

**FACULTY OF HEALTH, SOCIAL CARE AND MEDICINE**

**MSc Psychotherapy and Counselling: Contemporary Creative Approaches**

# Practice Document

**HUG4027 Creative Connections 3: Expressive Personal Development**

Programme Leader : Prof Vicky Karkou

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| Student Name &  University Number |  |
| --- | --- |
| Placement Provider  Name & Address |  |
| Placement Contact  Telephone number |  |
| Placement Dates |  |
| Placement Supervisor Name  Contact Details |  |

## Useful contacts:

## Module Leader

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## Expectations of the Experience Provider

The University and the workplace have a duty of care towards the student whilst on experience. In order to fulfil this duty of care the University will:

* Prepare the student for the experience and ensure they are aware of general health and safety aspects. However, this is of a general nature and does not include the specific information needed for any particular job or workplace;
* Give the student an opportunity to feedback to the University on anything with regard to health and safety whilst on experience and
* Respond to any feedback received from students in relation to health and safety practices during experiences by informing the experience provider

During the experience, we would expect our student to prove to be an effective, safe and reliable individual. However, you will appreciate that during this period the student is under your control and therefore the statutory duty of care and consequent liabilities rest with yourself.

As the students’ experience provider, you are asked to treat them in the same way as your employees with regards to their health, safety and welfare. It is, therefore, Edge Hill’s expectation that as Experience Provider you will:

* Provide the student with an induction in the health and safety arrangements, including fire precautions, specific hazards and health and safety precautions within the first five days of their start date
* Include the student in the risk assessment programme as it affects activities undertaken by them
* Introduce students to relevant policies and procedures relevant to the day to day working of the organisation
* Provide appropriate instruction and training in working practices and in the particular control measures identified in the risk assessments
* Provide ongoing mentoring and training for the student in the performance of their duties
* Have a system of recording and investigating accidents and incidents. We would ask that you notify the University of any accidents and incidents involving the student that you are made aware of.
* Include the student to relevant staff meetings and handover processes

## Student Placement Agreement

* You behave professionally during the whole process of your presence at the organisation including being on time, dressed appropriately and using appropriate language.
* You will agree to perform the duties outlined in any job description or role description provided understanding that it is not an exhaustive list and may change to fit the needs of the organisation or to comply with your learning objectives
* You will provide your placement provider with a copy of your learning objectives expected from the module and where applicable your own personal objectives. You will work together to ensure these objectives are met and signed off
* Where you have access to confidential or personal information you will conform to the placement providers policy on privacy and confidentiality
* You will ensure that all work is completed and handed in on time in accordance with Edge Hill Universities’ policies. Assessment requirements and guidelines will be detailed in your module handbooks.
* You agree to notify your employer/ placement supervisor and Placement Coordinator (AHSCplacements@edgehill.ac.uk) if for any reason you are unable to attend your work placement and to inform all parties of any difficulties with the placement or any other problem that adversely affects your work
* You also have a statutory duty to inform your employer if you have any illness, condition or disability which may preclude you from taking part in any activities or where your illness, condition or disability may endanger any person’s safety, including your own.

## Orientation to the Placement setting

If using more than one placement, each new placement needs an orientation.

***(Supervisor please sign each box to show orientation has been completed)***

| **POINTS TO BE COVERED DURING INITIAL INTERVIEW/DISCUSSION IN WEEK 1:** | **Placement 1** |
| --- | --- |
| Placement orientation. |  |
| Preliminary discussion with work-based supervisor and introduction to other team members. |  |
| Orientation to placement philosophy and client group. |  |
| Orientation to environment. |  |
| Location of equipment e.g. first aid. |  |
| Fire and safety procedures. |  |
| Emergency procedures. |  |
| Specific policies/legal frameworks/confidentiality issues/safeguarding/lone working and those specific to this workplace. |  |
| Complaints procedure. |  |

## Preliminary Discussion

The preliminary discussion provides an opportunity for students and placement supervisors to plan the students learning experience. Students are encouraged to declare any specific health and/or learning needs that may impact on their performance and progression in practice. This will help to inform supervisors of individual student requirements and enable them to facilitate any necessary and reasonable adjustments in accordance with the Equality Act (2010).

Any risk assessments that may inform placement supervision, additional support or agreed adjustments required must be identified and recorded in the additional interview section.

I have participated in a preliminary discussion and have been offered the opportunity to address any issues identified.

* Any personal health/learning needs
* Any adjustments to aid learning
* Practice hours to be made up
* On-going developmental needs

| Placement Supervisor Signature |  | Student Signature |  |
| --- | --- | --- | --- |
| Date |  | Date |  |

## Placement Details

|  | **Placement Name &**  **Telephone Number** | **Dates** | **Placement Supervisors Signature** | **Students Signature** |
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## Profile of Practice Placement

| **Brief Description of the Placement & your role** |
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|  |
| **Legal status of organisation: Private company, Social Enterprise (CIC), Charity, Public Sector, Community Organisation etc:** |
| Give a brief description of how this placement runs, how the work is funded? |
| **What are the aims and objectives of the organisation/ Mission statement** |
|  |
| **What are the demographics of the Community in which it is placed and why is this service needed within this community?** |
|  |
| **How does this service fit into the Government policies, recommendations and Drivers? What impact if any have the funding cuts had on the organisation?** |
|  |
| **How does the service evaluate its work? What evidence is there of success against aims / objectives?** |
|  |
| **What is their strategic vision for the future? What challenges could exist in the future for the organisation and their work?** |
|  |

## Learning Outcomes

| **Specific learning opportunities provided by this placement and selected by the student for personal development** | **What was achieved at the end of the placement** | **Practice Supervisor Signature** | **Date** |
| --- | --- | --- | --- |
| Example  To establish and facilitate a support group for young people experiencing exam stress | A short-term closed group was established called “Stress-Away”. Six young people attended. The evaluation at the end of the group showed that all six had learnt ways to manage their stress and said they were significantly less troubled by exam stress because of attending the group. |  |  |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |

In negotiation with their placement supervisor each student must develop and achieve 3 learning outcomes relevant to their placement area.

| Practice Statements **Key Values of Community Development:**   1. Equality and Anti-discrimination 4. Community Empowerment 2. Social Justice 5. Empathic Responsiveness 3. Collective Action 6. Creative Engagement | | | |
| --- | --- | --- | --- |
| **Practice statement** | **Examples of Evidence to be Provided**  *Provide a brief description of the evidence that will be provided as an appendix* | **Placement mentor’s**  **Signature** |
| 1. Identify methods and styles of engaging with people, organisations groups and communities, to promote inclusivity | * Explore how this organisation ‘engages’ with the community and how the community engages with the organisation. How have you been involved? Give examples. * How ‘inclusive’ is the organisation? How could this be developed? How have you been involved in this? Give examples. * What steps did you take to ensure inclusive practice when you created and facilitated your own therapeutic group? |  |
| 1. Critically explore how ‘power’ operates in the community and examine how individuals and groups are taking control over their lives/ communities / environments | * Examine the ‘power’ structure, is it the people who run the placement. Is it the person who is funding it? What power do the community /users of the service have? * What part have you played in balancing the ‘power’ structure? To what extent have you been able to promote social justice? * How has power played out in your therapeutic group? How was this evident in group process, dynamics and leadership? |  |
| 1. Demonstrate, using examples, from practice how individuals and community groups are encouraged to take an active part in determining their needs, developing policies/ guidelines and implementing services | * What is ‘driving’ the agenda of this placement, is it ‘top down’ or ‘bottom up’ * How is the community involved – give examples. * How did you ensure your therapeutic group was democratic? Give examples of democratic decision making. |  |
| 1. Using your personal story / narrative, reflect on how your life experience, experiences in practice and knowledge of theory has changed the way you practice | * Use your reflective journal to explore your journey from year one. What has changed relating to your values, opinions, attitudes and learning in theory & and in practice. How have YOU changed? How has your practice changed over time? * What personal development did you experience whilst facilitating your group? How did group facilitation challenge your values and beliefs? |  |
| 1. Critically reflect on those moments when you were able to demonstrate empathic responsiveness in your placement. What enabled empathic connection and what hindered empathic connection at other times? | * Use your reflective journal to identify moments of empathic connection with clients/service users/group members * What did you learn about yourself and about empathic connection because of these moments? In what sense could these moments be described as working at relational depth? * Make use of the work of Carl Rogers when reflecting on your ability to create empathic connection within a therapeutic group. |  |
| 1. Critically reflect on how you used creativity and creative methods in your engagement with service users. What did you propose and how were things received? | * Using your reflective journal explore what were the creative choices made and what informed these choices. * Reflect on how creative ideas were implemented. * Reflect on how creative ideas were received. |  |

## Final Review

| **Summary Comments** | **Signatures** | **Date** |
| --- | --- | --- |
| **Placement managers’ feedback regarding strengths and possible areas for development (including identification of evidence used for verification of competencies):**  **Student summary of learning in this placement:** |  |  |

## Record of Peer Supervision

| **Date** | **Record of Meeting** | **Student Signature** | Academic Signature |
| --- | --- | --- | --- |
|  | Number of participants, length of meeting, topics discussed, actions agreed |  |  |

| You are expected to achieve a minimum of 30 hours in practice | | | | | | | | | | | | | | | | | | | | | | | Edge Hill University logo. Black text that says "Edge Hill University" on a white background. | | |
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| **Student Name (Print):…………………………………** | | | | | | | | | | | **Student No………....** | | | | | | | **Module No. ……………..** | | | | |
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| **Placement Name (Print):……………………………………………… Placement Start Date:…………………** | | | | | | | | | | | | | | | | | | | | | | |
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| **Mentor Name (Print):………………………………………………….. Contact No…………………………** | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Module Leader:……………………………………………………..** | | | | | | | | | | | | | | | | | | | |
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|  | | | **Week**  **Commencing** | | **Mon** | | **Tue** | | **Wed** | **Thu** | | **Fri** | | | **Sat** | **Sun** | | | **Weekly Total**  **PRACTICE** | | **Supervisor** | | | | | |
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| **MENTOR DECLARATION:** | | | | | The total number of hours completed by the student are: | | | | | | | | | | | | | |  | |  | | | | | |
|  | | | | | Confirmation Signature of Named Supervisor : | | | | | | | | | |  | | | | | |  | | | | | |
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| **STUDENT DECLARATION:** I declare that this form accurately represents my hours during the stated period. | | | | | | | | | | | | | | | | | | | | |  | | | | | |
|  | Student Signature: | | | | | | | | | | | | |  | | | | | | | |  | | | | |