

**The Oxford Institute of Clinical
Psychology Training**

**Oxford Doctoral Course
in Clinical Psychology**

**COURSE LECTURER
HANDBOOK
2014-15**



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All enquiries relating to this handbook, please contact Angela Fox, Academic Administrator. Tel: 01865 (2)26431/26333, E-mail: angela.fox@hmc.ox.ac.uk

COURSE ADDRESS AND STAFF CONTACT DETAILS

Staff can be contacted directly by telephone. For extension numbers dial 01865 (2) (+ extension number from list below). The Course address is: **The Oxford Doctoral Course in Clinical Psychology, Isis Education Centre, Warneford Hospital, Headington, Oxon OX3 7JX.** Web address: **www.oxicpt.co.uk.**

TUTORS	Int. Ext.	E-mail address
Dr Ian Barkataki Research Tutor	26362	ian.barkataki@hmc.ox.ac.uk
Dr Carmen Chan Locum Research Tutor	26434	carmen.chan@hmc.ox.ac.uk
Dr Susan Clohessy Clinical Tutor	26366	susan.clohessy@hmc.ox.ac.uk
Dr Myra Cooper Senior Research Tutor	26375	myra.cooper@hmc.ox.ac.uk
Dr David Dean Clinical Tutor & Admissions Tutor	26509	david.dean@hmc.ox.ac.uk
Dr Kathryn Evans Clinical Tutor	26434	kathryn.evans@hmc.ox.ac.uk
Dr Nargis Islam Academic Tutor	26362	nargis.islam@hmc.ox.ac.uk
Dr Helen Jenkins Clinical Tutor	23758	helen.jenkins@hmc.ox.ac.uk
Professor Paul Kennedy Joint Director (Academic & Research)	26305	paul.kennedy@hmc.ox.ac.uk
Dr Nigel King Clinical Tutor and International Route Co-ordinator	26371	nigel.king@hmc.ox.ac.uk
Dr Matthew Knight Academic Tutor	26363	matthew.knight@hmc.ox.ac.uk
David Murphy Joint Director (Clinical & Professional)	26369	david.murphy@hmc.ox.ac.uk
Dr Jane Pollock Course Statistician	26367	jane.pollock@hmc.ox.ac.uk

ADMIN TEAM

Angela Fox Academic & Admissions Administrator	26431/333	angela.fox@hmc.ox.ac.uk
Marianne Peedell Post Certificate Administrator	26431	marianne.peedell@hmc.ox.ac.uk
Maxine Pribyl Course Manager	26374	maxine.pribyl@hmc.ox.ac.uk
Jonathan Boucard IT Consultant	26361	IT-support@hmc.ox.ac.uk

COURSE PHILOSOPHY

Course Philosophy and Values

In 2009 following the staff away day the course team prepared a document outlining the course philosophy and values. The course staff in the away day of June 2013 agreed to update this document. The following themes outline the key aspects of the course philosophy and values that will help us direct our strategy in the forthcoming years.

Developmental perspective

We aim to help trainees develop by focusing on their individual strengths, developmental needs and learning capacity. Our training takes place within a supportive, enabling and facilitative framework using a shared adult learning model. In doing so we aim to ensure the trainees achieve appropriate standards for practice within the NHS so that they can deliver effective practice and high quality care that is sustainable throughout their career. We also understand that trainees may be employed in a range of health, social and third sector settings. As part of our commitment to quality the course is one of the few to offer three placement visits for each placement. This fosters good communication, learning and early intervention. The course also aims to support the parallel development of the staff team, and local supervisors to promote innovations and improvement in training. This is done through staff development and the provision of training to the local clinical psychology community through the supervisor training programme and the professional development programme workshops.

Integrated skills

The training provided by the course integrates academic, clinical, research and professional competencies. It aims to enable trainees to integrate multiple perspectives using a range of psychological models and interventions. It also aims to promote a respect for difference in methods and conceptual frameworks. We also aim for trainees to be self-aware and reflective of this integrated practice.

Reflective scientist-practitioner model

We promote a reflective scientist-practitioner model which appreciates the complexities of clinical decision-making, and that we need to intervene in complex and novel situations where the evidence base may be unclear. It recognises the importance of taking account of ethical and contextual issues, as well as evidence based practice.

