

## Advanced Therapeutic Child and Social Care 1

<b>Module title</b>	Advanced Therapeutic Child And Social Care 1: <i>The theories and theorists that inform therapeutic practice.</i>
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	9
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Damien McLellan
<b>Parent programme(s)</b>	M. A. (Leadership in Therapeutic Child and Social Care)
<b>Stage of parent programme</b>	1
<b>Semester (semester1/semester2 if applicable)</b>	Year long
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	10
<b>List the teaching and learning modes</b>	Flat screen in classroom, group-work
<b>Entry requirements (statement of knowledge, skill and competence)</b>	In addition to the Programme Learning requirements, the course design relies on a commitment to continuing attendance by all.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. The module is a mandatory part of a programme with a core aim of creating a 'holding environment' in which learners can develop their understanding of therapeutic practice. Staff are encouraged to give support and feedback to each other, and the staff team is committed to developing a 'learning community' on the course.
<b>Maximum number of learners per centre (or instance of the module)</b>	16
<b>Duration of the module</b>	1 Year
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	1.5
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Seminar Room Lecture Hall Small Group-work Room
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
40.5	1:9	13.5	1:1				110		86	250
<b>Allocation of marks (within the module)</b>										
					Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100				100%		

Section B: Module Descriptor	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	<p>This module gives the learners the key theories and principles that inform and enable excellence in therapeutic social care practice.</p> <p>This is done in such a way that the learners can integrate the learning into their lives and work so that they can in professional practice respond therapeutically from the intuitive right brain.</p>
<b>Module Aims and Objectives</b>	<p>The principal aim of this module is to give the learners the key theories and principles that inform and enable excellence in therapeutic social care practice.</p> <p>This is done in such a way that the learners can integrate the learning into their professional practice so that they can respond therapeutically to presenting needs.</p> <p>The teaching, therefore, takes place in a group setting that allows learners to question concepts and seek clarifications at their own pace of learning.</p> <p>A key objective is to provide a base for stage 2 of the programme where the emphasis will change to applying the key theories to practice.</p>
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to:

	<ol style="list-style-type: none"> <li>1. Critically analyse and evaluate the key theories and principles that inform therapeutic child and social care practice. (MIPLO 9)</li> <li>2. Share confidently and fluently this knowledge with others, especially their colleagues to develop strategies that promote therapeutic care in professional contexts. (MIPLO 4, 9)</li> <li>3. Critically engage with new and emerging learning related to therapeutic child and social care and locate this to their own continuing professional development. (MIPLO 9)</li> <li>4. Engage in Reflective Practice based on the overlapping areas of their personal, professional and academic lives. (MIPLO 3, 4)</li> </ol>
<b>Information Provided to Learners about the Module</b>	<p>This module explores the personal, societal and organisational context within which therapeutic work is set, and looks at ways of harnessing these contexts towards more productive and creative therapeutic work. It aims to consider the basic principles of psychodynamic therapeutic work with children, in order to provide learners with a theoretical framework upon which to build their practice.</p>
<b>Module Content, Organisation and Structure</b>	<p>An overview of the principal schools of Psychology: Humanistic, Cognitive Behaviour, and Psychodynamic.</p> <p>Among the theorists to be studied are Maslow, Rogers, Berne, Freud, Jung, Bowlby, and Winnicott.</p> <p>The contributions of Alan Schore, Daniel Stern and others to Developmental Neuroscience</p> <p>Anti-Oppressive Practice (Neil Thompson)</p> <p>The Grieving Process (Kubler Ross)</p> <p>Systems Theory and Group Dynamics (Adrian Ward)</p>
<b>Module Teaching and Learning Strategy</b>	<p>The principal teaching is delivered in a seminar form supported by handouts, visual presentations, and films. Outside speakers who work in social care, also teach from their experience. Learners, all of whom are working in the field, are encouraged to bring live issues from their workplace as an opportunity to match theory to practice. Learners are expected to read indicated seminal papers and texts. Learners are also expected to read widely across the field of social care</p>
<b>Timetabling, Learner Effort and Credit</b>	<p>Learners attend college for one day per week from October to May. The philosophy of the programme is based on what is called 'the matching principle' (Ward 1995). The aim is, in as far as possible to match the learning experience with key aspects of practice in the professional settings in which our learners work. The main way of matching the training with the practice has been to run the course as a community, made up of learners and staff who have shared aims and outcomes. The day's work begins on a Monday morning with an Opening community meeting, and concludes that evening with a Closing community meeting. These meetings are usually led by the learners. This module is held within that learning environment and is allocated 1.5 hrs per week.</p>

