXES BELOW**

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |

**Teaching Methods (please tick all that apply):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Role Play/Skills Practice |  |  | Lifespan |  |
| Small Group Exercise |  |  | Ability Range |  |
| Reflect/Discuss |  |  | Difference/Diversity |  |
| Case Example/Demo |  |  | Model |  |

**Model (please tick all that apply):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CBT |  |  | CAT |  |
| Systemic |  |  | Psychodynamic |  |
| Other: |  |  | BT |  |
|  |  |  | IPT |  |
|  |  |  | Play Therapy |  |

**Any key references to add to electronic reading list:**





**Appendix X: Peer Support for the Enhancement of Learning and Teaching (PSELT) Guidelines and Forms**

**Peer Support for the Enhancement of Learning and Teaching (PSELT)**

**Scheme for External Lecturers**

**Background**

University policy and the Health and Care Professions Council (HCPC) standards of education and training require the Clinical psychology programme to have in place robust systems of teaching quality assurance and enhancement. The clinical psychology programme currently has a number of mechanisms in place for monitoring and evaluating the quality and content of the programme. This includes: staff appraisal systems; annual reports to commissioners; feedback from trainees on the quality of teaching received; feedback from external examiners; and feedback from lecturers and supervisors.

In relation to teaching, the University and the HCPC recognise that an important part of quality assurance and enhancement of teaching involves programmes having strategies and processes in place to support all lecturers in their continuing professional development.

The University has introduced a code of practice called *Peer Support for the Enhancement of Learning and Teaching (PSELT).* The PSELT process involves peer observation of teaching as a way of supporting lecturers to reflect upon and develop their teaching skills as part of their CPD, and to enhance the student learning experience.

Given that Clinical Psychologists are required to engage in regular CPD activities and keep an up to date CPD portfolio in order to maintain their registration as a practitioner psychologist, we hope that the scheme will support lecturers in their CPD, and provide a valuable learning opportunity.

This document sets out the principles and process of the PSELT scheme for external lecturers.

**Principles**

The PSELT scheme for external lecturer’s forms part of the clinical psychology programme’s strategy for teaching quality enhancement. The overarching ethos is that of lecturers supporting each other and learning from each other, through peer observation and discussion, to help enhance their teaching practice. The University Code of Practice states:

*“PSELT is a peer based, collaborative, non-judgemental scheme designed to provide opportunities for Participants to enhance the learning experience of their students and to reflect on and develop aspects of their own professional practice. The scheme recognises that all participants, whether observing or being observed, benefit from the process”.*

A copy of the University Code of Practice for Peer Support for the Enhancement of Learning and Teaching can be found at:

www2.hull.ac.uk/administration/cdte/quality\_standards/quality\_handbook/section\_c.aspx

**Process**

The PSELT scheme involves a *3 stage process:*

1. *Pre-observation planning*

Prior to the teaching observation, the lecturer should spend some time thinking about what they would like the observation to focus on and what they would like to take away from the process. For example, some people might value feedback on their teaching style or methods, communication skills, ability to link theory and practice etc. Lecturers might find it helpful to use *Form 1* when preparing for the observation. The lecturer and their peer observer should also make some time prior to the workshop to have a conversation about the observation and how they would like it to run.

1. *Observation*

The lecturer and their peer observer should agree on how long they would like the observation to last; unless otherwise agreed, it is expected that the observation will last for about an hour. The peer observer might find it helpful to use *Form 2* during the observation to note down their thoughts on observations. For example, the peer observer might make notes with regard to areas of strength, ideas for improvement and also what they themselves will take away from the process to help them in their own teaching practice.

1. *Post-Observation Reflection and 4. Discussion*

As soon as possible after the workshop, the lecturer and their peer observer should arrange to have a conversation about how the workshop went and what they have both taken away from the observation process. It is expected that the discussion will take about 15-30 minutes. The lecturer might find it helpful to use *Form 3* to help them reflect on their teaching prior to a conversation with their peer and/or to note down what were the most important points to emerge from the post-observation discussion.

*A note on record forms*

As mentioned above, there are three forms that can be used to support the lecturer and their peer observer during the PSELT process. *Forms 1 and 3 are completed by the lecturer and form 2 is completed by the peer observer.* These forms are there to facilitate the peer observation process and support learning. The lecturer does not have to complete the forms if they do not wish to, and lecturers may also use other means of recording if they would prefer to do so. At the end of the process, the lecturer can keep the completed forms for their CPD portfolio, should they wish. The peer observer does not keep a copy of these forms. The lecturer and peer observer complete *Form 4* which is passed on to Beverley Leak, programme manager, to keep as evidence for the HCPC/BPS that the PSELT process is being undertaken.