Competency and professionalism

With our course values we seek to model competence, compassion, efficiency and professionalism in our psychological work. It is important to integrate ethical standards in all aspects that would also include a respect for efficient systems with clear structures. Those that train with us can expect to become client centred

leaders that deliver services that are evidence based, compassionate and respectful. Our quality mark integrates competency, dignity and capability.

Relationships

The course strongly values and supports respectful working relationships at all levels within the course and its interface with its broad range of stakeholders. We intend to maintain and develop key strategic relationships with our key partners in the University of Oxford, with Oxford Health NHS Foundation Trust, with Health Education Thames Valley, with Service Users and Carers and Harris Manchester College. In addition we value the partnerships with our clinical psychology colleagues and service providers across the region. We promote a collaborative and collegiate style of working which values respect, support and transparent communication. We acknowledge the need to develop and integrate diversity. We also need to be responsive to challenges ahead and to be proactive in developing psychological thinking and other health and social care providers. Within the course team we aim to create a community that works well collectively and is open to different conceptual perspectives.

Leadership

The team aims to be transparent about decision making as far as possible for both the trainees and amongst staff members. There is an emphasis on clear communication and consultation in decision making and feedback is sought about the impact of decisions made and reviewed. However, the team is also respectful of the boundaries between trainees' personal and professional lives and personal issues are not openly shared amongst the team unless there is consent to do so and it is relevant. The course is also actively working with service users and carers to incorporate their perspectives into the programme that will enhance our client centred values.

Emerging values

The course also intends to keep pace with emerging trends and values within healthcare in general. Our overall aim is to translate the findings from evidence based research to clinical practice. We aim to flexibly apply our scientific competencies to provide services in a range of settings and health challenges. We need to appreciate the need for economic efficiency and value for money and recognise the importance of being outcome orientated. We need to explore the solutions to challenges in healthcare in terms of quality of responsiveness and compassion. We also need to promote and develop ethnic diversity and resilience. Through our relationships with service users and carers, trainees, clinical practitioners, commissioners and the broader academic community we aim to keep abreast of health developments, interventions and research.

GUIDELINES FOR LECTURERS

The following guidelines aim to provide useful information and points for consideration.

Duration and timing

The duration of sessions vary from 1 – 7 hours and the specific timing of individual teaching slots will be advised in a teaching letter. Breaks during teaching are at the discretion of the speaker, but **a minimum of 15 minutes break every two hours** or so is recommended. As trainees are on placement most of the week, days for academic teaching are quite intensive.

Trainees will endeavour to be punctual and we would request that speakers also keep to the time limits. Trainees regularly have meetings arranged during lunch breaks, and after teaching sessions.

Speakers are urged to keep to time and not to run over the time allocated.

Audio Recording of Lectures

Trainees may request for teaching sessions to be audio recorded, either due to specific learning needs or trainee absence. Trainees are advised to request this in advance where possible.

Lecturers are entitled to accept or decline this request at their discretion.

An audio recording form has been prepared by the course (see Appendix) that requires the signature of those requesting the recording, and the signature/s of the lecturer/s, indicating they understand and agree to the recording.

Trainees agree that ‘any recording must be for personal private study, and must not be reproduced or passed on to any third party*’ (except where recording for absent colleague). Trainees further acknowledge that the recordings ‘must be wiped once they are no longer needed’ and ‘acknowledge that the content of the lectures remain the intellectual property of the Lecturer delivering them, and that the Lecturer retains the copyright in the lectures and the recording of them in any form’. Finally, that ‘the information given in the lectures must be referenced’ if referred to in their academic work.

Contents and learning outcomes

The Course has 15-20 trainees in each year. Lectures may consist of agenda setting, powerpoint presentation, role-plays, video/DVD, case studies and a little didactic teaching depending on the length of the session. Please make the aims and objectives of your teaching session explicit to trainees. We recognise that the size of the group can make trainee participation difficult. However, trainees really appreciate time for small and large group exercises, discussion/debate and reflection and will comment on this in their feedback. **Please try to maintain an interactive teaching style wherever possible.**

Teaching also benefits from being contextualised in terms of NHS policy documents, frameworks or care pathways in relation to your service area (e.g. NSF, NICE). We encourage the inclusion of service user perspectives, be it in the form of direct

contributions or via written accounts and videos. It would also be helpful if you could incorporate in your teaching relevant facts on the impact of sociocultural factors, including race and gender. Trainees also appreciate information on different levels of working, including organisational issues and teamwork and find particularly helpful hints and tips for practical clinical work. Examples of key research findings and practice-based evidence are also encouraged. In addition to dominant theoretical models, some reference to alternative formulations in the area are also useful.

