

Observing and Understanding Organisational Life

Module title	Observing and Understanding Organisational Life: (including Residential Workshop and Five Day Visit of Observation)
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	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	Flat classroom, group-work, residential weekend, agency visit
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	N/A
Co-requisite module titles	Advanced Therapeutic Child and Social Care, Philosophy and Ethics of Therapeutic Child and Social Care, Experiential Group 1.
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. This 'Professional Workshop' aims to provide a regular structured opportunity for learners to bring to the group for discussion and analysis, problems and dilemmas that they are currently facing in their workplace. This session will provide a useful forum for exploring alternative ways of finding explanations and solutions and will also create a valuable setting for testing out the validity and applicability of theoretical material covered in the taught seminars.
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			48 hr residential 38 hr visit of obs		
54	1:9		1:9				110	86		250
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	<p>This session will provide a useful forum for exploring alternative ways of finding explanations and solutions and will also create a valuable setting for testing out the validity and applicability of theoretical material covered in the taught seminars.</p> <p>The two-day Residential Workshop gives recognition to the fact that the therapeutic emphasis of the programme may not match the learner’s work environment. It will therefore provide learners with an opportunity to explore the challenges associated with pioneering such an approach in the Irish context. The Visit of Observation will involve a 5-day visit to a therapeutic residential unit (that the learners choose in conjunction with the staff team), in order to increase their understanding of the different contexts and methods of therapeutic work. The Professional Workshop will provide an opportunity to prepare for this visit by encouraging learners to reflect upon and analyse some form of organisational change that they have experienced in their career to date.</p>
Module Aims and Objectives	<p>The Professional Workshop will provide a useful forum for exploring alternative ways of finding explanations and solutions to problems and dilemmas faced in the workplace, and will also create a valuable setting for testing out the validity and applicability of theoretical material covered in the taught seminars.</p> <p>The Residential Workshop will provide learners with an opportunity to explore the challenges associated with pioneering a therapeutic approach in the Irish context. The Visit of Observation will involve a 5-day visit to a therapeutic</p>

	residential unit and the purpose is to increase the learners' understanding of the different contexts and methods of therapeutic work.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners will have the ability to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the connection between primary task and method of working in organisations and to minimise the role of unconscious processes and defences in organisations. (MIPLO 1) 2. Engage in participant observation towards identifying and evaluating atmosphere, processes, quality of work, cause and effect in organisations and the management of change. (MIPLO 7) 3. Develop strategies that help the individual understand a presented problem and to anticipate possible strategies for addressing it within his or her team; and secondly to learn by experience, through reflective attention to unconscious processes, about the powerful ways in which process and content affect each other. (MIPLO 5) 4. Critically and objectively examine the connection between their own family experience and their therapeutic work. (MIPLO 3)
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 Professional Workshop will take place throughout the first year. The first semester will focus on <i>A Person Who Concerns Me Greatly</i>; and the second semester will examine Organisational Dynamics in the Workplace. By the end of the residential Workshop learners will have drawn up plans for their 5-day visit of observation to an organisation involved in therapeutic work. Their task during this visit is to consider organisational dynamics, change and identity, issues in managing change, the role of leadership and matching leadership style to task.</p>
Module Teaching and Learning Strategy	<p>This module will be taught using a structured seminar technique based on the use of the reflection process, and will involve a learner presentation of a current problem or dilemma from their workplace or practice experience. This model will be used for many of the Professional Workshop sessions, and will emphasise the role and responsibility of the individual learner in facilitating group learning.</p> <p>The Residential Workshop will involve a mixture of taught and participative approaches, and will afford opportunities for learners to work in small groups at a deeper level.</p> <p>The 5-day Visit of Observation will take place during the summer break at the end of Year 1.</p> <p>Guidelines for 5-day Visit of Observation:</p>

	<p>Learners will be assisted in selecting agencies i.e. those that offer insight into best practice in the area of therapeutic care. Prior to the visit contact will be made with the agency to ensure that:</p> <ol style="list-style-type: none"> 1. A formal introduction takes place. Brief details of learner's personal background and work experience will be provided in the form of a short written statement. The agency is aware of the aims and content of the MA course in general and the structure and purpose of the visit of observation in particular. A course prospectus will be provided. 2. A contact person is formally identified in the agency. 3. Learning objectives are discussed and clearly outlined in consultation with the agency. 4. Monitoring and feedback guidelines are understood and agreed.
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	N/A
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.</p>
Module Summative and Formative Assessment Strategy	<ol style="list-style-type: none"> 1. Essay/case study (4,000 words) accounting for 80% of the mark. For the purpose of this module a case study refers to the considered examination of the learner's own professional work with an individual, group, team, institution, incident, phenomenon etc. A sample answer is provided in Appendix 3. 2. Participation and contribution to the group will account for 20% of the overall mark.
Sample Assessment Materials	<p>After giving a brief anonymized description of its social care task, discuss the aspects of the centre you visited that, in your opinion, are most therapeutic, least therapeutic, and could be made more therapeutic. The essay will be no more than 4000 words.</p> <p>You have recently had the opportunity to study different contexts and methods of therapeutic work in a social care setting. In a 4000 word essay, please reflect your observations of the agency engaged in a therapeutic process, and your understanding of matching theory to practice. There is also an opportunity to discuss areas that you observed as incongruent to the therapeutic matching principle, and this will also make for interesting discussion.</p>
Reading Lists and Other Information Resources	<p>Essential Reading: Bion, W.R., (1996) <i>Experiences in Groups</i>. London: Routledge.</p> <p>Frahrer, A, L. (2004) <i>A History of Group Study and Psychodynamic Organizations</i>. London: Free Association Books.</p>

	<p>Hodges, J. (2016) <i>Managing and Leading People Through Organizational Change: The theory and practice of sustaining change through people</i>, (3rd edition). London: Kogan Page.</p> <p>Lomax, P. (Ed.), (1989) <i>The Management of Change</i>. London: Multilingual Matters Ltd.</p> <p>Lyth Menzies, I. (1988) <i>Containing Anxiety in Institutions</i>. Nottingham (UK): Free Association Books.</p> <p>Marris, P. (2015) <i>Loss and Change</i> (Revised Edition). London and New York: Routledge.</p> <p>Obholzer, A. and Roberts, V.Z. (Eds.), (2003), <i>The Unconscious at Work</i>. London: Brunner Routledge.</p> <p>Schon, D.A. (1983) <i>The Reflective Practitioner</i>. New York: Basic Books.</p> <p>Schon, D.A. (1987) <i>Educating the Reflective Practitioner</i>. San Francisco: Jossey – Bass.</p> <p>Stirk, S. and Sanderson, H. (2012) <i>Creating Person-Centred Organisations: Strategies and Tools for Managing change</i>. U.K.: Jessica Kingsley Publications.</p> <p>Viorst, J. (2010) <i>Necessary Losses: The Loves, Illusions, Dependencies and Impossible Ex</i>. London: Simon and Schuster</p> <p>Additional Reading: Ramvi, E. (2008) <i>What Characterizes Social Defense Systems?</i> University of Stavanger, Norway. Conference Paper. https://www.researchgate.net/publication/228598025 Retrieved on: 14 November 2016</p>
<p>Module Physical Resource Requirements</p>	<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. 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>