

Leadership and Management Issues in Therapeutic Child and Social Care

Module title	Leadership and Management Issues in Therapeutic Child and Social Care
Module NFQ level (only if an NFQ level can be demonstrated)	9
Module number/reference	TBC
Module Co-ordinator	Colleen Macintosh Hill
Parent programme(s)	M.A. (Leadership in Therapeutic Child and Social Care)
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	Year long
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Flat classroom, group-work
Entry requirements (statement of knowledge, skill and competence)	In addition to the Programme Learning requirements, the course design relies on a commitment to continuing attendance by all.
Pre-requisite module titles	Successful completion and pass of Year 1 modules
Co-requisite module titles	Three other Year 2 modules (Advanced Therapeutic Child and Social Care 2, Research Methods and Dissertation, Experiential Group 2)
Is this a capstone module? (Yes or No)	N/A
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. The core aim of this module is to provide the theory and practice of leadership and management in social care work. Learners can develop their understanding of how the professional task of therapeutic care needs to be managed in various contexts. The staff team practice leadership and management throughout the day with each other, the learner group, and other systems within the college. Issues are openly managed and discussed as they emerge.
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
Module-specific physical resources and support required per centre (or instance of the module)	Seminar Room 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 (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					
27	1:9						55		68	150
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	To explore the theory and practice of management in the field of social care, both in terms of formal management roles, and in terms of the aspects of management entailed in social care work at all levels.
Module Aims and Objectives	The focus will be on understanding how the professional task of therapeutic child and social care needs to be managed in various contexts. Themes will include: <ol style="list-style-type: none"> 1. Everyday practice—establishing connections between task and working methods 2. Team Work—its potential and its constraints, supervision, consultation, the use of meetings, etc. 3. Leadership and the dynamics between leaders, teams, and others.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Explain how work is a dynamic process in groups, teams, and organisations. (MIPLO 1) 2. Critically engage with practice approaches with particular reference to recognition of ‘defensive processes’. (MIPLO 1) 3. Demonstrate a critical understanding of the related tasks of management and leadership. (MIPLO 7) 4. Use relevant theory to identify the primary task and an appropriate working method for application in the workplace. (MIPLO 5) 5. Critically discuss the role and function of the External Consultant. (MIPLO 6)

Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>The principal elements to be covered in this module will include:</p> <p>Managing therapeutic Social Care—management for therapy: power, dependency and prejudice, Race and racism, vulnerable individuals’ voice in decision making, managing daily life—the use of routine, life-space work, etc.</p> <p>Managing as a Team—the boundaries of teamwork, internal and external: equal opportunities, history and myth in teamwork, teams and individuals, meetings’ roles and functions, managing special relationships: service users and workers, supervision and consultation.</p> <p>Leadership—power and trust, the transition into leadership, gender issues in management, self and false self in leadership, managing internal and external demands, and managing powerful feelings.</p> <p>Current Social Policy and Legal Issues relating to professional Social Care. Comparative approaches including European policy and practice.</p>
Module Teaching and Learning Strategy	<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. Role plays that reflect individual/group/team meetings are used as learning tools.</p> <p>Learners are also expected to read widely across the field of management within social care.</p>
Work-Based Learning and Practice-Placement	<p>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.</p>
E-Learning	<p>N/A</p>
Specifications for Module Staffing Requirements	<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. Guest lectures from the professional field of Social Care play an important</p>