Handouts and references

Trainees welcome handouts, key reprints, reading lists or other material accompanying your lecture. A copy for each trainee would be very much appreciated. If material is required to be circulated in advance, please let the Angela Fox have this at least **ONE WEEK** before the session. We are asking all lecturers to asterisk one or two key references which are considered essential reading. Where these are books, then (whenever possible) these may be ordered for the Course library. Where these are book chapters or journal articles, please send copies to Angela Fox, so that a copy may be made for the trainees and their resource cabinet. **From trainee feedback, handouts are preferred at the beginning of each session as an aid to notetaking.**

Powerpoint slide handouts should mirror the presentation, be clear and concise and either have 3 or 6 slides to a page. Wherever possible, handouts should be photocopied double sided to save paper.

Photocopying of handouts may be carried out on the day, please ring in advance to check. E-mailed documents may be photocopied in advance and installed on the computer ready for your arrival. Please e-mail angela.fox@hmc.ox.ac.uk in the first instance.

Trainee Photographs

Trainee photographs are available for use during your session. Please ask Angela if you would like to access them and return them at the end of your session.

Working with issues of diversity across the lifespan

We are encouraging trainees to develop their own reflexive positioning and appreciation in relation to issues of difference, sameness and diversity, including ethnicity, gender and social class. In your presentation, we ask you to help them reflect on the relevant issues of diversity as they impact on you and your work, the theory used and how it links to practice with people across the lifespan. If your presentation is focused on a particular age group, it is helpful if you can indicate how the issues might evolve across the lifespan.

Personal Style

Speakers on the Course have highly different styles of presentation. Trainees enjoy this variety and find it stimulating. However, please remember that trainees come from diverse religious and cultural backgrounds and ensure that your own style and language is inclusive and pays attention to issues of difference and diversity.

Facilitating trainee participation

Our induction programme involves trainees in discussion on the “ground rules” which will enable their year group to participate in teaching sessions in a context of mutual respect for similarities and differences. Trainees are responsible for continuing to abide by these rules throughout the Course. However, when using potentially powerful teaching techniques (such as role play) or sensitive teaching material it may be necessary to revisit these ground rules or establishing additional rules (see below).

Trainee-Led Reflection

Integrating Professional Reflection within teaching – Guidance for trainees

The professional reflection working party (comprised of staff, supervisors and trainees) considered ways of developing a more coherent and integrated approach to supporting professional reflection within the Programme for academic, clinical and research aspects of training. One of their recommendations was to make more time for professional reflection within teaching days.

The aim of protecting time for reflection within teaching days is to help trainees to make connections across the different elements of the Programme, to assimilate and accommodate new learning, to link theory and practice, and consider the relevance of contextual issues (including ethics, diversity, dynamics in therapeutic and professional relationships, and professional issues).

It was agreed that the Programme would incorporate protected professional reflection time of 30 minutes in each year of teaching. These are as follows:

- Year 1
 - Michaelmas Term - Friday afternoons,
 - Hilary Term - Thursday mornings,
 - Trinity Term - Thursday mornings (weeks 1-5) and Friday afternoons (weeks 6-10),
 - and during the Teaching Block in April;
- Year 2
 - Michaelmas Term - Tuesday afternoons on alternate weeks,
 - Hilary Term - Tuesday afternoons on alternate weeks,
 - Trinity Term - Tuesday afternoons every week,
 - And during the teaching block in October and again in April;
- Year 3
 - Michaelmas Term - Monday afternoons
 - Hilary Term – Monday afternoons.

It is recommended that trainees bring their reflective learning logs in on teaching days so that they can jot notes while their reflections are fresh in their minds. It was agreed at the Academic Review Committee Meeting to pilot the introduction of Trainee-Led Reflection in 2011/12.

