

**Module Descriptor**

|  |  |  |
| --- | --- | --- |
| Title  | Practice-Based Learning 1 (Art Psychotherapy) | Code: OM208 |
|  |
| SHE Level | M | Semester & Mode of Study | Level 1, Full Time - Semesters 1 and 2 (1 academic year). Part Time – Semesters 1 and 2 (2 academic years) | Credit Rating  |
| SCQF Level | 11 | 40 (SCQF)20 (ECTS)  |
| Module Co-ordinator | Catherine Chalmers and Adrienne McDermid-Thomas  |
| Module Team | Dr Jane Burns, Dr Paolo Plotegher, Bridget Grant, Maro McNab, Marcela Andrade Del Corro, Dr Sarah Haywood, Lesley Hill  |
| Pre-requisites  | None  |
| Co-requisites | Theory and Practice of Person-Centred Health and WellbeingLeading Person-Centred Practice for Health and WellbeingDevelopmental and Relational PerspectivesTherapeutic Practice and Resources \*part time students will complete corequisites over 2 years.  |
| Prohibited Combinations |  |
| Aim |
| To prepare and support the learner for practice that adheres to the standards of proficiency for arts therapists (HCPC) |
| **Learning Outcomes** On successful completion of the module you will be able to: | Assessed in this module | A | B | C | D |
| L1 | understand the relevant legislation, ethics and standards of proficiency to practise safely and effectively within your scope of practice  | Practice Education Passport; Practice Education Assessment Report; Presentation/viva | x | x | x | x |
| L2 | demonstrate awareness of systems and procedures within different settings, including referral, assessment, record keeping, and report writing; communicate effectively both verbally and in writing about the role, processes and potential outcomes of art psychotherapy  | Practice Education Assessment Report | x | x | x | x |
| L3 | develop skills of reflection and engage with supervision as a responsible, sensitive and reflexive practitioner | Practice Education Assessment Report; Presentation/viva  | x | x | x | x |
| L4 | work collaboratively with others and demonstrate skills required to work effectively in groups and teams  | Practice Education Assessment Report; Presentation/viva | x | x | x | x |
| L5 | understand the need to engage service users and carers in planning to meet their needs | Practice Education Assessment Report; Presentation/viva | x | x | x | x |
| L6 | interact with service users with flexibility and sensitivity, to establish and sustain a therapeutic relationship within a creative and containing environment | Practice Education Assessment Report; Presentation/viva | x | x | x | x |
| L7 | demonstrate a critical understanding of theory and research underpinning practice | Presentation/ viva | x | x | x | x |

A – Knowledge and Understanding

B – Intellectual Skills

C – Practical Skills

D – Transferable Skills

|  |
| --- |
| **Learning Experiences**This module will engage the student in the following types of learning experiences:* Practice education passport
* Pre-placement workshops, seminars and independent learning
* Full time route: 2 days per week at practice-based learning setting over one academic year

Part time route: 1 day per week at practice-based learning setting over three semesters * Regular group (tutor-led and peer) supervision
* Guided and self-directed study

**TOTAL: 400 hours (57 days equivalent)** |
| **Assessment Pattern****Formative:** 1. Supervision: ongoing
2. Mid-placement review
3. Mock presentation (peer assessment)

**Summative:** 1. Practice Education Passport (marked on a pass/fail basis and pre-requisite to practice placement beginning)
2. Practice-based learning assessment form (marked on a pass/fail basis)
3. Presentation and viva

You must pass each area in order to pass the module as a whole.  |
|  |
| **Can this Module be Anonymously marked?**No |
| **Content** |
| **Practice Education Passport:** Through pre-placement workshops, seminars and independent learning, you will become familiar with professional aspects of art psychotherapy, including ethical considerations, relevant legislation policy and codes of professional practice.**Practice Placement:** Following a period of induction to the practice placement setting, you willbe responsible for the planning, delivery and evaluation of art psychotherapy sessions for a small caseload, working collaboratively as part of the team and in partnership with the people participating in art psychotherapy. **Written and verbal communication:** You will demonstrate effective and appropriate skills in communicating information, liaising and offering professional opinion to colleagues, service-users and their relatives and carers.**Supervision:** You will receive regular supervision at the practice-based learning setting and at University from your Practice Educator, Personal Academic Tutor and with peers. |
| Essential reading and key textsAll resources are available via Resource List; kept up date, and guided recommended, essential and background reading, HCPC (2013) Standards of Proficiency: Arts Therapists <https://www.hcpc-uk.org/standards/standards-of-proficiency/arts-therapists/>HCPC (2016) Guidance on Conduct, Performance and Ethics for Students<https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf> HCPC (2017) Guidance on Health and Character, <https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-health-and-character.pdf>HCPC (2017) Standards of Education and Training (SETS, <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-education-and-training.pdf>CASE, C and DALLEY, T (2014) *The Handbook of Art Therapy*. East Sussex: Routledge |
| SHAVARIAN, J (2007) *Supervision of Art Psychotherapy: A Theoretical and Practical Handbook*. East Sussex: Routledge All resources are available via Resource Lists which are kept up-to-date, and directed as recommended, essential or background reading. |
| **Other relevant details**100% attendance required (max 20% certified absence).Teaching materials are also available on the Hub. |
| Signed | Date |