MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Social Dimensions of Recovery</th>
</tr>
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<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>66-7537-00N</td>
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<tr>
<td>CREDITS</td>
<td>15</td>
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<td>LEVEL</td>
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<td>JACS CODE</td>
<td>B990</td>
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<td>SUBJECT GROUP</td>
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<tr>
<td>DEPARTMENT</td>
<td>Faculty of Health and Wellbeing</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Martin Hopkins</td>
</tr>
<tr>
<td>NOTIONAL STUDY HOURS BY TYPE</td>
<td>Tutor-led Tutor-directed Self-directed Total Hours</td>
</tr>
<tr>
<td></td>
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MODULE AIM(S)

This module aims to equip mental health practitioners with the knowledge, skills and attitudes relating to the factors which influence societal and individual attitudes and the implications for people who experience psychosis.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- Critically appraise the key social influences affecting people with psychosis.
- Analyse the impact of demographic factors which impact on recovery from psychosis.
- Critically analyse the social barriers to recovery including employment and education, housing and stigma.
- Apply the knowledge and skill relating to social dimensions of recovery in a practice setting.

INDICATIVE CONTENT

- The implications of social and political factors in the recovery of people experiencing psychosis.
- Demographic trends, diversity, cultural factors, influence of the media.
- Stigma, discrimination, social inclusion.
- Roles, labelling, vocational rehabilitation.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

Students will be supported throughout by expert practitioners and clinical educators.

Interactive teaching/learning methods will capitalise on the diversity within the group and the learners’ previous and ongoing clinical learning experiences throughout the module/course. A range of group and individual teaching/learning methods will be employed including:

- Summary of the topic, its place in the overall programme and an outline of the next part of the course.
- Summary of the course to date (emphasising core themes).
- Case presentations, providing a clinical up-date to the whole or part of the group.
Overview of the subject matter with coverage of participants' current practice and/or experience emphasising information sharing and vicarious learning.

Discussion and feedback (emphasising strengths and change opportunities).

Trouble-shooting sessions at the end of each taught part of the programme to predict potential areas of difficulty.

Blended learning utilising a Virtual Learning Environment and electronic sharing of resources and ideas.

**ASSESSMENT STRATEGY AND METHODS**

<table>
<thead>
<tr>
<th>Task No.</th>
<th>TASK DESCRIPTION</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count / Duration</th>
<th>In-module retrieval available</th>
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<tr>
<td>1</td>
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<td>CW RT</td>
<td>80</td>
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<td>Supervision log</td>
<td>JO RT</td>
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**ASSESSMENT CRITERIA**

Written Piece and Supervision Log

**Written Piece**

In the written case study (3000 words) (80% pass) the following should be included:

- An analysis of the social factors (including: stigma, social barriers, diversity and social inclusion) which influence recovery.
- How these apply to a selected client.
- Critical reflection of principle skills and values utilised.
- Outcomes to date and implications for future work with the individual.

The student should refer to research and the literature, which supports all these elements.

**The supervision log: (20% pass/fail)**

- Submit a supervision log detailing the amount, content and process of clinical supervision received with regard to Social Dimensions of Recovery. This will provide evidence of receipt of 2 hourly sessions of specific practice supervision relating to an individual.
- The first session of supervision will take place at the start of the module and result in an intervention plan for the individual. This plan will feed forward to the second session which will take place mid way through the module.
- The supervision log must provide evidence of how you have applied the learning outcomes for this module to an identified individual/family.
- A supervision template for this module will be made available when it commences.

To gain a pass, students must achieve a minimum overall grade of 50%.

**FEEDBACK**

Students will receive feedback on their performance in the following ways
Students will be offered individual tutorials throughout the academic year to receive individual feedback on their progress.

Students will be required to attend individual clinical supervision as provided by PSI unit where feedback on clinical and academic performance will be provided.

Students will be offered guidance in selecting suitable topics or material, where needed.

Summative feedback will be given in written form after work has been assessed and marked, usually within four weeks of submission.

**LEARNING RESOURCES (INCLUDING READING LISTS)**

**KEY READINGS**


recovery with alternatives. Canadian Journal of Community Mental Health, 24,2, 85-97


Ohio State: guiding principles of the recovery model and outcomes http://www.mh.state.oh.us/oper/outcomes/outcomes.index.html


Video learning resources from: http://mentalhealthrecovery.com/shop/index.php

SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

<table>
<thead>
<tr>
<th>New Module</th>
<th>Y</th>
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<tbody>
<tr>
<td>Existing Module - No Change</td>
<td>N</td>
</tr>
<tr>
<td>Title Change</td>
<td>Y / N</td>
</tr>
<tr>
<td>Level Change</td>
<td>N</td>
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<tr>
<td>Credit Change</td>
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<tr>
<td>Assessment Pattern Change</td>
<td>Y</td>
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<tr>
<td>Change to Delivery Pattern</td>
<td>Y</td>
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Date the changes (or new module) will be implemented: 01/2012

MODULE DELIVERY PATTERN - Give details of the module delivery pattern. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

<table>
<thead>
<tr>
<th>Course Intake</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tr>
<td>1</td>
<td>01/2012</td>
<td>04/2012</td>
</tr>
<tr>
<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>DD/MM/YYYY</td>
<td>DD/MM/YYYY</td>
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Is timetabled contact time required for this module? Y

Are any staff teaching on this module non-SHU employees? Y

If yes, please give details of the employer institution(s) below:

Sheffield Health and Social Care NHS Trust

What proportion of the module is taught by these non-SHU staff, expressed as a percentage? 100%

MODULE ASSESSMENT INFORMATION

Does the Module (using Model A Assessment Pattern) Require Either* Overall Percentage Mark of 50% Y Overall Pass / Fail Grade N

*NB: Choose one of the above – Model A module cannot include both percentage mark and pass/fail graded tasks

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy) Task No. 1

MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy) Y

Single Referral Package for All Referred Students N

*if YES complete table below

CHECKED

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
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<tr>
<td>Aug 2012</td>
<td>Checked Against SI</td>
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