<b>Work-Based Learning and Practice-Placement</b>	As stated above learners, all of whom are working in the field, are encouraged to bring live issues from their workplace as an opportunity to match theory to practice. Whilst this does not constitute a supervised learner placement, it is a requirement that all learners have a practice reference point in order to fully participate in this integrated learning space.
<b>E-Learning</b>	N/A
<b>Specifications for Module Staffing Requirements</b>	<p>The core programme team work closely with the learners on a weekly basis to form a strong inclusive and participatory learning community. The core team receive external supervision 4-6 times per year and this is seen as an essential element in ensuring that the learning community remains a safe space in which learners work towards developing a deeper understanding of their professional selves.</p> <p>Guest lectures from the professional field of Social Care play an important role in this module as they make possible a wider range of workplace contexts in which to explore the interplay between key theoretical approaches and professional practice.</p>
<b>Module Summative Assessment Strategy</b>	<p>Essay (4000 words)</p> <p>The ethos throughout the programme is that of participative and reflective learning. There is an emphasis on the connections between personal, professional and academic learning, and also on themes of empowerment and anti-oppressive practice. The course is underpinned with a psychodynamic framework. All of the assessed work draws on learners' practice experience and requires the integration of theory into practice.</p> <p>Assessment of this module takes account of each individual learner's work context through rewarding reflective learning, awareness of processes and integration of theory and practice. The essay title is provided to learners early in the academic year and the formative element of shaping their essay structure and content begins.</p> <p>The essay carries 100% of the module mark.</p>
<b>Sample Assessment Materials</b>	<p><b>Essay:</b></p> <p>Imagine you have been asked to formally share with colleagues your current understanding of a therapeutic approach to child and social care. In this essay set out your material and your thinking, providing references for any sources you quote from.</p>
<b>Reading Lists and Other Information Resources</b>	<p>Barker, M. (2011) Ageing and Attachment Ch. 11 in Ryan, P and Coughlan, B.J. (eds.) <i>Ageing and Older Adult Mental Health: Issues and Implications for Practice</i>. London, Routledge</p> <p>Bion, W.R. (1961) <i>Experiences in Groups</i>. London: Routledge.</p> <p>Holmes, J. (1993) <i>John Bowlby and Attachment Theory</i>. London: Routledge.</p> <p>Lishman, Joyce (2007) <i>Handbook for Practice Learning in Social Work and Social Care</i>: London: Jessica Kingsley.</p>

	<p>Lalor, K. and Share, P. (2013) <i>Applied Social Care: An Introduction for Students in Ireland</i>: Dublin: Gill and Macmillan</p> <p>Parkes, C, Stevenson-Hinde, J. and Marris, P. (2006) <i>Attachment Across the Life Cycle</i>. London: Routledge.</p> <p>Payne, Helen and Brian Littlechild (eds.) <i>Ethical Practice and the Abuse of Power in Social Responsibility</i> London: Jessica Kingsley.</p> <p>Ruch, G., Turney, D and Ward, A. (Eds.) (2010) <i>Relationship-Based Social Work</i>. London: Jessica Kingsley Publishers.</p> <p>Paul, S. and Charura, D. (2014) <i>An Introduction to the Therapeutic Relationship in Counselling and Psychotherapy</i>. London: SAGE Publications Ltd</p> <p>Schore, A. (2012) <i>The Science of the Art of Psychotherapy</i>. New York: Norton.</p> <p>Siegal, Daniel J. (2007) <i>The Mindful Brain</i> WW Norton and Co, New York and London.</p> <p>Winnicott, D.W. (1989) <i>The Family and Individual Development</i>. London: Routledge.</p> <p>Ward, A. (2002) Opportunity led work: maximising the possibilities for therapeutic communication in everyday interactions, <i>Therapeutic Communities</i> 23 (2) 111-124 (2002).[Available at <a href="http://www.adrianward.org.uk/">http://www.adrianward.org.uk/</a></p> <p>Ward, A. (2008) Beyond the instructional mode: creating a holding environment for learning about the use of self. <i>Journal of Social Work Practice</i> 22 (1) 67-83. (2008)</p> <p>Ward, A. (2004) Towards a theory of the everyday: the ordinary and the special in daily living in residential care. <i>Child and Youth Care Forum</i> 33 (3) 209-225 (2004)</p> <p>Whitwell, J. (2014) <i>Therapeutic Care in Family Settings</i> [Available at <a href="https://johnwhitwell.co.uk/papers/">https://johnwhitwell.co.uk/papers/</a></p> <p><b>Essential viewing:</b>  The ideas of Donald Winnicott (2014) <a href="https://youtu.be/ZaZkvvB367I">https://youtu.be/ZaZkvvB367I</a>  Whitwell J. (2017) <a href="https://johnwhitwell.co.uk/">https://johnwhitwell.co.uk/</a></p>
<b>Module Physical Resource Requirements</b>	<p>The ‘matching principle’ aims to match the mode of training to the mode of practice. Careful attention is given to forming and maintaining a learning community. This is best achieved when the number of learners is between 9 and 16.</p> <p>Each learner is assigned a personal Tutor at the beginning of the course. Each learner is expected to sign up for regular tutorials on the course notice board.</p> <p>The module takes place in a bespoke group room of adequate size, with seating that is sufficiently flexible to promote discussion and interaction.</p>