

Philosophy and Ethics of Leadership in Therapeutic Child and Social Care

Module title	Philosophy and Ethics of Leadership 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	Peter Kieran
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	The module is conducted through prepared for seminars, for which learners have to read a set paper(s) in advance. Small group discussion, group activities using art materials, and video clips shown on the interactive whiteboard are also used. Learners also prepare a <i>Statement worth Making</i> , with four supportive statements taken from academic writing on their subject of choice.
Entry requirements (statement of knowledge, skill and competence)	Acceptance as a learner on the MA, through written application, provision of supporting documentation, and success at selection interview.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
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)	Level-9 qualification in Social Studies, Social Science, Social Work or other related field, combined with at least 10 years fieldwork practice, half of which should be at leadership level. As learning involves working in pairs, in small groups and in the large group, the staff member should be competent in the use of group learning methodologies.
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				
Module-specific physical resources and support required per centre (or instance of the module)						MA Seminar Room, with access to video projection, art materials, flip chart and whiteboard; with supports from Library staff. May use <i>Carlow Visual</i> for special subject sessions with outside contributors				
Analysis of required learning effort										
*Effort while in contact with staff										
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					
39	1:9	15	1:1			20	110		66	250
Allocation of marks (within the module)										
				Continuous assessment – Essay, statement preparation and presentation, and overall participation	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	All professional helping activities need to be founded in and guided by ethical principles. In line with Learning Outcomes 2 and 5, this module helps the learners to develop a reflective approach. A philosophy of leadership (LO 6) will be informed by a study of applied philosophy; while to lead a culture of ethical and anti-oppressive practice (LO 7) requires an understanding of these aspects of human behaviour.
Module Aims and Objectives	To encourage learners to reflect on the meaning, scope and practical bearing of the concepts that form part of the taken-for-granted language of helping, leadership and therapeutic care. To promote understanding of these concepts, and to enhance the learners' ability to evaluate practice from a moral and an ethical point of view.

	To undertake this search for meaning and understanding within the context of the various relevant United Nations Conventions on Rights, so that learners will be assisted to appropriately apply these internationally agreed codes to situations encountered in their practice of therapeutic care.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Outline and discuss what key philosophers have said about the process of humans helping humans, and clearly express their own philosophy of helping. (MIPLO 8, 9) 2. Explain how they can competently use concepts related to therapeutic care, including the dynamics of helping; the influence of power in relationships; Secrecy, Privacy and Confidentiality; Attachment, Intimacy and Boundaries, etc. (MIPLO 1, 5) 3. Articulate critical and reflective thinking about how they give meaning to their professional helping role. (MIPLO 2) 4. Interpret and apply the relevant Codes of Ethics and Practice to their own professional work. (MIPLO 7) 5. Engage in mature and accurate ethical decision making. (MIPLO 7) 6. Demonstrate an understanding of the practical application of the various UN Universal Rights Instruments in their professional work. (MIPLO 9)
Information Provided to Learners about the Module	Learners will explore in a group discussion format some of the key philosophical and ethical issues related to human beings and to the enterprise of attempting to care for them therapeutically. The issues listed in the Module Content section will be attended to in the course of the year's work together.
Module Content, Organisation and Structure	<p>By the end of this module, learners will have become familiar with and will have been enabled to use concepts related to leadership in therapeutic care, including</p> <ul style="list-style-type: none"> The best interests of the client Personal rights of the client The State as a partner in care Authority and Power Secrecy, Privacy and Confidentiality Truth and Honesty Attachment, Intimacy and Boundaries Principles and Rules Conflict and Compromise Responsibility and Risk Taking Subjectivity and Objectivity Ethics, Best Practice and the Law Criteria for the moral evaluation of practice Other themes and issues that may be proposed by the learners, or that may be relevant at a particular time