Trainees are encouraged to experiment with different ways of organising trainee-led reflection, and to make individual decisions about what works best for them. Some

possible options include: reflecting as a whole year group; reflecting in groups or pairs and feeding back to the whole year group, or reflecting in groups or pairs and not feeding back to the whole year group. This may involve trainees taking it in turns to lead the reflective discussion. How this time is used will be monitored and reviewed by academic tutors in year group time, and trainees may discuss any issues or concerns individually with academic tutors if they wish.

Some questions that trainees might find helpful to consider during trainee-led reflection are listed below:

- What are the key learning points that I would like to take away from this teaching session?
- What have I learned that is new or different?
- How does this new learning fit with what I already know?
- What are the implications for my practice?
- How might contextual issues be relevant in practice, including ethical issues, diversity, dynamics in therapeutic and professional relationships, and professional issues?
- Have I learned anything about myself (professionally or personally), including my strengths and learning needs?

Use of interactive teaching methods

Many aspects of theory and practice are best presented and explored using experiential methods, such as small group discussions, role plays, observation of presenter at work (either through presenter led role plays or watching and discussing audio/video tape), discussion of video/audio tape material, case discussion, structured exercises etc. We encourage presenters and workshop leaders to mix and match their teaching and learning methods to the trainees' needs and the objectives/outcomes of the teaching, rather than over-relying on one method. If possible, we would ask that didactic presentation be kept to a minimum, as the trainee group can be directed in their preparation and reading, both before and after your session.

Role play involving trainees

Role play is a powerful experiential method of learning clinical skills and/or developing professional sensitivity and self-reflection. Trainees often comment favourably on their experience both of taking part in role play, and of observing lecturers engaging in role play.

We hope that the following provides a useful check-list of things to consider when using role play (or related techniques).

1. Establish safe boundaries in relation to confidentiality – who should know about the material that emerges during the role play, and under what conditions?
2. Establish whether you are going to be drawing on the trainees' personal experiences – and gain their permission to do so. If they refuse to give consent for this, then have a fallback plan ready so that you can adopt a different approach.

3. Explain that you are a professional teaching them – you are not aiming to provide a therapeutic experience. Hence, they might want to consider what they share with you and their peers, and what they choose not to share.
4. Establish an agreement with trainees about what they would like to happen if they find the material presented personally upsetting. Can they leave? Can they observe rather than participate? What would they like to happen? What would feel safe to them? Would they like to talk to a member of the Course team?
5. At the end of the role play, ensure that you de-role. Put yourself and the trainees back into their real life roles.

Where the content of teaching is potentially distressing

The nature of clinical training means that we have to teach about events and conditions which trainees may have personal experience of. For example, it is likely that one or more trainees will have experienced the recent death of a parent or sibling; have a grandparent or other relative who has dementia, or a life threatening illness; have been abused; have been in a traffic accident; have suffered a psychological problem themselves; have a close family member with a serious mental illness.

One aspect of training is to develop self-awareness of and ability to manage difficult emotions arising from personal experience. However, lecturers also have a responsibility to consider the potential impact of teaching material and how to manage any difficult emotions that the material may elicit.

If a teaching session is likely to contain sensitive material, trainees have often found it useful to be alerted beforehand to the type of material to be used (e.g. the use of a video where a client is describing a traumatic event.)

Use of Case Material

Case material used in teaching must be anonymised. However, this may not be possible when using video or audiotape material from clients. Clearly this material can only be used with the expressed permission of the clients themselves. The confidential nature of the material must be emphasised to trainees and if a trainee is familiar with the client (except on a professional basis) they must be requested to leave for this part of the teaching session.

Involvement of service users in teaching

Some of the teaching sessions on the Course involve service users and this provides a unique learning experience for trainees. If your session is to be co-presented by a service user then you may wish the Course to send trainees a memo beforehand outlining the aims of the session; the role of the service user in the session; your expectations of trainees (e.g. regarding asking questions, providing feedback) and how to make the service user feel comfortable and included. Alternatively, these points could be addressed at the start of the session.

If you as a service user are running the session, we would encourage you to contact the member of staff who has invited you to teach to discuss the practicalities and support you would like for your session. This might include, for example, wanting to

be introduced by a member of staff or having time at the end of the session for debriefing with the trainee group and/or member of staff.

