

Doctorate in Clinical Psychology - University of Sheffield

INFORMATION FOR TEACHERS

Structure of the day

The day is structured into four sessions as follows:

Session 1	9.30 – 11.00
Coffee Break	11.00 – 11.30
Session 2	11.30 – 1.00
Lunch Break	1.00 – 2.00
Session 3	2.00 – 3.30 (On days when there is a Reflective Practice group, statistics or personal tutor group this session finishes at 3.00)
Tea Break	3.30 – 4.00 (or 3.00 – 3.30 –see above)
Session 4	4.00 – 5.00

Please try and ensure that your session starts and ends on time and also that the timing of the breaks is as specified above. This is because trainees often arrange meetings with programme team staff during breaks. **If you are teaching in session 3 and are unsure of the finish time, please contact Sharon Keighley.**

Teaching Style

Our current intake is 18 trainees each year. Teaching presentation is likely to be in the style of a short formal lecture that will be complemented by tasks that involve the trainees in active learning, such as small group and syndicate work, demonstrations, role plays and other trainee-focused exercises.

Teachers should be sensitive to the possibility that their teaching may be distressing for trainees. Sometimes particular topics (e.g. bereavement, profound learning disability, self-harm, severe chronic illness) may be inherently distressing and the Programme would suggest that presenters are sensitive to these issues and allow trainees the opportunity to explore them within the teaching session. It may also be appropriate for trainees to take away with them to their Personal and Professional Development sessions, certain themes or topics that have been identified as difficult or challenging.

Occasionally, trainees will be sensitive to topics or issues due to their own personal experiences or history. If this is anticipated as an issue, they should discuss it further with either their academic or clinical tutor, or the speaker and if necessary should leave the session. Trainees should be advised to say where they can be found if they need to leave a session, and if possible, to try and return to the session before it finishes if they feel able to.

Session outline required

In order to ensure that our timetable and curriculum is up to date, we would greatly appreciate it if you could check the 'DClinPsy Curriculum' document for your teaching session, and let me know of any updates as necessary. This outline includes: the session outline, any recommended or referenced readings and your learning outcomes for the session. A learning outcome is a description of what the student will know and be able to do by the end of a defined period of study (by the end of your session). Please also ensure that your learning outcomes are included in your presentation and/ or handouts. Please follow this link to view the 'DClinPsy Curriculum':

<https://drive.google.com/file/d/1Xq6WqfrjXRhVkwsSgurn5xiAotgqbmM2/view?usp=sharing>

This document is updated regularly; do please let Sharon know if you notice any discrepancies. If you are having any issues viewing this, please let me know and we can email you a copy of the document.

You may also find this document useful for planning your teaching session. Should you wish to speak with the programme team link or other speakers within your specialist area, please get in touch with Sharon who will put you in contact with them.

Also, if you're looking for images for your presentation, images from pixabay.com and <https://unsplash.com/> are royalty free, copyright free and can be downloaded and used without attribution

PowerPoint presentations and Equipment Needs

An overhead projector, computer with DVD player and internet access, and a flip chart are provided in all teaching rooms. We will assume that you do not require anything further unless we hear from you to the contrary. Additional rooms are available for group exercises, please let Sharon know at least 2

weeks in advance if you require additional space or equipment as this may need to be booked centrally.

Please send your PowerPoint presentations/ teaching materials 2 weeks before your session to Sharon. We ask that you please also bring your presentation and session materials with you on a USB stick, as a back up.

*We are no longer able to provide facilities for playing VHS video tapes. If you are planning to use VHS, please get in contact with Sharon ASAP, as the University Audio Visual Department have the facilities to convert these resources to a more modern media. *

Electronic Presentations

We would like to put a copy of any electronic presentation and session materials, which you have used for teaching, onto MOLE (My Online Learning Environment); the trainees' intranet. This is not accessible to anyone other than trainees and staff. We will save any documents as PDF files, so that they cannot be modified. If you would rather not have your presentation and session materials accessible in this way please let us know as soon as possible.

Unfortunately, we are unable to print and copy journal articles and would ask that any relevant articles are added to your further reading or references.

Involvement

Service users and Experts by Experience are a very important part of trainee learning. Please consider how you might bring into your session an experiential element to the user being covered. This might include co-presenting with service users or asking service users to lead on a particular aspect of the session. It might also involve the use of personal disclosure and DVD or audio material. Please let us know in advance if you intend to work with service users or Experts By Experience so that their contributions are acknowledged on the feedback form, etc. It is possible to reimburse service users for their contribution and various methods of payment are available.

Feedback

An electronic feedback system operates to enable trainees to give their views on your teaching session. A sample questionnaire is available from our website. To encourage as many trainees as possible to provide feedback, we

would be grateful if you could allow 5 minutes at the end of your session for trainees to complete the online feedback forms.

We also email speakers a link to a questionnaire to give feedback and we would be grateful if you could complete this. Should you have a specific need or preference for a paper questionnaire, please let Sharon know before your teaching session. Please note this feedback is not given back directly to trainees but is reviewed by staff and points noted may be raised with trainees by year team staff during a year group meeting. If you wish to provide verbal feedback directly to programme staff or wish to discuss your teaching please contact Sharon, who will be able to direct you to the appropriate person.

Managing the learning needs of trainees with a disability.

Specific learning needs: e.g. Dyslexia.

There are trainees with specific learning needs, including Dyslexia, in each teaching cohort. Therefore, we ask our speakers to please provide the following whenever possible, as this supports us in meeting our responsibilities for providing reasonable adjustments under the 2010 Equality Act, and providing all trainees with the best access to learning.

