

Experiential Group 1

Module title	Experiential Group 1: Leading Self
Module NFQ level (only if an NFQ level can be demonstrated)	9
Module number/reference	TBC
Module Co-ordinator	Dorothy Casey
Parent programme(s)	M.A. (Leadership in Therapeutic Child and Social Care)
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	Year long
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	Tutorials, Facilitated experiential group.
Entry requirements (statement of knowledge, skill and competence)	Programme Entry requirements. College Progression and Advanced Entry Requirements as per Carlow College Learner Admission, Progression and Recognition Policy (April 2017)
Pre-requisite module titles	N/A
Co-requisite module titles	
Is this a capstone module? (Yes or No)	No
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met. The requirement for this module is that the group facilitator must be a trained psychoanalytic psychotherapist with experience of group facilitation.
Maximum number of learners per module	16
Duration of the module	1 Year
Average (over the duration of the module) of the contact hours per week (see * below)	1.5 hours per week lecture
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Group work Room

Analysis of required learning effort										
Effort while in contact with staff										
Classroom and demon-strations		Mentoring and small-group tutoring		Other (specif y)		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					
54	1:9		1:9				110		86	250 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100				100%		

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>The course aims to match the mode of training to the mode of practice; thus there will be an emphasis on working and deciding together as a group of staff and learners in all aspects of the course, including management and decision-making.</p> <p>In the Experiential Group, learning will occur through the personal sharing of experience and the gradual development of a group culture. These two, working in tandem, will facilitate the understanding of unconscious processes at a personal, group and organisational level. In time, those dynamics that interfere with personal, group, and organisational potential will be minimised and the group will begin to work together towards more creative solutions.</p>
Module Aims and Objectives	<p>To enable learners to learn through the group process about the relationship between their personal life experiences, their work experience, their theoretical learning and their practice.</p> <p>Throughout this course, learners will be asked to keep track of their learning and to develop their capacity for reflection. The ability to reflect upon experience, both as it happens and after the event, are essential skills in Child Care and in all therapeutic work: This is how we make connections, unravel difficulties and</p>

	arrive at new understandings. Since Therapeutic work requires us to reflect deeply upon <i>others'</i> experience it is very important that learners develop as fully as possible the capacity to reflect similarly on their <i>own</i> experience.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Reflect upon experience, both as it happens and after the event. (MIPLO 2, 3, 6, 9) 2. Make connections between personal, professional and academic experience. (MIPLO 6, 8) 3. Transfer the course's reflective management model to a work setting. (MIPLO 1, 4, 6) 4. Record reflective material in journal form. (MIPLO 2, 3, 5) 5. Articulate issues around personal and professional self-development. (MIPLO 6, 7)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>To enable learners to learn through the group process about the relationship between their personal life experiences, their work experience, their theoretical learning and their practice. Throughout this course, learners are asked to keep track of their learning and to develop their capacity for reflection by regularly writing up their Personal Journal. Since Therapeutic work requires us to reflect deeply upon others' experience it is very important that learners develop as fully as possible the capacity to reflect similarly on their own experience.</p> <p>Diploma Supplement contains module name, code, stage and ECTS</p>
Module Content, Organisation and Structure	<p>This module offers a valuable opportunity to develop the ability to reflect: The Opening and Closing Meetings, the Experiential Group, and the Seminars are all designed to enhance learners' awareness and develop their reflective capacities. This work will be a crucial part of the course and will offer many opportunities for learning about working in and leading groups.</p> <p>In particular, the module seeks to create structures within which learners can advance their learning in terms of the overlap between personal, academic and professional development.</p> <p>Learners will attend a weekly experiential group throughout the two years, conducted along group analytic lines and led by an experienced group psychoanalytic-psychotherapist facilitator. The focus will be on reflecting upon connections, between the personal, the professional and the academic, with emphasis on understanding the ways in which the personal work influences the academic learning and professional practice. All the reflective work, including the group work, will enable learners to develop their capacity to work and learn, and at the same time reflect on these apparently elusive interactions. These reflective processes will mirror the model we will expect learners to extend to their everyday work. The experiential group is an essential element that facilitates learning on the whole course.</p>
Module Teaching and Learning Strategy	Learners will attend a weekly experiential group throughout the two years, conducted along group analytic lines and led by an experienced group psychoanalytic-psychotherapist facilitator.
Work-Based Learning and Practice-Placement	N/A