Guidelines for service user and carer involvement in teaching

1) General Aims

Service user and carer involvement in the academic programme of the course is valued for a number of reasons. It helps trainees link theory to the lived experience of people who suffer from mental health problems or who care for people who have mental health problems. It can normalise the experience of mental health problems and support empathic understanding of the issues involved. It also provides an opportunity to understand more about what it is like to receive help from mental health professionals – both when this is experienced as helpful and when this has been experienced as less helpful or even harmful. Finally, service user and carer involvement in Course teaching models the value of seeking and being responsive to feedback from those who services are designed to benefit.

Service user and carer involvement in teaching sessions is generally received very positively by trainees, although some problems have occasionally been experienced. The purpose of these guidelines is to help teachers, service users and carers plan and deliver teaching sessions to maximise the benefits of service user and carer involvement and minimise potential problems. The guidelines have been developed by a working group including a service user, carer, member of the academic team and two trainees. The first draft was put out to wider consultation with all members of the service user and carer committee and all members of the Course staff. Suggestions have been incorporated into this version.

In order to be as user friendly as possible, the guidelines have been laid out to reflect the sequence of activities involved in teaching, from the planning stage, through the session itself, to what happens after the session.

2) Before the session: Planning and preparation

The person organising the session should do the following:-

- check with the service user or carer to ensure that they have thought about the stresses involved in teaching /presenting and that the gains will outweigh any costs to them (e.g. stress or talking about upsetting topics).
- give some thought to the format of the session – for example, lecture format, small group work format, question and answer session.
- clarify the aims and objectives of the service user or carer's input into the teaching.
- communicate with the service user or carer about the aims and objectives of the teaching and the context within which the teaching is taking place (including who the trainees are, where they are at in terms of their understanding, the format of the teaching, how many trainees there will be and so on).
- meet the service user or carer before the session. This will give an opportunity to discuss any issues which might affect the service user's involvement on that day, and think of what would help them manage any stress that they might experience as a result of teaching.

3) During the session

- The organiser should stay in the room throughout the session to help contain any difficulties that might arise and help steer the discussion, for example, helping trainees and service user or carer to make links to the aims and objectives of the teaching.
- The organiser, service user or carer and the trainee group should establish some ground rules. This is likely to include options for the service user or carer not to answer questions, or people being able to leave the room if they need to.
- Some service users and carers have said that it can be useful if there is space at the end of the session for informal discussion with trainees (for example people coming up at the end with questions). This can make it feel less like an 'us and them' situation.

4) After the session

- The organiser should offer some time to talk about the experience of the session after the session. For a service user or carer who is involved in teaching for the first time it might be helpful if this can be followed up with a phone call a few days later.
- The staff member should obtain feedback forms from trainees and pass on to the service user, placing in context where necessary
- The staff member should provide feedback if the session is subsequently dropped from the Course

Maintaining a Positive Learning Environment (MAPLE)

These guidelines are for both trainees and lecturers, with the aim of maintaining an environment that creates the best potential for a positive learning and teaching experience.

Although there are more specific guidelines detailed below, the general atmosphere, wherever possible, should be one of mutual respect as colleagues of the wider healthcare and academic profession.

- Lecturers, tutors and trainees should respect everyone's opinions and backgrounds, including personal, professional and cultural, and take into account the potential for personal experiences of physical and/or mental health difficulties within the room.
- Lecturers/tutors are expected to start and finish sessions promptly at the scheduled times and trainees are expected to be in the lecture hall at least 5 minutes before the session starts or earlier if there are room / seating arrangements to organise (e.g. for health purposes).

- Lecturers/tutors and trainees are asked not to eat in the seminar rooms during lectures as this is distracting. Trainees and staff will be able to eat their lunch during the lunch break or during meetings which are scheduled during the lunch break. Meetings within lunch breaks are voluntary and time for lunch should be negotiated when organising meetings.
- Lecturers/tutors and trainees should keep their mobile phones turned off or switched to silent mode (not vibrate mode) and should only be checked during scheduled breaks not during lectures, unless pre-arranged with the group for a specific reason (e.g. child care or emergency).
- Lecturers/tutors and trainees should focus on the lecture content/ discussion/ exercises and not engage in other tasks (e.g. checking emails, sending texts, preparing academic submissions or any other activities) that detract from the lecture or could potentially disrupt the learning environment for everyone.
- Lecturers/tutors and trainees should discuss regular breaks and/or schedule them in from the beginning of the lecture, so that everyone can best manage their needs with regards to bathroom and drink breaks. Trainees may also step out of the room for a break if teaching has been particularly distressing, a comfort break is needed, or other/important reasons. Whenever there is a need to leave the lectures, trainees should seek to do this with minimum disruption to the learning environment.