*Participation in the scheme*

As mentioned above, it is a University and HCPC requirement that the clinical psychology programme supports all lecturers in their CPD as part of the continual process of assuring and improving teaching quality. As such, the programme will involve external lecturers in the PSELT process on an annual basis.

In terms of participation in the scheme, at the beginning of each academic year, all lecturers receive copies of a workshop organiser pack that includes workshop dates and additional information about the academic programme. Information about the PSELT scheme will be included in this pack. Any lecturer who would like to be involved in the scheme as part of their ongoing CPD activity can contact Beverley Leak, programme manager, on [b.j.leak@hull.ac.uk](mailto:b.j.leak@hull.ac.uk). Also, as the scheme is about learning together, and supporting lecturers with their CPD, the academic team will get in touch with lecturers who regularly provide teaching on the programme to ask if they would like to take part. The academic team welcomes the involvement of recently qualified trainees or those new to teaching, and will encourage their participation in the PSELT scheme as part of their CPD.

*Participation in the scheme*

**Further information**

If you have any questions about the PSELT scheme then please contact either Beverley Leak (programme manager) on [b.j.leak@hull.ac.uk](mailto:b.j.leak@hull.ac.uk), or Annette Schlösser (academic coordinator) on [a.schlosser@hull.ac.uk](mailto:a.schlosser@hull.ac.uk)

**Academic Team**

July 2017

**Appendix XI: PSELT Forms**

This section includes:

* Form 1: Lecturers pre-observation preparation form
* Form 2: Peer observer observation record form
* Form 3: Lecturer post-observation reflection form
* Form 4: Confirmation of process form.

**Clinical Psychology Programme PSELT scheme**

**Form 1: Lecturer’s pre-observation preparation form**

This form is designed to help you think about the workshop you are going to deliver and prepare you to have a conversation with your peer observer about what you would like the observation to focus on and what you would like to get out of it. For example, you might want to focus on teaching methods, delivery style, pacing etc.

|  |  |
| --- | --- |
| **Lecturer:** | **Peer Observer:** |
| **Workshop Title:** | |
| **Date and time of session observed:** | |
| **Trainee Year Group:** | **Number of trainees:** |

|  |
| --- |
| **Notes: I would find it helpful to focus on ...** |
|  |

**Clinical Psychology Programme PSELT scheme**

**Form 2: Peer Observer - Observation record form**

This form is for the **peer observer** to record their thoughts, during the observation, on how the workshop went and also to note down what they have learnt from the observation.

|  |  |
| --- | --- |
| **Lecturer:** | **Observer:** |
| **Workshop Title:** | |
| **Date and time of session observed:** | |
| **Trainee Year Group:** | **Number of trainees:** |

|  |  |
| --- | --- |
|  | **Comments** |
| Things I thought went well... |  |
| My suggestions for improvement would be ... |  |
| Things I will take away from today... |  |
| Any other thoughts ... |  |

**Clinical Psychology Programme PSELT scheme**

**Form 3: Lecturer post-observation reflection form**

This form is designed to help youto reflect upon on your teaching prior to having a discussion with your peer observer.

|  |  |
| --- | --- |
| **Lecturer:** | **Observer:** |
| **Workshop Title:** | |
| **Date and time of session observed:** | |
| **Trainee Year Group:** | **Number of trainees:** |

|  |  |
| --- | --- |
|  | **Comments** |
| Things I thought went well... |  |
| Things I could improve on ... |  |
| Things I will take away from today ... |  |
| Things to change next time ... |  |

**Clinical Psychology Programme PSELT scheme**

**Form 4: Confirmation of process form**

This form is completed to provide a record that the observation has taken place. The form must be passed on to Beverley Leak, programme manager.

|  |  |
| --- | --- |
| **Lecturer:** | **Observer:** |
| **Workshop Title:** | |
| **Date and time of session observed:** | |
| **Trainee Year Group:** | **Number of trainees:** |

We can confirm that the PSELT observation took place:

**Name of Observer:**

**Signature: Date:**

**Name of Lecturer:**

**Signature: Date**