

Doctor of 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 course 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 now 18 trainees in year 1 & 2 and 20 trainees in year 3. 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.

• Learning Outcomes

Prior to your session please email us a short summary of the teaching content together with the specified learning outcomes Please ensure that the learning outcomes are inserted at the beginning of your presentation. There should be approximately three learning outcomes per session, which will relate to what trainees should be able to do or know following the session.

• Reading list

Please provide a reading list. Ideally this should contain at least one good introductory review and two recommended readings. Please leave a copy in the office for our resource files.

• Photocopying teaching materials

We can produce photocopies of any teaching materials you wish to distribute to the trainees, providing these are received **at least a week** prior to the teaching date. If you bring any teaching material with you to give to the trainees on the day, could you please leave a copy in the office for our resources file. All handouts will be printed 6 slides per page and double sided, unless you request otherwise.

• Electronic Presentations

We would like to put a copy of any electronic presentation, 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 accessible in this way, please let us know as soon as possible.

• Involvement

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 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

A 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 distribute copies of the feedback questionnaire at the beginning of your

session. These will be provided for you when you arrive. We will send copies of the completed questionnaires on to you. It is useful if you can allow 5 minutes at the end of your session for trainees to complete the feedback forms.

We will also provide a form for speakers to give feedback and we would be grateful if you could complete this and leave in the office or in the 'bin' used to collect feedback forms. 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 course staff or wish to discuss your teaching please contact Sharon Keighley on 0114 2226570 or s.keighley@sheffield.ac.uk, who will be able to direct you to the appropriate person.

• **Diversity**

Issues of diversity are important factors that influence clinical theory and practice. The Sheffield course 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 Course 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 Course Handbook.

• **Clinical Formulation**

Formulations underpin our clinical work and are the link between theory and practice. The Sheffield course 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 course 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 Course Handbook.

• **Personal distress**

Sometimes particular topics (e.g. bereavement, profound learning disability, self-harm, severe chronic illness) may be inherently distressing and we suggest that you are sensitive to these issues and allow trainees the opportunity to explore them within the teaching session.

Occasionally, trainees will be particularly sensitive to topics or issues due to their own personal experiences or history. If this is anticipated as an issue, they are asked to discuss it further with either their personal tutor or the relevant course team link.

• **Parking and Equipment needs**

Please let us know if you require a parking space reserved for you in one of the University's car parks and we will send you a permit.

A PowerPoint projector, video equipment, overhead projector and 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.

• **Refreshments**

Please help yourself to tea, coffee and biscuits from the Clinical Psychology Unit.

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 Keighley in the general office.

Becoming an Honorary Teacher

As a teacher on the course, you may want to consider applying for recognition as an Honorary Teacher. Further details, including criteria for applying, can be found through the above link. If you have any queries about the process of applying, or to discuss further, please contact Carole Gillespie, (c.a.gillespie@shef.ac.uk phone: 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 Carole Gillespie (c.a.gillespie@shef.ac.uk - phone 0114 2226649)