Lecturers/tutors and trainees should be aware that certain topics covered during teaching may be difficult for individuals in the room, so wherever possible a health warning should be provided at the beginning of a session that contains potentially difficult topics and sensitivity in group discussions to any potential difficulty.

LOCATION, ACCESS & PARKING

A map of our location can be found on the Course website:
www.oxicpt.co.uk.

The Warneford Hospital operates a Pay & Display system and you may enter the second entrance and park adjacent to the Isis Education Centre. If there is no space available here or closer to the Warneford Hospital, then there may be space available at the Churchill Hospital, but this is at least 5 minutes walk from here and you will need to 'pay and display'. Please pass on to us your pay and display costs, but if you are parked illegally you will have to pay a clamp release fee.

A car, which is not parked according to regulations or without a permit or pay and display ticket, will get clamped.

TEACHING LETTER

A teaching letter and module programme will be sent to you detailing the date and time of the teaching session and how your teaching complements the remainder of the module. Please feel free to update the aims and objectives, and references or to add key websites for inclusion next year.

COURSE TEACHING FACILITIES

A computer (with internet connection) / data projector, overhead projector, video and flip chart are available routinely in Seminar rooms 1 & 4/5.

To help us plan more effectively, we would be grateful if you could complete the following form. This will assist us with reducing overlap, academic planning and ensuring your needs are accommodated.

✂ -----

TEACHING PLAN AND REQUIREMENT FORM

(Please return to Angela Fox, Oxford Doctoral Course in Clinical Psychology
Isis Education Centre, Warneford Hospital, Headington, Oxon OX3 7JX)

Name:

Address:

Tel. No.: E:mail address

For teaching on (date):

Resource Requirements

Do you wish the Course to provide the following?

- | | | |
|--------------------|--------------------------|---|
| Handouts | <input type="checkbox"/> | Other (please specify) <input type="checkbox"/> |
| Flipchart | <input type="checkbox"/> | |
| OHP | <input type="checkbox"/> | |
| Computer/Projector | <input type="checkbox"/> | |
| Powerpoint | <input type="checkbox"/> | |
| Video | <input type="checkbox"/> | |
| Internet | <input type="checkbox"/> | |

TEACHING PLAN

Key Content Areas

Key Learning Objectives

For other audio-visual aids, (camera, one-way screen, etc) or extra satellite/breakaway rooms please contact the Course admin team.

TRAINEE FEEDBACK

Feedback forms are available in the seminar rooms for trainees to complete, and we ask speakers to set aside 5 minutes at the end of the session for this purpose. These forms are collated by the Course and are used to get feedback on the Course as a whole. Trainees are asked to hand these to their year tutors at the end of the day. We will forward a summary of the feedback to you at the end of each term. An example is shown below.

TRAINEE FEEDBACK ON LECTURE/SEMINAR/WORKSHOP

Trainee Year (please circle) 1st 2nd 3rd Date:.....

Title of Lecture/Seminar/Workshop:.....

Name(s) of Presenter(s):

Was the content useful?

0 1 2 3 4 5 6 7 8 9 10
not at all moderately extremely

If handouts were given were they useful?

0 1 2 3 4 5 6 7 8 9 10 N/A
not at all moderately extremely not applicable

Was the presentation clear?

0 1 2 3 4 5 6 7 8 9 10
not at all moderately extremely

Did you feel the level of trainee participation was appropriate?

0 1 2 3 4 5 6 7 8 9 10
not at all moderately extremely

Has the opportunity for reflection been appropriate?