- Copies of lecture notes and slides in at least 2 weeks advance. This allows the programme to produce copies that meet the needs of trainees with specific learning disabilities (This can involve us providing the information in alternative formats)
- Hand-outs presented in large font (at least size 12)
- Copies of any additional notes displayed after a lecture so that students can write them up
- Reading lists that clearly distinguish between core and secondary reading.
- Avoid where possible unseen reading tasks within the teaching session. Any substantive reading to be used within the session should be provided in advance, unless for example it contains clinically sensitive material which cannot be shared in advance
- If unseen reading is unavoidable within the session, allow a reasonable time for this – the standard University adjustment is to add 25% extra time – in calculating the time you plan to allow, maybe increasing this by 25% for everyone would be helpful
- Some trainees will make notes on laptops and/or tablets

Trainees may wish to audio record the teaching session for their learning needs. If this is the case, they will discuss this with you before the sessions begins. This practice is actively supported by the University and separate guidance on this is available on request, and is available to download on our webpages,

<https://www.sheffield.ac.uk/clinicalpsychology/information-for-externalspeakers>.

Sensory disabilities

****One of our 3rd Year cohort has photophobia; we ask that speakers maintain a low and/ or constant level of lighting in the room during teaching sessions.****

Long term health conditions.

Some trainees have long-term health condition and may need to move and possibly take short breaks during teaching, but they will inform you if they require any adjustments.

If you foresee any problems with this please don't hesitate to let us know and we will endeavour to support the process as best we can.

Adjustments for religious purposes

There are a few trainees who, for religious reasons, may need to leave during the session to pray. Although they are mostly able to manage this during break times, the seasonal nature of this routine means occasionally prayer times may clash with teaching, but they will let you know at the start of your session.

Diversity

Issues of diversity are important factors that influence clinical theory and practice. The Sheffield programme supports the integration of these issues across all aspects of the teaching. Although there are a number of sessions which specifically address these issues it is envisaged that all speakers will give some consideration to them in their teaching. The Programme has produced a document to assist you in incorporating information and discussion of diversity issues into your teachings sessions and this is available in the Programme Handbook, which can be found on the website;

<https://www.sheffield.ac.uk/clinicalpsychology>

Clinical Formulation

Formulations underpin our clinical work and are the link between theory and practice. The Sheffield programme provides a number of sessions covering the general principles underlying clinical formulations. However, it is envisaged that all people teaching will consider issues of formulation within their session. The programme has produced a document summarising the content of the formulation sessions and some ideas for incorporating formulation issues into lectures. This is available in the Programme Handbook, which can be found on the website;

<https://www.sheffield.ac.uk/clinicalpsychology>

Parking

There are bookable visitor spaces available outside of the Cathedral Court building. Please contact Sharon Keighley at least 2 weeks before your session if you would like a space booked.

Alternatively, visitors are encouraged to use the new Q-Park multi-storey facilities at Durham Road and Solly Street, with pre-booking facilities available for both sites.

www.q-park.co.uk/parking/sheffield/q-park-durham-road

www.q-park.co.uk/parking/sheffield/q-park-solly-street

There's also an NCP on Campo Lane behind the Cathedral Court Building. In most cases we can reimburse you for these expenses.

Refreshments

If you are teaching before and after lunch we would be happy to provide you with a sandwich, please order this when you arrive or at the 1st break from Sharon.

Becoming an Honorary Teacher

As a teacher on the programme, you may want to consider applying for recognition as an Honorary Teacher. Further details, including criteria for applying, can be found on our website.

<https://www.sheffield.ac.uk/clinicalpsychology>

If you have any queries about the process of applying, or to discuss further, please contact Sarah Radgick, (s.a.radgick@sheffield.ac.uk - tel: 0114 222 6649).

Expense Claims

If you are claiming expenses you can collect an expense form from us when you come to teach your session. If you have any queries about expenses, please contact Sharon Keighley. Please note that any mileage claims can only be claimed if your vehicle is covered by business insurance.

Further support and Information

For further information for people teaching on the programme please contact Sharon Keighley on 0114 2226570 or s.keighley@sheffield.ac.uk or view the Clinical Psychology webpages for external speakers, <http://www.sheffield.ac.uk/clinicalpsychology/information-for-externalspeakers>.

If you wish to discuss your session content or aspects of the curriculum, Sharon can put you in touch with the relevant person.

Where to find us

The [Clinical Psychology Unit](#) has moved to Floor F of Cathedral Court, as part of the Psychology Department refurbishment project. Our new address is:

Clinical Psychology Unit
University of Sheffield
Cathedral Court
Floor F
1 Vicar Lane,
Sheffield,
S1 2LT

(You may need to use postcode S1 1HD for googlemaps and satnav)

General Data Protection Regulations

The University needs to hold and process personal data relating to many people in order to keep proper records, provide advice and guidance to the public and to provide goods and services. We hold financial information so that we can process payments; information on health and disability so that we can provide support and assistance to visitors and guests; and many other categories of information – which are listed below – in order to both run the business and activities of the University, and in order to fulfil our legal obligations.

The University takes the security and integrity of all the personal data it holds very seriously. We have an Information Security Policy and all staff are trained in Data Protection. We believe our systems are secure. We do not release information about anyone to any third parties outside the University unless we have a legal obligation to do so, or in very specific and limited circumstances; which are listed on our website:

<https://www.sheffield.ac.uk/govern/data-protection/privacy/general>