

Module Details	
Module Title	Values, diversity and context (Level 7)
Module Code	PSY7025-B
Academic Year	2021/2
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Practical Classes or Workshops	36
Directed Study	164

Availability	
Occurrence	Location / Period
DLA	University of Bradford / Semester 1

Module Aims
This module is designed to provide information and considers issues of human diversity broadly defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity and ability. Psychological Wellbeing Practitioner programmes operate from an inclusive values base which promotes recovery and recognises and respects diversity. Diversity represents 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. Workers must respect and value individual differences in age, sexuality, disability, gender, spirituality, race and culture. PWPs must also take into account any physical and sensory difficulties people may experience in accessing services and make provision in their work to ameliorate these. They must be able to respond to people's needs sensitively with regard to all aspects of diversity. They must demonstrate a commitment to equal opportunities for all and encourage people's active participation in every aspect of care and treatment. They must also demonstrate an understanding and awareness of the power issues in professional / patient relationships and take steps in their clinical practice to reduce any potential for negative impact this may have. 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.

Outline Syllabus

- * Culturally competent clinicians: advocacy, Counselor identity and self awareness
- * Multicultural working: multicultural consciousness and advocacy, multicultural Guidelines, cultural identity development, culturally informed assessment, culturally appropriate intervention strategies, barriers to multicultural CBT
- * Working with diverse clients: Gender, Gender Identity and sexual Orientation, Race & Racism, Bias, Elderly populations, disabled individuals and disabilities
- * Worldview, religion and spirituality in CBT

Learning, Teaching and Assessment Strategy

Skills based competencies will be learnt through a combination of clinical simulation in small groups working intensively under close supervision with peer and tutor feedback and supervised practice through supervised direct contact with patients in the workplace. Knowledge will be learnt through a combination of lectures, seminars, discussion groups, guided reading and independent study.

Assessment will be by clinical case study, reflection and clinical portfolio.

Assessment 1 is a clinical assessment. Students will submit a video or audio recording of up to 20 minutes of a clinical case in which trainees are required to demonstrate knowledge and skills in working with a person or people with a variety of needs from one or more of a range of diverse groups. The clinical case must represent someone outside of the student's representative group. Action-based learning sessions allow for the discussion of any issues arising, and provides students with the ability to engage the material as well as engage with real case material. (LO 1-9, 40% of the marks).

Assessment 2 is a reflective commentary/essay of 2000 words maximum, in which students are required to demonstrate knowledge and competence in using case management and clinical skills supervision in the case utilized for the clinical assessment submission. (LO 1-9, 30% of the marks).

Assessment 3 is a combination of professional documents forming a practice outcomes portfolio (POP). The portfolio will demonstrate the ability to engage with people from diverse demographic, social and cultural backgrounds. The portfolio should also demonstrate the ability to use supervision to the benefit of effective case management and clinical skills development. (LO 1-9, 30% of the marks).

Mode of Assessment

Type	Method	Description	Weighting
Summative	Clinical Assessment	Recording of clinical case where trainee demonstrates knowledge and skills working with different people (20Mins)	40%
Summative	Coursework	Reflection (2000w) on submitted case demonstrating knowledge& competence in case management, clinical skills supervision	30%
Summative	Coursework	Practice outcome portfolio demonstrating ability to engage people from diverse social, cultural & patient demographics	30%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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