

**DCLIN PSYCHOLOGY PROGRAMME – University of Leeds
INFORMATION FOR LECTURERS 23-24**

Teaching times. The morning session is usually from 9.30am to 12.30pm and afternoon 1.30-4.30pm, although there are some shorter teaching slots. Breaks are usually 10-11.15am and 2.45-3.15pm. If it is not possible to start the session on time, or if you wish to end a little earlier, then you may negotiate with the year group to reduce the length of the breaks.

Teaching materials: As part of its commitment to inclusive practice, and in order to meet its legal obligations to students under the Equality Act, the University makes slides or other written information available to students at least 48 hours in advance of taught sessions. As soon as we receive your presentation it will be uploaded onto the Virtual Learning Environment. This enables trainees to read, but not alter, the materials from your teaching. These will not be shared outside the programme. If you have information in your presentation that you do not wish to be uploaded please send an edited version for this purpose as well. Please send in any teaching materials to meddclin@leeds.ac.uk one week before the session. In preparing materials we ask that you consider the [university accessibility guidelines](#).

Feedback. We ask the trainees to provide feedback on the session using a standard form, which they access via the QR code slide that we have provided you to add to your presentation. **Please allow time in your session for them to do so.** The feedback is sent to you via email. The forms are read by the designated admin staff, the Academic Director and sometimes with the 'strand lead' for your session: information is kept electronically for quality assurance purposes and to help plan teaching. If you have any feedback for us or wish to discuss your feedback with someone, please contact the office meddclin@leeds.ac.uk.

Service Users. We encourage you to consider service user and carer perspective in planning and delivering teaching sessions. This could be directly through having service users attend and co-deliver the teaching or indirectly through consultation when planning the teaching. We have a service user and carer reference group, 'Everybody's Voice', within the programme. [Information about the group is on our Extranet site](#) and if you know any service users or carers who may be interested in attending the group please pass this on. Members of our group are happy to be involved in either planning or delivery, but we recognise that you will have service users and carers to consult /plan with within your own services too. **If you are planning to involve service users in your teaching session, please let us know in advance so that we can arrange payment and provide any necessary support.**

Power and Socio-Political Context Issues. The programme emphasises the importance and relevance of power and socio-political context; some sessions address these issues directly. We ask that all lecturers include consideration of these, for example using the Social Graces Model, in their teaching. We are keen to ensure an inclusive teaching environment and in particular to promote an anti-racist stance on the

Programme. Please contact the Academic Director via meddclin@leeds.ac.uk if you would like any support in regards to this.

Confidentiality and anonymity. We expect you to follow the pertinent policies and procedures within your Trust for confidentiality, transport of clinical data and anonymity of service users' material when used for teaching. We note the requirement to act in accordance with these policies and will be happy to make this as easy as possible: please contact us if you have questions or would like support with the development of suitable materials for your teaching session. Please do clarify consent processes if appropriate and reiterate the expectation of confidentiality within the teaching room. The ground rules agreed with trainees include that personal information shared in the teaching stays confidential.

Personal Distress. Some topics (e.g., bereavement, abuse) may be intrinsically distressing; we ask that time is allowed for trainees to explore feelings and opinions within the teaching session if appropriate. We ask trainers to be mindful that trainees will be at different stages in their ability to manage their emotional and psychological responses. We also ask lecturers to consider how they present the content in a way that maximises learning potential. In particular we suggest that you:

- Provide an outline of the session at the start
- Give a 'warning' about the content of material if appropriate
- Provide a rationale for the material to be presented
- Include time in the session for exploring personal reactions
- Give suggestions about support if needed

Trainees may approach you to negotiate strategies for managing topics they find personally distressing. We expect trainees to be appropriately robust in relation to the issues which training throws their way, we also expect them to be able to reflect on and talk about their feelings – all of us need to recognise when seeking support from others is the most appropriate action. We ask trainees to discuss potential distress with a tutor if possible and with the facilitator of the session. A discussion of the planned content and how any distress may be best managed (e.g. using distraction, staying apart from a specific activity, or taking time in the break to debrief) is likely to be helpful. In practical terms, trainees who find themselves distressed during a lecture or a workshop are entitled to leave, but should do so as quietly as possible, returning if they feel able to, and if possible discussing their absence with the lecturer or workshop leader.