	<p>Each Seminar will be prepared for by the learners reading a set text – book chapter or journal article – which is then subjected to analysis by the learning group together.</p>
Module Teaching and Learning Strategy	<p>The principal approach to teaching happens in a seminar form, where the Module Coordinator facilitates and amplifies the contributions of the learners who have prepared for the discussion by reflecting on a set reading in advance. The Module Coordinator presents inputs on particular philosophical theories and approaches to applying these to problems of living and helping. Learners are expected to identify issues from their own work and life experience which can be examined in the light of the theoretical approach being focused on.</p> <p>Learners are encouraged to continually subject media reports on social and economic issues to radical philosophical reflection and analysis.</p>
Work-Based Learning and Practice-Placement	<p>Practicum placement is not required, as all learners on the course are in relevant posts in relevant service agencies. They are required to bring real-life situations from work to the seminar for discussion, taking care to mask the identity of the real people involved and to respect their confidentiality.</p>
E-Learning	<p>There are excellent YouTube videos available on matters related to the course content that are referenced by the Module Coordinator for learners to view in their own time.</p>
Specifications for Module Staffing Requirements	<p>Carlow College provides Philosophy as a subject on its Humanities degrees, and Philosophy lecturers from the Humanities Department are invited to take the learner group for specific seminars during this module.</p> <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	<p>There are three methods of formal assessment of learner performance and achievement in this module.</p> <p>Firstly, a 3,000 word essay is set with a choice between two titles that invite the learners to write about real life situations they encounter at work, using a reflective approach informed by philosophical and ethical theory and knowledge.</p> <p>Secondly, each learner prepares, presents to the group and argues in support of <i>A Statement worth Making</i>, which is circulated in advance by the presenting learner, along with recommended reading. Each statement is required to be a declaration of a contentious position about which there are supporting and opposing views available in the literature.</p> <p>Finally, each learner is marked on their participation in the seminars in terms of showing an active interest, having their readings prepared, taking a full part in small group and full class discussions and showing evidence of</p>

	<p>reading. The marks available for each form of assessment are 60, 20 and 20, giving a maximum possible 100 marks.</p>
<p>Sample Assessment Materials</p>	<p>Sample essay titles: Philosophy examines the ways in which humans try to find meaning in their lives. What is this behaviour about; and can you describe how clients who you work with show that this is important – or not - to them?</p> <p>Socrates spoke about the unexamined life not being worth living. What is the role of reflectivity in your life and your professional practice?</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Charleton, M. (2014) <i>Ethics for Social Care in Ireland: Philosophy and Practice</i>, (2nd edition). Dublin: Gill and McMillan.</p> <p>Gopnik, A. (2009) <i>The Philosophical Baby</i>. New York: Farrar, Straus and Giroux</p> <p>Hayden, P. (2001) <i>Philosophy of Human Rights: Readings in Context</i>. St. Paul MN: Paragon House.</p> <p>Singer, P. (2015) <i>The Most Good You Can Do: How Effective Altruism Is Changing Ideas About Living Ethically</i>. Yale University Press.</p> <p>United Nations (various dates), <i>Universal Human Rights Instruments</i>. New York</p> <p>Other Reading: Bruce, A., Rietze, L. and Lim, A. (2014) Understanding Philosophy in a Nurse’s World: What, Where and Why? <i>Nursing and Health</i> 2(3): 65-71, 2014 http://www.hrpub.org</p> <p>Dass, R and Gorman, P. (1985) <i>How Can I Help?</i> New York: Alfred A Knoph Inc.</p> <p>Frankl, V. (1959/2004) <i>Man’s Search for Meaning</i>. London: Random House.</p> <p>Kittay, E. F. (2011) The Ethics of Care, Dependence, and Disability, in <i>Ratio Juris</i>. Vol. 24 No. 1 (49–58)</p> <p>Lawton, A. and Paez, I. (2015) Developing a Framework for Ethical Leadership, <i>Journal of Business Ethics</i> (2015) 130:639–649</p> <p>Lippert-Rasmussen, K et al (Eds.) (2017) <i>A Companion to Applied Philosophy</i>. Chicester: Wiley Blackwell.</p> <p>Monahan, K. (2012) A Review of the Literature Concerning Ethical Leadership in Organizations, in <i>Emerging Leadership Journeys</i>, Vol. 5 Issue. 1, pp. 56-66</p> <p>Essential Viewing: <i>Examined Life</i> DVD – [Taking philosophy out of the books and classrooms and into the streets, <i>Examined Life</i> accompanies some of today s most influential thinkers including Cornel West, Slavoj Zizek, Peter Singer and Judith Butler - in ordinary places and spaces that reflect and resonate their ideas. This film offers privileged moments with great thinkers from fields ranging from moral philosophy to cultural theory and explores the way we see the world and philosophy s ability to influence it.]</p>

**Module Physical
Resource Requirements**

Seminar Room, with electronic whiteboard, WiFi Internet access; comfortable seating for up to 16 learners; well-equipped college library.