E-Learning	N/A
Specifications for Module Staffing Requirements	<p>Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met.</p> <p>The requirement for this module is that the group facilitator must be a trained psychoanalytic psychotherapist with experience of group facilitation.</p>
Module Summative and Formative Assessment Strategy	<p>Learners are required to keep a Reflective Journal of their experiences whilst on the course. This requirement is based on a belief that the regular and committed use of such a journal to record thoughts and feelings about every aspect of a learner's work and development will greatly enhance the experience of this course. Learners may be required to present their journals at tutorials or similar meetings and at end of year assessments.</p> <p>Assessment of the Experiential Element of the Programme</p> <p>The Course is based on the Matching Principle (Ward and McMahon, 1988), which requires that the content and process of the course should be in tune as much as is possible with the workplaces of the learners. Therefore, in the event of a learner struggling with the practical or experiential elements of the course, the learner will be offered support and guidance, as he or she would be in a 'good enough' (Winnicott, 1964) workplace.</p> <p>If, however, the course staff team is especially concerned about a learner and his or her readiness for practice, the following procedures are followed:</p> <ol style="list-style-type: none"> 1. The learner's tutor will ask to meet with the learner in order to share the staff concerns. If this does not resolve the matter, 2. The learner will be asked to meet with the course staff who will elaborate on their concerns. The learner may choose to be accompanied by another learner of their choice. 3. The staff team will support the learner to make whatever changes are considered necessary. 4. The staff will continue to meet with the learners often and for as long as this is necessary. 5. If it becomes clear that the learner may need to defer their participation on the course or is likely to be asked to leave the course, this serious situation will be brought to the attention of the Programme Board. 6. The learner will have the right to appeal to the Programme Board in the event of an unfavourable decision. <p>[The above is informed by the paper Evaluating and Grading of Experiential Learning – Appendix 1 of the Course Handbook (located in <i>Supporting Documentation</i>, Appendix B)]</p>
Sample Assessment Materials	<p>Assessment of this sequence will consist of two elements:</p> <ol style="list-style-type: none"> 1. A Piece of Reflective Writing (1,500 –3,000 words) 100 marks. <p>This work is based on the learner's reflective journal and will be submitted at the end of each year. It will be graded according to the learner's ability to reflect on their learning experience and personal/professional developmental journey. Learners will be required to reflect critically on their experience on the program</p>

	<p>each year, and to demonstrate an ability to integrate the theoretical work of the course with their own personal and professional development.</p> <p>2. Practicum – Participation in Group Learners will be continuously assessed throughout this module with particular reference to their personal and professional readiness to practice. Assessment of this aspect of the course is based on the Tutor’s log of group sessions. Learners are required to achieve Pass in both 1 and 2 above in order to progress to Year 2 and at the end of Year 2 in order to achieve their full qualification. Where the Tutor may have concerns around the learner’s readiness to practice, they will discuss this with the learner concerned. The learner may be required to withdraw from the course either as a temporary or permanent measure. This decision will be taken in consultation with the Course Board.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Best, D. (1998) On the experience of keeping a reflective journal while training, in Ward, A. and McMahon, I. (Eds.), <i>Intuition is Not Enough</i>. London: Routledge, pp.153- 164</p> <p>Bion, W.R., (1989) <i>Experiences in Groups</i>. London: Routledge.</p> <p>Bolton, G. (2010) <i>Reflective Practice: Writing and Professional Development</i> (3rd edition). London: Sage.</p> <p>Rothschild, B. (2006) <i>Help for the Helper: The Psychophysiology of Compassion Fatigue and Vicarious Trauma</i> New York: W.W. Norton and Co.</p> <p>Schon, D. A. (1999) <i>The Reflective Practitioner: How Professionals Think in Action</i>. USA: Ashgate.</p> <p>Other Reading: Egan, G. (1998) <i>Exercises in Helping Skills</i>. London: Brooks/Cole Publishing Company.</p> <p>Corey, G. (2007) <i>Theory and Practice of Group Counseling</i>, California: Brooks/Cole.</p> <p>Lyth-Menzies, I. (1998), <i>Containing Anxiety in Institutions</i>. Nottingham (UK): Free Association Books.</p> <p>Stock Whittaker, D. (2003) <i>Using Groups to Help People</i> (2nd edition). London: Routledge</p> <p>Essential Viewing: Kolb, D (2012) What is Experiential Learning? The Haye Group https://www.youtube.com/watch?v=1ZeAdN4FB5A</p> <p>Encounters Through Generations, a film about psychoanalysis in the UK. © The Institute of Psychoanalysis 2010. https://www.youtube.com/watch?v=dtxytpdO3JM</p>
<p>Module Physical Resource Requirements</p>	<p>Group-work space.</p>