	<p>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>
<p>Module Summative and Formative Assessment Strategy</p>	<p>Essay 3000 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. There is particular emphasis on the awareness, reflection, and impact of group dynamics and the unconscious, specifically to the role of leadership and management. 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. 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.</p> <p>The essay title is provided to learners early in the academic year and the formative element of shaping their essay structure and content begins. The final essay carries 100% of the module mark.</p>
<p>Sample Assessment Materials</p>	<p>Over the next few weeks, use staff meetings or similar gatherings to be a Participant Observer (study.com/academy/lesson/participant-observation-definition-and-examples.html) in your own organisation. See if you can identify and then discuss in the essay the unconscious processes that may emerge. You need to begin your essay with a short discussion of the theories of Wilfred Bion and Isabel Menzies-Lyth. A sample answer is provided in Appendix 3.</p>
<p>Reading Lists and Other Information Resources</p>	<p><u>Essential Reading:</u></p> <p>Benson, A. (2016) <i>Leading in complex systems: System leadership, unconscious processes and systems psychodynamics</i>. Webinar by The Tavistock Institute for NHD Available at: http://www.tavistockinstitute.org</p> <p>Burton, J. (1998) <i>Managing Residential Care</i>. London: Routledge.</p> <p>de Vries, M. et al (2013) 'Psychodynamic Issues in Organizational Leadership' (Ch. 4) in <i>The Wiley-Blackwell Handbook of the Psychology of Leadership, Change, and Organizational Development</i>. Editor(s): H. Skipton Leonard, Rachel Lewis, Arthur M. Freedman, Jonathan Passmore. Published Online: 18 FEB 2013.</p> <p>Fraher, A. (2004) <i>A History of Group Study and Psychodynamic Organizations</i>. London: Free Association Books.</p> <p>Hinshelwood, R.D. (2001) <i>Thinking About Institutions: Milieux and Madness</i>. UK: Jessica Kingsley Publishers.</p> <p>Huffington, C., Halton, W., Armstrong, D. and Pooley, J. (eds.) (2004) <i>Working Below the Surface: The Emotional Life of Contemporary Organisations</i>. US: Karnac.</p>

	<p>Krantz, J. (2001) Dilemmas of Organizational Change: A Systems Psychodynamic Perspective in Gould, L., Stapley., Stein, M. <i>The Systems Psychodynamics of Organizations: Integrating the Group Relations Approach, Psychoanalytic, and Open Systems Perspectives</i>. New York: Karnac Books, 2001.</p> <p>Menzies-Lyth, I. (1992) <i>Containing Anxieties in Institutions, Selected Essays Vol.1</i>. UK: Free Association Press.</p> <p>Obholzer, A. and Roberts, Z. (Eds.) (1994) <i>The Unconscious at Work: Individual and organizational stress in the Human Services</i>. UK: Routledge.</p> <p>Seden, J. and Reynolds, J. (2003) <i>Managing Care in Practice</i>. London.: Routledge.</p> <p>The University of Cambridge Institute for Sustainability Leadership (2017) <i>Global Definitions of Leadership and Theories of Leadership Development: Literature Review</i>. Cambridge University Press.</p> <p>Ward, A. (2014) <i>Leadership in Residential Care: A Relationship-Based Approach</i>. Smokehouse Press.</p> <p>Other Reading: Baines, Donna (2011) <i>An Overview of Anti-Oppressive Practice, Roots, Theory, Tensions</i>. Canada: Fernwood Publishers.</p> <p>Daly, Jenny. (2015) Thinking About Internal Prejudice and Anti-Oppressive Practice in Child Safeguarding Social Work with Irish Travellers in the UK. <i>Journal of Social Work Practice</i>, DOI: 10.1080/02650533.2015.1116438</p> <p>Hanlon, Niall. (2009) Valuing Equality in Irish Social Care. <i>Irish Journal of Applied Social Studies</i>, Volume 9, Issue 1</p> <p>Hicks, Leslie. (2008) The Role of Manager in Children’s Homes: The process of managing and leading a well-functioning staff team. <i>Child and Family Social Work</i> 2008, 13, pp 241-251</p> <p>Essential Viewing: The Need for Integration—Part One Leadership and Management https://www.linkedin.com/pulse/need-integration-part-one-leadership-management-patrick-tomlinson</p>
Module Physical Resource Requirements	The module takes place in a bespoke group room of adequate size, with seating that is sufficiently flexible to promote discussion and interaction.