0 1 2 3 4 5 6 7 8 9 10 N/A
not at all moderately extremely not applicable

Strengths and general comments:

LECTURER FEEDBACK

Lecturer's feedback forms are also available at the end of each session. This is helpful to us to ensure we are accommodating your needs as much as possible. This should be returned to the Academic and Research Secretary, Angela Fox.

LECTURER FEEDBACK

IT IS IMPORTANT TO COMPLETE THIS FORM AND RETURN IT TO THE COURSE ADMIN TEAM AFTER THE TEACHING SESSION

Name: _____ **Date of Session:** _____

Title of Session & Topic: _____

Trainee Year: _____

1. Was the planning and communication with the co-ordinator satisfactory?
Comments Yes No
2. Were the facilities adequate?
Comments Yes No
3. Did you have enough information to enable you to plan your session and its content?
Comments Yes No
4. Was the interaction with trainees positive?
Comments Yes No
5. Would you be happy to teach again next year?
Comments Yes No

Please return this form to the General office

PAYMENT FOR TEACHING

All lecturers are welcome to claim fees and expenses. An example of the Lecture Fees and Expenses Claim form with details of how to claim is shown below. A copy will be handed to you on the day of teaching.

THE OXFORD INSTITUTE OF CLINICAL PSYCHOLOGY TRAINING
OXFORD DOCTORAL COURSE IN CLINICAL PSYCHOLOGY
Oxford Health NHS Foundation Trust
Isis Education Centre, Warneford Hospital, Headington, Oxford, OX3 7JX

LECTURE FEES AND ASSOCIATED EXPENSES CLAIM FORM

The lecturer should enter their name, address and fee (**in block capitals** to enable the Finance Department to forward expenses correctly) See overleaf for payment details.

Please ensure you sign the form.

PERSONAL DETAILS

Name:

Home address or
work address:

Bank Account No: Sort Code:

TEACHING DETAILS

Module:

Title of Lecture:

Year Intake:

Date: Fee £ (a)
(one speaker - £30.00 per hour, two or more speakers - £20.00 per hour)

Duration of Lecture:

TRAVELLING EXPENSES

From:

Total Miles (travel expenses at 28p per mile): Mileage payable: £..... (b)

Other (e.g. car parking): (b)

Total Payable (a+b) £:

Signature of Lecturer: Date:

LECTURE FEES AND ASSOCIATED EXPENSES CLAIMS

THE OXFORD INSTITUTE OF CLINICAL PSYCHOLOGY TRAINING OXFORD DOCTORAL COURSE IN CLINICAL PSYCHOLOGY

PAYMENT FOR TEACHING

The Oxford Doctoral Course in Clinical Psychology are required by the South Central Strategic Health Authority to re-imburse Trusts (where applicable) with the costs of those involved in Course teaching (one speaker - £30.00 per hour plus travel expenses at 28p per mile, or two or more speakers - £20.00 per hour plus travel expenses at 28p per mile).

Oxford Health NHS Foundation Trust requires all expenses to individuals to be paid directly into their bank account by BACS payment . **Lecturers who require personal payment of lecture fees and travel expenses** are required to complete the Lecture Fees Claim Form (overleaf) ensuring they include their bank account number and sort code.

Lecturers who require lecture fees and travel expenses to be paid direct to their Trust, University Department etc, should ask their Finance Department to raise an invoice addressed to 'Oxford Health NHS Foundation Trust' and send to Creditors Department, Trust HQ, 4000 Chancellor Court, John Smith Drive, Oxford Business Park South, Oxford OX4 2GX (with this Lecture Fees Claim Form attached for information).

If the **Lecturer(s) works for the Oxford Health NHS Foundation Trust**, they should to ask their Head of Department to complete an Inter Departmental Transfer Form (and attach this Lecture Fees Claim Forms) and send to Mrs Maxine Pribyl, Course Manager, Oxford Doctoral Course in Clinical Psychology, Isis Education Centre, Warneford Hospital, Headington, Oxford OX3 7JX.

Service Users are paid expenses in line with the Oxford Health NHS Foundation Trust Service User and Carer Payment and Reimbursement for Involvement Policy. Service User and Carer Reimbursement Forms (and the policy) can be obtained from the Course General Office.

If you have any queries or questions on the above, please contact the secretarial staff on 01865 226431.

Your contribution is much appreciated. Thank you for teaching on our Course.

Notes: