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**Written for the Purpose of obtaining a Higher Certificate in University Teaching and Learning**

May 10<sup>th</sup> 2009

**A : INTRODUCTION : MASTERS IN THERAPEUTIC SOCIAL WORK**

The proposed Masters in Therapeutic Social Work Practice is a new two-year part time programme. It is aimed at professional social workers with at least two years post-qualifying experience. Social workers are employed in a wide range of settings, including community care, child and family centres, general and specialist hospitals, probation and agencies offering services for those with physical or learning disabilities. The entry requirement is a National Qualification in Social Work (NSWQB). However, it is likely that many Irish candidates will already have obtained a Masters degree in Social Work in addition to the professional qualification.

The proposed programme is a partnership initiative between Senior Social Work practitioners in St John of Gods, Rathgar, Dublin and staff at the School of Applied Social Science, UCD. Dr Valerie O'Brien was appointed the academic coordinator for this programme in September 2008.

The programme received UCD Board approval in June 2008, but the programme has not commenced to date, and it is envisaged that the first intake will take place in January 2010. A maximum of 20 places will be offered. All students will be required to have access to clinical work during the course.

**Background to Programme**

While university-based professional training in social work has been provided for over 40 years, there is significant demand from the field for the development of a post-qualifying course to upgrade and further develop therapeutic knowledge and skills for those in

practice. Moreover, recently passed legislation on registration of the profession will require the provision of courses designed to provide continuing professional development.

The key drivers of this programme's viability are

- the new legislative need for those within the social work profession to have access to continued professional development,
- the encroachment by a range of other professionals on the historical counselling role of social workers,
- the emergence of counselling and therapy as professions distinct from and threatening the social work profession's future work opportunities, and
- a greater emphasis by funders and service users on quality and evidence-based practices in service provision.

While the above are the main drivers for a programme of this nature, the current economic situation and the lack of public sector funding for continued training means that the viability of the programme is under serious question. This is a critical threat, and the market will need to be tested prior to investing hugely in this project. If the course is to be provided, investment needs to be made in working up the detail of course content and addressing institutional issues identified (O'Brien 2009). This assignment is intended to contribute to the required next stage of course development.

## **Table One : Overview of the Programme**

1	<b>New Programme Title</b>	<b>Graduate Diploma in Therapeutic Social Work</b>  <b>Practice/Masters in Therapeutic Social Work Practice</b>
2	<b>Programme Co-ordinator</b>	<b>Dr Valerie O'Brien from Sept 2008 onwards</b> <b>Professor Suzanne Quin/ Dr Dermot O'Reilly (Prior to Sept 2008)</b>
3	<b>Programme Type</b> <i>e.g., Bachelors Degree (BA, BSc, etc.), Masters Degree (MA, MSc, etc.), Higher Diploma, Graduate Diploma etc</i>	<b>Graduate Diploma or Masters of Social Science (Social Work)</b>
4	<b>Programme Level (both NQAI and University level)</b> <a href="http://www.ucd.ie/regist/modularisation_and_semestrisation/documents/leveldescriptors.pdf">http://www.ucd.ie/regist/modularisation_and_semestrisation/documents/leveldescriptors.pdf</a> :	<b>Both Level 9</b>
5	<b>Total Credit Volume of Programme</b>	<b>60 Credits for Graduate Diploma</b> <b>90 Credits for Masters</b>
6	<b>Exit Strategies</b> <i>Please detail exit strategies which would enable a student to receive an award if they do not obtain the total programme credits, e.g. Higher Diploma at undergraduate level, or Graduate Diploma at graduate level.</i>	<b>Graduate Diploma</b>
7	<b>Accreditation</b> <i>If applicable provide information regarding the external accreditation of the programme, stating which professional body will accredit the programme.</i>	<b>The upcoming registration body for social work should be in a position to accredit these qualifications for continuing professional development</b>
8	<b>Full time/Part time</b> <i>(See 2.3, 2.4 general regulations on Modularisation)</i>	<b>2 Years, part-time</b>

9	<b>Host Programme Board</b> <i>Indicate Programme Board that has agreed to assume responsibility for proposed programme. If a new Programme Board is proposed, please indicate this request.</i>	<b>The programme will be hosted by the Bachelor of Social Science Programme Board pending the establishment of the Masters of Social Science (Social Work) Programme Board</b>
10	<b>Initiating College 1:</b>	<b>College of Human Sciences</b>
11	<b>Third Party Partner</b>	<b>St John of Gods, Dublin</b>

## **CORE AIMS OF THE PROGRAMME**

The objective of the programme is to

- Provide advanced professional training in therapeutic work for qualified social workers;
- Enable students to build on their existing professional qualifications and experiences, through providing advanced training in a range of therapy approaches;
- Enable students to select a modality of therapy with which they can develop a familiarity with theory and research, that allows them to review and update their clinical work;
- Enhance their assessment, treatment and supervision skills and knowledge in their clinical work;
- Build on their capacity to take an ethical positioning that allows them to scrutinise and reflect on their own practice and the contexts in which they operate;
- Develop their self-reflective capacity to consider how ‘self’ impacts on the multiple relational fields of which they are part;
- Provide opportunities to critically appraise and contribute to evidence-based practice in the field of therapeutic social work;
- Contribute to advancement in multiple settings of the role of professional social work in the counselling and therapy domains.

## **GRADUATE ATTRIBUTES**

The programme aims to produce graduates that are:

Knowledgeable

- Up to date knowledge & understanding of available therapy approaches.

Have ability to apply knowledge & understanding in an ethical manner

- Be able to critically apply the knowledge through understanding the methods, skills, and general competence required to practice in a range of settings;
- Developed an ethical positioning that allows them to scrutinise and reflect on their own practice;

Assessment and Treatment

- Be able to assess and to make coherent treatment plans in conjunction with clients;

- Understand the role of advocacy in the therapeutic process.

#### Therapeutic Change Agents

- Capacity to enable therapeutic change to occur in conjunction with clients and commission givers;
- Evaluate the outcomes with clients and reflect on implications for future work.

#### Communication

- Demonstrate abilities to communicate effectively with users, and a range of other services providers.

#### Team work

- Understand and operate in different team structures;
- Be able to work effectively as team member in the different structures through understanding interplay of role, process, content and tasks on the relational field.

#### Reflexive

- Develop a reflexivity that allows them to review the place of their own self in their clinical and research practice.

#### Research, Inquiry and Information Literacy

- Be able to access, use and develop research in their clinical work;
- Use and Contribute to evidence based practice.

### **EDUCATIONAL PHILOSOPHY**

The education philosophy chosen for this programme recognises that the students are participating in advanced professional training. Their prior learning and practice experiences will be central to this programme. The programme will provide the students with an opportunity to explore critically and reflexively the issues encountered in clinical therapeutic practices. Students will be required to reflect critically upon their own values, experiences and practice and the learning context will be provided to enhance students' abilities to participate. Research, theoretical rigour and coherence, and evidence based practice will be central to the programme.

This programme identifies with a rationalist /social constructionist perspective which sees learners active in the teaching and learning process (Appendix 2). The social constructionist perspective regards all meaning as generated in language between people. Thus, it is through the medium of language that new meanings and resources may be accessed and new relationship configurations achieved.

## **CURRICULUM MODEL**

The programme utilises Neary's 2003a distinction between Product and Process in curriculum designs. Viewed on a continuum, the Product Model focuses on 'plans and intentions' while the Process Model 'emphasises activities and effects' (p39).

The models are summarised in Table Two :

**Table Two : Characteristics of Product and Process Designs for Curriculum**

<b>Product model</b>	<b>Process Model</b>
Plans and intentions,	Learning styles impact on outcomes
Use of behavioural language,	Multiple Activities which fit with Learning outcomes sought,
Making assessment precise,	More student choice in multiple aspects of programme,
Structure,	Environment as influence,
Choice through electives ,	Recognition of social and life skills as influence
Planned by teacher.	More student led

The prior educational and professional training of the students, the focus on acquiring advanced therapeutic understanding and skills and the impetus associated with Professional's need for continued professional development (CPD) means that the process model will be the more influential in the design of this programme. The design is influenced by adherence more to a learner-centred model (Ornstein & Hunkins 2009). This fits with the process model orientation outlined in Table Two. Inquiry-based learning (Barratt, MacLabhain & Fallon 2005) will be combined with an integrated curriculum approach (Fink 2003). A backward design (Ornstein & Hunkins 2004), which is associated more with the Product model, is used to augment the other models and to enhance coherence.

## **CURRICULUM ORGANISATION**

The curriculum is based on a 90 credit modular system, which will be achieved over a two-year period (See Appendix 4). The stages, modules, credit ratings and indicative hours involving contact and independent study hours are outlined in Table Three. The

curriculum is organised to enable the students immerse themselves in three therapeutic methods in year one. The three approaches are:

- (1) Cognitive behavioural social work;
- (2) Psycho-analytical approaches in social work; and
- (3) Systemic and relational approaches in social work.

Professional development and reflexivity is central to all therapeutic work, and two 10-credit courses, provided over two semesters at both stage one and two, is the foundation for all three modalities of therapeutic practice. Likewise, the focus on using and generating ethical research in the programme is grounded through an introduction to the topic in a Professional Development module, and builds on the Ethics & Research Based Practice core module provided in stage one, semester two. The programme aims to provide students with an in-depth knowledge of three psycho-therapeutic approaches and an opportunity to apply this knowledge and skill level in a range of social work settings. It is intended that students will choose to specialise in one of these approaches in stage two, but a comparative perspective of the different methods is encouraged/ required.

### **For those completing the Higher Diploma**

**Year 1:** An introductory module + 4 compulsory modules. This includes 3 compulsory modules on different models for social work practice and one module on research and ethics. (Total 30 credits)

**Year 2:** An advanced professional development module, human behaviour and psychopathology module and a consultation /supervision modules are compulsory (20 credits). Students select to study in depth one of the models previously taken in Year one and this 10-credit model takes place over two semesters.

### **For those completing the Masters Degree**

**Year 1:** An introductory module + 4 compulsory modules. This includes 3 compulsory modules on different models for social work practice and one module on research and ethics. (Total 30 credits)

**Year 2:** An advanced professional development module, human behaviour and psychopathology module and a consultation /supervision modules are compulsory (20 credits). Students select to study in depth one of the models previously taken in Year one and this 10 credit model is takes place over two semesters (Total 30 credits)

Advanced Research Methods module plus + dissertation (30 credits)

Table Three: Curriculum Outline for Masters in Therapeutic Social Work

Indicative Module List <i>(please include long title and module code, if known, and identify whether the module is a core (C) or option (O) module)</i>	Stage	Semester	Credits	Indicative Hours	
				contact hours	indep. study
Professional Development & Reflexivity(C)	1	1 & 2	10	72	228
Ethics & Research Based Practice (C)	1	2	5	36	114
Cognitive Behavioural Social Work Theory and Practice 1 (C)	1	1	5	36	114
Psychoanalytic Approaches to Social Work Practice 1 (C)	1	1	5	36	114
Systemic/Relational Interventions in Social Work 1 (C)	1	2	5	36	114
<b>STAGE 2</b>					
Indicative Module List <i>(please include long title and module code, if known, and identify whether the module is a core (C) or option (O) module)</i>	Stage	Semester	Credits	Indicative Hours	
Students undertaking a Masters take in addition: Advanced Methods in Social Work Research +	2	1 & 2	30	36	544

Dissertation (C)					
Professional Development & Reflexivity(C)	2	1 & 2	10	72	228
Clinical Consultation and Supervision (C)	2	1	5	36	114
Human Behaviour and Psychopathology (C)	2	1	5	36	114
Cognitive Behavioural Social Work Theory and Practice 2 (O)	2	1 & 2	10	72	228
Psychoanalytic Approaches to Social Work Practice 2 (O)	2	1 & 2	10	72	228
Systemic/Relational Interventions in Social Work 2 (O)	2	1 & 2	10	72	228

## **EVALUATION : TEACHING AND LEARNING ACTIVITIES AND ASSESSMENT**

### **Teaching and Learning**

In Table 3, the stage and module outline, along with the ratio of direct contact hours and self-directed learning involved in each module, are presented. A blended variety of teaching and learning methods are used. An approach using enquiry-based learning will be to the forefront to the programme. This fits with the self-directed learning emphasis of the curriculum. While this describes the overall thrust of the programme, different blends of teaching and learning approaches will be used, including the use of seminars, lectures, small group teaching and discussion, skills teaching, multi-media e.g. audio and video case presentations, and experiential practice.

A summary description of the modules, teaching activities and assessment is presented in Appendix 4.

### **Discussion of Assessment Choices**

A major challenge in assessment is to ensure that assessment keeps pace with the curriculum. Quality assurance now plays an increasing role at third level education. The Universities Act, 1997 sets out the legislative responsibilities in respect of quality assurance. Quality assurance is a principle that should underpin all aspects of the curriculum. An important mechanism within which to achieve quality assurance for assessment purposes is to ensure that the criteria by which the work is to be assessed are made clear. A further challenge is how to develop an evaluation system that can assess the detailed learning outcomes that are now made available to the student. This can pose difficulties at a design level as it is not always easy to evidence the range and complexity of the material covered, even when a range of assessment methods are used. It is perhaps this requirement that can lead to over assessment that has become a feature of third level education.

The learning centred characteristic of this curriculum requires a sophisticated approach to assessment. A set of feedback and assessment methods are needed. It is important to consider the mechanism of giving feedback which will be used, and the workload implications of the methods also needs to be taken into account. Nonetheless, there is a need to obtain a balance between summative and formative methods. Summative assessment methods to be used include learning journals, class participation which ranges from the informal to more formal presentations, roles plays and reflecting teams' formats. Formative assessment will cover assignments such as essays, case presentations and research proposals. The dissertation in year two will provide an opportunity to demonstrate many of the graduate attributes and programme aims.

A commitment to self-assessment will enable the students to be involved in appraising their own work and development. Criteria will be developed to enhance this approach. In the methods chosen, attention will be paid to the need for balance between forward and backward looking assessment (Fink 2003) with greater emphasis on forward assessment. Forward assessment refers to assessments that are constructed to determine whether students are ready for some future activity, after the current period of learning is over, while backward looking assessment is constructed to determine whether students 'got' the material they studied (Fink 2003, p 14).

Working with case material will be central to many of the different assessment methods. This will enable the application of new learning to practice, and students will be helped to see the direct relevance of their learning to their professional work contexts. Great importance is attributed to both teacher and peer feedback. A reflective method, based on the work of Anderson's reflecting teams (1991, 1998), will be used. Feedback is central to the reflecting formats, as it enhances the development of the student's learning. Fink's FIDeLety MODEL, which stands for

- Frequent : as possible
- Immediate : asap
- Discriminating : pointing to difference between poor, acceptable and exceptional work

- Loving : being empathetic in the way you deliver

The centrality of feedback and self-assessment will form an important aspect of the induction process at the beginning of the course. Similarly, the criteria and standards which will be used in all assessment will be constructed, in part, with the students through a consultation model. In summary, the assessment model to be used is predominantly an educative assessment, as opposed to an audit-ive approach (Fink 2003).

## **CONCLUSION**

This section presented an overview of the elements contained in the Masters in Therapeutic This included 1) **Educational** 2) **Philosophy**, 3) **Curriculum Models**, 4) **Programme/Stage Aims**, 5) **Organisation (sequence)** and 6) **Evaluation**. In Section C, I present a discussion of the key elements of the programme.

The main elements will be replicated from Section B and a discussion will include a brief theoretical overview, a rationale for the choices made, the benefits and limitations of the proposal and outstanding questions /issues that warrant future attention are identified.

**C) Produce a discussion document in respect of the programme design and outline for consideration by the ‘University of Wicklow’s programme board.**

## Combined these documents should address all the curriculum elements of

- Educational Philosophy
- Curriculum Model
- Programme/Stage Aims
- Organisation (sequence)
- Evaluation

any other elements that are considered as important.

### Approach

This section will present a discussion of the key aspects of curriculum design presented in Section B. I will demonstrate how the assessment criteria for this assignment have been met<sup>1</sup>. The main aspects of the curriculum design will be replicated from Section B and a discussion will include a brief theoretical overview, a rationale for the choices made, the benefits and limitations of the proposal and outstanding questions /issues that warrant future attention are identified.

### Curriculum Design

#### Introduction

Curriculum design refers to the way we conceptualise the curriculum and arrange its major components. Ornstein and Hunkins (1998a) define it as how we ‘encompasses how a curriculum is planned, implemented, and evaluated’ (p17). The first steps in curriculum design according to Toohey 1999, is to address the following questions

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<sup>1</sup> **Assessment Criteria: Focus on Student learning, Articulation of innovation, Coherence, Practitioner Role, Scholarship<sup>1</sup>**

**Assessment Criteria: Focus on Student learning, Articulation of innovation, Coherence, Practitioner Role, Scholarship<sup>1</sup>**

- ‘What is most important for these students to know and what might be the best ways for them to learn it?’ This is achieved by following the basic steps
  - -Collecting and analysing information on what should be taught (needs analysis)
  - -Sorting out beliefs/values on education
  - -Thinking about how the programme will be structured
  - -Identifying entry requirements/and kinds of support
  - -Thinking about assessment and any constraints

The contextual factors at an international, national and institutional level were examined. The identification of these factors added to the needs analysis and to an appraisal of the viability of the programme. Reference is made to this in Section B.

## **EDUCATIONAL PHILOSOPHY**

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**This programme identifies with a rationalist /social constructionist perspective which sees learners active in the teaching and learning process (Appendix 2). The social constructionist perspective regards all meaning as generated in language between people. Thus, it is through the medium of language that new meanings and resources may be accessed and new relationship configurations achieved. (Extract from Section B)**

### **Discussion of Educational Philosophy**

Educational philosophers such as Socrates, Dewey, Freire and Aristotle have had a major influence on curriculum development. Their influences can be tracked through educational philosophy and the principles that now inform curriculum design. As part of the elucidation of a programme, the values and beliefs that underpin how students learn are considered critical.

The first step is to identify the educational philosophies/ models, which inform your curriculum design? According to Smith and Ragan, 2005; Carlile & Jordan, 2005, the major philosophical schools can be described as rationalism which sees that reality is not 'out there' but it is constructed by the observer and observed. Further along the continuum, the school of pragmatism is situated. This holds that, unlike the rationalists, there is an emphasis on 'truth for now' and the pragmatic is especially important. At the other end of the continuum, the empiricists are situated. For the empiricists, there is a reality out there that can be taught and the learner is a more passive subject in the process. Reality can be observed and there is a truth that can be shared, and it is singular. These schools are presented on a continuum in Appendix One.

### **Rationale: My Own View as Influence**

It is usual in practice that features of different philosophical approaches are present in curriculum. This is a feature not only in curriculum's but it can also be characteristic of other professional activity e.g. therapy. When activities are appraised, it is common to find different philosophical influences in the policies, values, methods and techniques that underpin practice. From experience in my professional work as a therapist, social worker, consultant, teacher / trainer and researcher, it is possible to have difference as long as there is an overall coherence between the philosophies, the models and the learning and teaching activities and assessment methods used.

The influence of my personal teaching philosophy has shaped my teaching to date and is central to the choices in this programme design. I am very much influenced by social constructionist ideas. I have been using this paradigm quite successfully in my teaching, therapy and my scholarship to date. This way of seeing the world fits for me, and it enables a self-reflexive position to be privileged. This ensures that the influence of one's own values, life experiences, family of origin etc is always to the forefront in the therapeutic or teaching encounter.

### **The benefits of this philosophy**

This social constructionist philosophy fits with the core values which:

- Sees students as collaborative, active, reflective and where good outcomes are associated when there is a focus on student-centred processes;
- Values the importance of contextual influences through valuing the person, the environment, relationships, professional and societal discourses;
- Recognises students abilities to integrate knowledge, skills and attitudes in practice; and
- Holds a belief that research informs practice and practice informs research, involving the student-practitioner in an iterative process.

### **Limitations**

The modular system has many advantages, but there are constraints associated with the rigidity of its structure.

- It may limit the level of creativity and use of prior learning and practice experiences that mature adult learners have.
- Students /teachers can adhere to a rationalist /social constructionist perspective, but they may wish to see more tangible/measurable outcomes that are more associated with the empiricists approach. This ambiguity needs to be acknowledged and an appraisal of the impact made.

### **Outstanding Questions /Issues that Warrant Future Attention.**

**Should the philosophy be made entirely explicit at the outset, prior to the students committing to the course? If so, would people who are not entirely familiar with the philosophy opt out, and thus we may lose some good candidates?**

### **GRADUATE ATTRIBUTES**

**The programme aims to produce graduates that are:**

### **Knowledgeable**

- Up to date knowledge & understanding of available therapy approaches.

### **Have ability to apply knowledge & understanding in an ethical manner**

- Be able to critically apply the knowledge through understanding the methods, skills, and general competence required to practice in a range of settings;
- Developed an ethical positioning that allows them to scrutinise and reflect on their own practice;

### **Assessment and Treatment**

- Be able to assess and to make coherent treatment plans in conjunction with clients;
- Understand the role of advocacy in the therapeutic process.

### **Therapeutic Change Agents**

- Capacity to enable therapeutic change to occur in conjunction with clients and commission givers;
- Evaluate the outcomes with clients and reflect on implications for future work.

### **Communication**

- Demonstrate abilities to communicate effectively with users, and a range of other services providers.

### **Teamwork**

- Understand and operate in different team structures;
- Be able to work effectively as team member in the different structures through understanding interplay of role, process, content and tasks on the relational field.

### **Reflexive**

- Develop a reflexivity that allows them to review the place of their own self in their clinical and research practice.

### **Research, Inquiry and Information Literacy**

- Be able to access, use and develop research in their clinical work;
- Use and Contribute to evidence based practice. (Extract from Section B)

## **Attributes Included in the Programme that was Originally Sanctioned (Summer 2008).**

### **Knowledge & understanding**

At the end of the programme, the student will have demonstrated advanced knowledge of three distinct approaches to therapeutic social work practice and show awareness of the relative merits and limitations of each. They will then be required to show they have acquired in-depth specialist knowledge of both theory and practice in one of these approaches.

### **Applying knowledge & understanding**

At the end of the first year, the student will have demonstrated the capacity to apply each of the three approaches to their practice, and to evaluate their relative merits in a practice setting. Further in-depth knowledge and understanding of one of these areas will be demonstrated by the end of the second year.

### **Making judgments**

The student will be able to assess the suitability of each approach in response to individual client's needs. They will be able to plan an appropriate intervention using the approach deemed to be the most suitable. In addition, they will have expertise in one of these areas to enable them to undertake detailed assessment that will be a specific resource in their own practice and for other colleagues in the agency.

### **Communications and working skills**

By the end of the course students will be able to demonstrate practice skills in each of the three areas. They will also be able to demonstrate advanced skills (based on their in-depth knowledge and practice) in one of the three approaches.

### **Learning skills**

The student will be conversant with the key journals and writers in each of the three fields, and have done an in-depth review of their chosen approach. They will also have gained valuable expertise from the course providers and will have developed close working relationships with other colleagues who have opted for the same area. All of these will provide a sound basis for their continuing professional development.

### **Discussion of Attributes**

There is a growing development in curriculum that now emphasizes the concept of graduate attributes. This is both at a skill and a discipline level (Australia: NBEET; UK: HEQC). The UCD Education Strategy report states that forming ‘creative and innovative graduates are one of the four high-level goals’ (Presidents Report 2008). There is, to some extent, an overlap in the types of attributes that third level institutions aim for in their students. Knight 2001 p 369, summarized attributes such as

- Communication, teamwork, inter-personal skills and self-management skills as core while

The Open University paid attention to

- information technology, working with others, improving own learning and problem-solving

Again, the thrust towards generality and overlap between educational institutions is evident in the University of Sydney’s Faculty of Economics and Business. The University of Sydney is a world leader in research in the field of Graduate Attributes. In this example, the University goes much further than many other institutions, in that they both name the attribute and give examples of what an observer may see if they interact or employ their graduates. The University claim that their graduates will have:

- Personal and intellectual autonomy in that graduates will be able to work independently, and sustainable in that it is informed by openness, curiosity and a desire to meet new challenges;
- Research and Inquiry: Graduates will be able to create new knowledge and understanding through the process of research and inquiry;
- Information literacy: graduates will be able to use information effectively in a range of contexts;
- Communications: graduates will recognize and value communication as a tool for negotiating and creating new understanding, interacting with others and furthering their own learning;
- Ethical, Social and Professional Understanding: graduates will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.

The extensive elaboration in this list is perhaps evident of the process of development and the sharing of knowledge, which occurred between the Faculty and staff from the Centre for Learning and Teaching.

### **Rationale for Attribute List**

It is expected that, as this programme is aimed at professionals that have both under-graduate and post-graduate degrees already, the participants will already have acquired many generic skills. The target attributes chosen reflect this characteristic, and also seeks to fit

with the requirements of professional bodies. They were also chosen to fit the need to address the recognition of social workers role and competence to work in the therapeutic and counselling domains.

### **Benefits**

The statement of attributes is intended to:

- Capture the essence of what professionals and employers would seek;
- Fit with the requirements of other accrediting bodies e.g. Irish Association for Psychotherapists and Counsellors. The course is designed with the ambition of enabling its graduates to apply for accreditation with this body;
- Enable application for accreditation of the programme from the NQSWB. Currently, no criteria are laid down for continued professional education courses, so it is hoped that the detailed structure will facilitate getting accreditation. This requirement is a strong contextual factor in the programme.

### **Limitations**

The statement of attributes may perhaps:

- need to prioritise the attributes to be developed;
- need to itemize the general attributes more.

### **Outstanding Questions /Issues to be Addressed**

The issues raised in limitations need to be addressed at a curriculum design level. If more of this detail was worked out, perhaps it would be easier to design the learning outcomes required for each module. On the other hand, if student attributes are too detailed, perhaps it would constrain the overall design?

## **CURRICULUM MODEL**

The programme utilises Neary's 2003a distinction between Product and Process in curriculum designs. Viewed on a continuum, the Product Model focuses on 'plans and intentions' while the Process Model 'emphasises activities and effects' (p39).

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The prior educational and professional training of the students, the focus on acquiring advanced therapeutic understanding and skills and the impetus associated with Professional's need for continued professional development (CPD) means that the process model will be the more influential in the design of this programme. The design is influenced by adherence more to a learner-centred model (Ornstein & Hunkins 2009). This fits with the process model orientation outlined in Table Two. Inquiry-based learning (Barratt, MacLabhain & Fallon 2005) will be combined with an integrated curriculum approach (Fink 2003). A backward design (Ornstein & Hunkins 2004), which is associated more with the Product model, is used to augment the other models and to enhance coherence. (Extract from Section B)

## **CURRICULUM ORGANISATION**

**\*The curriculum is based on a 90 credit modular system, which will be achieved over a two-year period (See Appendix 4). The stages, modules, credit ratings and indicative hours involving contact and independent study hours are outlined in Table Three. The curriculum is organised to enable the students immerse themselves in three therapeutic methods in year one. The three approaches are:**

- (4) Cognitive behavioural social work;**
- (5) Psycho-analytical approaches in social work; and**
- (6) Systemic and relational approaches in social work.**

**Professional development and reflexivity is central to all therapeutic work, and two 10-credit courses, provided over two semesters at both stage one and two, is the foundation for all three modalities of therapeutic practice. Likewise, the focus on using and generating ethical research in the programme is grounded through an introduction to the topic in a Professional Development module, and builds on the Ethics & Research Based Practice core module provided in stage one, semester two. The programme aims to provide students with an in-depth knowledge of three psycho-therapeutic approaches and an opportunity to apply this knowledge and skill level in a range of social work settings. It is intended that students will choose to specialise in one of these approaches in stage two, but a comparative perspective of the different methods is encouraged/required (Extract from Section B).**

### **Discussion of Curriculum Models**

In constructing the curriculum, I was mindful of O'Neill's assertion that models can be technically useful, but they can 'often overlook the human aspect such as the personal attitudes, feelings, values involved in curriculum making (2009 Power Point Pres.) Neary's (2003a) distinction between the product and process model was useful. The main distinction between the models characterises in Table Two, provided a useful continuum within which to conduct the design.

The idea of continuity between assessment, learning and teaching activities and graduate attributes provided an additional conceptual lens within which to ensure that the design chosen was coherent. Likewise, the idea of backward design, while belonging more to the product end of the continuum, was useful. I think this was chosen largely, as from my experience of training psycho-therapists and the debates that are happening in the therapy world, I have a good view of the outcomes required if social workers are to gain from this programme.

### **Research and Teaching as Integral to the Curriculum Design?**

A focus on curriculum models provides an opportunity to consider the central question of where research and teaching should be situated at the design stage. This is a very important question for this programme as:

- There is new emphasis on evidence-based practice as a driver in service provision;
- There is evidence that social workers are propelled more in their professional work by practice wisdom than a high reliance on research;
- Social workers have had a limited role to date in generating research that fits with a dominant empirical tradition;
- The profession does not always articulate what it is they do, or see the validity of this contribution to the research agenda;
- The information overload that is a feature of the society in which we live means that there is a need to ensure that social workers are equipped with good retrieval skills;
- There is variability in the research competence of social workers, even when they have graduated with a professional masters degree.

Research in teaching and learning show that the issue of where research should fit with teaching is important in curriculum design. Hensel 2007 identifies a number of questions, which need to be addressed to enhance the understanding of how research will be incorporated into the programme:

- Will it be focused teaching, or will it pervade the curriculum?
- Are the topics used for research student or school directed?
- Will it encourage methodologies that are student process centred, or more outcome centred for the discipline?
- Will methodology teaching start in year one or in the final capstone year?

In a ‘knowledge society’ all students – certainly all graduates – have to be researchers. Not only are they engaged in the production of knowledge; they must also be educated to cope with the risks and uncertainties generated by the advance of science” (Scott, 2002, 13). Furthermore, “In an age of ‘supercomplexity’ (Barnett 2000), and given the increased significance of the knowledge economy and the growth of inter-disciplinary work, teaching and research are becoming ever more intimately related ...

This has assisted in the decision that research and teaching are central to the inquiry-based orientation of the programme. A number of conceptual ideas were useful in progressing the research issue in the curriculum. First, the distinction between student as audience and student as participants along a continuum between emphasis on research content and emphasis on research process and problems was useful (Healey 2005, Healey & Jenkins (2009). I will design the programme from the orientation that everything from the first

introductory course through the final capstone experience is relevant to the teaching and research questions. This approach fits according to Hodge et al, 2007 – with an inquiry-based learning. To that end, this programme will seek to develop an awareness of research from the beginning. This will be achieved by seeing research teaching as central to the professional and skill development in the different modalities. An emphasis on research-based and research-orientated domains in the Hodge model will be utilised. In the research-oriented domain, the curriculum emphasises teaching processes of knowledge construction in the subject and research processes, including methodologies. In research-based orientation, the curriculum emphasises inquiry -based learning.

The other conceptual idea which is useful at the design stage is the distinction between research-led, e.g. lectures on research findings, research tutored e.g. some group tutors or labs, and research orientated which is predominantly taught e.g. methodologies and research based in which the students engage in inquiry and research.

## **Benefits**

The benefits of this approach will enable the issues identified for the profession to be addressed explicitly in that it:

- Fits with the evidence-based agenda in service provision;
- It will give social workers a learning opportunity to see research as a central aspect of practice;
- It will provide the mechanism for conducting a learning opportunity that fits with up to date issues and thus the information overload can be managed at a curriculum level.

## **Limitations**

There are a number of limitations with this design that needs to be considered.

- The information retrieval skills of social workers on the programme will be varied, and yet the inquiry-based approach will require a high level of skill. The question is therefore how best to induct the students in these skills and at what stage does this need to happen?
- I favour an inquiry-based learning approach for the curriculum, but to date I have not advanced the development of resources required to implement it.
- To date, I do not have the detail /balance worked out the as to how the different types of research methods will be used in the teaching and learning activities that will be used.

## Outstanding Questions / Issues

- A lead in time of a year is needed to develop this approach properly, and while the course start date may be put back to Sept 2010, from Jan 2010, the question remains is the School willing to invest the resources for the planning needed, especially at a time of overall uncertainty and limited resources?
- What are the implications for our partners in terms of investing time etc in this approach? (Terry Barrett has offered to work on this programme with us and in addition, autumn module on the Cert Course is EBL).
- Is there a need to do some initial work to the weighting of the following categories **research led**, e.g. lectures on research findings, **research tutored** e.g. some group tutors or labs, and research orientated which predominantly taught e.g. methodologies and **research based** in which the students engage in inquiry and research.

## PROGRAMME STAGE

### \* For those completing the Higher Diploma

**Year 1:** An introductory module + 4 compulsory modules. This includes 3 compulsory modules on different models for social work practice and one module on research and ethics. (Total 30 credits)

**Year 2:** An advanced professional development module, human behaviour and psychopathology module and a consultation /supervision modules are compulsory (20 credits). Students select to study in depth one of the models previously taken in Year one and this 10-credit model takes place over two semesters.

### For those completing the Masters Degree

**Year 1:** An introductory module + 4 compulsory modules. This includes 3 compulsory modules on different models for social work practice and one module on research and ethics. (Total 30 credits)

**Year 2:** An advanced professional development module, human behaviour and psychopathology module and a consultation /supervision modules are compulsory (20 credits). Students select to study in depth one of the models previously taken in Year one and this 10 credit model is takes place over two semesters (Total 30 credits)

Advanced Research Methods module plus + dissertation (30 credits)\* (**Extract from Section B**)

Table Three: Curriculum Outline for Masters in Therapeutic Social Work

<b>Indicative Module List</b> <i>(please include long title and module code, if known, and identify whether the module is a core (C) or option (O) module)</i>	<b>Stage</b>	<b>Semester</b>	<b>Credits</b>	<b>Indicative Hours</b>	
				<b>contact hours</b>	<b>indep. study</b>
<b>Professional Development</b> & Reflexivity(C)	1	1 & 2	10	72	228
Ethics & Research Based Practice (C)	1	2	5	36	114
Cognitive Behavioural Social Work Theory and Practice 1 (C)	1	1	5	36	114
Psychoanalytic Approaches to Social Work Practice 1 (C)	1	1	5	36	114
Systemic/Relational Interventions in Social Work 1 (C)	1	2	5	36	114
<b>STAGE 2</b>					
<b>Indicative Module List</b> <i>(please include long title and module code, if known, and identify whether the module is a core (C) or option (O) module)</i>	<b>Stage</b>	<b>Semester</b>	<b>Credits</b>	<b>Indicative Hours</b>	
Students undertaking a Masters take in addition: Advanced Methods in Social Work Research + Dissertation (C)	2	1 & 2	30	36	544
	2	1 & 2	10	72	228

Professional Development & Reflexivity(C)					
Clinical Consultation and Supervision (C)	2	1	5	36	114
Human Behaviour and Psychopathology (C)	2	1	5	36	114
Cognitive Behavioural Social Work Theory and Practice 2 (O)	2	1 & 2	10	72	228
Psychoanalytic Approaches to Social Work Practice 2 (O)	2	1 & 2	10	72	228
Systemic/Relational Interventions in Social Work 2 (O)	2	1 & 2	10	72	228

## CURRICULUM ORGANISATION: THEORETICAL DISCUSSION

In organising the curriculum, I am mindful of Gardiner's 1996 assertion that most curriculum are unfocused, and they lack coherence and structure. Gardiner suggests that the most effective curriculum provides multiple opportunities to practice and apply what is learnt. A challenge for the programme developer is to organise the curriculum in a way to dissuade the student from thinking that the parts are the whole, as opposed to how the parts relate to each other and how this relates to the whole. The module system can amplify this difficulty unless careful consideration is given at the design stage. This can occur as students see each module as self-contained. It is important to keep in mind the goal of integrative learning, which according to Huber and Hutchings, 2004, p 23 stresses that it comes in many varieties. Integration involves

- connecting skills and knowledge from multiple sources and experiences,
- it utilises diverse and contradictory points of view and
- gives understanding of issues and positions contextually.

This however takes time, energy, and the student must be presented with many opportunities and activities to enable them to make the connections (Clark and Linn 2003). The students need these opportunities to sort, compare, prioritise and critique ideas. Higgs 2009 asserts that while achieving integration is crucial, the impediment may lie not so much in the ability of the student but could be associated more with a lack of inclination on behalf of the student. Motivation and building on inclination is therefore core at the design stage.

This is most important when students are working part-time at a post-qualifying level stage. Students must be able to see the relevance of what they are learning in terms of their professional identity, client needs, organisational demands and value position re what and how education should happen.

Ornstein and Hunkins, 2009, p 186-190 suggest the design can be organised along the dimensions of scope, sequence, continuity, integration, articulation and balance. One of the greatest challenge in choosing which of these dimensions you wish to privilege in your design is the inclination to go for breadth over depth of knowledge. This occurs in response to the mass of information that is now available. Another great constraint that has to be factored into the design is resource availability and competing demands for the available resource level. Time is a finite resource and Knight 2001 suggests that it is important to ensure there is sufficient time to enable the student to engage in more complex learning. Thus, it is important to avoid overcrowding the curriculum, which is an inclination in response to the abundance of available information and the rapid societal change occurring. The student needs a

schedule to enable them to engage in planning, reflection and portfolio planning. which are all needed to achieve the programme goals.

The conceptual framework of alignment of module, learning outcomes, assessment, teaching and learning approaches is useful within which to consider curriculum organisation. I propose to first comment on the overall curriculum organisation and I will then comment separately on teaching and learning activities, and assessment in the final section of this paper. Finally, I will briefly address a small number of core threshold concepts / issues that raise key issues for the curriculum design of this programme.

### **Curriculum Organisation : Integration**

Bruners spiral curriculum, first developed for second level curriculum was considered as an appropriate concept to illustrate the programme (see Appendix 5). According to Neary 2002, p 105, while it is a work that has been very well quoted, it says little about the topic. Its usefulness, according to Neary, lies in the principle that it is built upon. The principle states 'that any topic can be taught to any learner provided that it is presented at a conceptual level appropriate to the learners presents stage of intellectual development' (2002, p 105). The implication of this principle is that topics and themes will recur again and again. The reoccurrence does not happen by simple repetition but it occurs as more complex treatment of the subject is introduced and the students increasing understanding aids absorption. The pace of understanding depends, according to Neary on maturation and the learning accumulated from experience.

### **Rationale**

This was chosen as I have a good idea of the eventual outcomes of the programme and the intended learning activities that will bring them out (see appendix 4). The graduate attributes have been identified and further work will be completed on the learning outcomes and competencies associated with the individual modules. I am mindful of Neary's assertion ( 2002, p 109) that design of a competency based spiral curriculum at the professional level requires an ability to analyse the professional role in some detail.'. To that end, I have a good understanding of the duties and tasks associated with the role have to be taken into account, as does the unique body of knowledge and practice which is associated with the professional. Soft skills or attitudes or values which affect human interaction must also be added to the store of curriculum content.

In Appendix forum the modules are presented on the spiral but the thematic detail is not added. A more elaborate spiral can be constructed when the details of each module is worked out.

## **Benefits**

- Substantial work has taken place on the original proposal that was accepted by the Programme Board in UCD
- There is a greater coherence in this design with the drivers for the programme i.e. registration requirements
- There is greater clarity as to the integration required between professional development, self reflexivity , research and clinical advancement

## **Limitations**

- The detailed learning and teaching activity have still be worked out
- Copyright issues for curriculum design are important if UCD and SJOG interests are to be protected.

## **Outstanding Questions / Issues**

- Implication for future service delivery needs to be addressed in the partnership agreement

## **TEACHING / LEARNING ACTIVITIES AND ASSESSMENT**

### **Teaching and Learning**

In Table 3, the stage and module outline, along with the ratio of direct contact hours and self-directed learning involved in each module, are presented. A blended variety of teaching and learning methods are used. An approach using enquiry-based learning will be to the forefront to the programme. This fits with the self-directed learning emphasis of the curriculum. While this describes the overall thrust of the programme, different blends of teaching and learning approaches will be used, including the use of seminars, lectures, small group teaching and discussion, skills teaching, multi-media e.g. audio and video case presentations, and experiential practice.

A summary description of the modules, teaching activities and assessment is presented in Appendix 4 (Extract from Section B).

### **Assessment**

- It is important to consider the mechanism of giving feedback which will be used. The workload implications of the methods needs to be taken into account

### **Discussion of Assessment Choices**

A major challenge in assessment is to ensure that assessment keeps pace with the curriculum. Quality assurance now plays an increasing role at third level education. The Universities Act 1997 sets out the legislative responsibilities in respect of quality assurance. Quality assurance is a principle that should underpin all aspects of the curriculum. An important mechanism within which to achieve quality assurance for assessment purposes is to ensure that the criteria by which the work is to be assessed are made clear. A further challenge is how to develop an evaluation system that can assess the detailed learning outcomes that are now made available to the student. This can pose difficulties at a design level as it is not always easy to evidence the range and complexity of the material covered even when a range of assessment methods is used. It is perhaps this requirement that can lead to over assessment that has become a feature of third level education.

The learning centred characteristic of this curriculum requires a sophisticated approach to assessment. A set of feedback and assessment methods is needed. It is important to consider the mechanism of giving feedback which will be used, and the workload implications of the methods also needs to be taken into account. Nonetheless, there is a need to obtain a balance between summative and formative methods. Summative assessment methods to be used include learning journals, class participation which ranges from the informal to more formal presentations, roles plays and reflecting teams' formats. Formative assessment will cover assignments such as essays, case presentations and research proposals. The dissertation in year two will provide an opportunity to demonstrate many of the graduate attributes and programme aims.

A commitment to self assessment will enable the students to give be involved in appraising their work and development. Criteria will be developed to enhance this approach. In the methods chosen, attention is paid to the need for balance between forward and backward looking assessment (Fink 2003) with greater emphasis on forward assessment. Forward assessment refers to assessments that are constructed to determine whether students are ready for some future activity, after the current period of learning is over while backward assessment. Backward looking assessment is constructed to determine whether students 'got' the material they studied (Fink 2003, p 14).

Working with case material will be central to many of the different assessment methods. This will enable the application of new learning to practice, and students will be helped to see the direct relevance of their learning to their professional work contexts. Great importance is attributed to both teacher and peer feedback. A reflective method, based on the work of Anderson's reflecting teams (1991, 1998), will be used. Feedback is central to the reflecting formats, as it enhances the development of the student's learning. Fink's FIDeLety MODEL, which stands for

- Frequent : as possible
- Immediate : asap
- Discriminating : pointing to difference between poor, acceptable and exceptional work
- Loving : being empathetic in the way you deliver

The centrality of feedback and self assessment will form an important aspect of the induction process at the beginning of the course. Similarly, the criteria and standards, which will be used in all assessment, will be made constructed in part with the students through a consultation model.

In summary, the assessment model used is predominantly an educative assessment as opposed to an audit-ive approach (Fink 2003) (Extract from Section B)..

### **Theoretical Discussion**

The challenge is how to create a teaching and learning strategy in the module. Three considerations in the organisation of the curriculum module that need to be specific are class contact, specified learning activities and autonomous student learning. According to Fink 2003, this considerations assists in structuring of the module and aids the selection or creation of teaching and learning activities (including assessment). Fink 2003 advocates for each new topic, students need an introduction topic and then opportunities to apply and use the concepts and ideas in assignments. Differentiation and integration of learning activity according to Fink 2003, can be achieved through:

- Variety in the type of learning activities
- Development in the complexity and challenge of the learning

### **Role of the lecture**

Exley & Dennick (2004, p1) : The lecture is ‘the cornerstone of many undergraduate courses and is believed by many academics to be the only way their subjects can be taught to increasing number of students.’ The low attendance on some programmes have led to some college lecturers stating that

- ‘I won’t put my power-point slides up beforehand or student won’t attend my lectures.’ (O Neill 2009 Power point!)

I envisage that the lecture will remain a feature of this programme regardless of the EBL orientation on the basis that Moust et al (2005, p673) asserts that in PBL curricula that lectures are important but that they are ‘given only after students have immersed themselves in a particular area. In that way the teacher’s role can play an integrative and clarifying role’

In designing the programmes, I am mindful of utilising a range of learning opportunities and the list on table 4, offers some options that will be used. In professional training to date, I have utilised a large number of these options.

**Table 4: A Range of Learning Opportunities**

■ Laboratories	■ On-line MCQ’s/questions/tasks
■ Projects	■ Presentations
■ Fieldwork	■ Student posters
■ Group discussion (on-line or face-to-face)	■ Plays
■ Conversations with experts/the general public	■ Debates
■ Audiotapes	■ Peer tutoring/monitoring
■ Role plays	■ Students chairing groups (on-
■ Quizzes	■ On-line MCQ’s/questions/tasks
■ Active use of on-line library	

### **Scaffolding**

The idea of scaffolding is a useful concept in curriculum design. It is based on Vygotsky’s socio cultural model and involves according to Graves and Braaten (1996), and refers to the process by which an expert provides temporary support to learners. This helps to “**bridge the gap** between what [the learner] **know[s]** and **can do** and what [he or she] **need[s] to accomplish in** order to

succeed at a particular learning task” (p. 169). In scaffolding, a more knowledgeable other provides scaffolds or supports to facilitate the learner’s development. (Van Der Stufy, 2002) In devising the scaffolding required, the supports and resources available and the tasks the expected of the students are identified. .

## **Evaluation and Assessment**

Evaluation for this course needs to take account of the advice proposed by Diamond 1989 and O’Neill 2009. Some principles on which to build the evaluation process for this programme are

- It is important to ease the students back into third level.
- It is important to have an overview of assessment requirements of the total programme. In a modular system, there can be a tendency to cluster the assessments too close together, thus putting undue pressure on the student.
- It is important to use a variety of assessment methods (summative and formative) to facilitate the different learning styles of the students

In striving for this goal,

- It is important not to over assess or to give overdue weight to some aspects of the curriculum
- It is important to consider the mechanism of giving feedback, which will be used. The workload implications of the methods needs to be taken into account

## **Benefits**

- The importance of alignment between the different activities has been incorporated into the programme at a design level
- The tendency to over exam /assess to make sure that the students knows it all, has been recognised
- The importance of evaluation of the programme in terms of the learning and assessment strategy is incorporated into the design stage

## **Limitations**

- The development of problems needed for the PBL approach are outstanding

- The need to train up other trainers in this approach may be resource intensive
- The need to get buy in from all involved in the programme is necessary but a perceived challenge to academic freedom may be a constraint

## **CONCLUSION : OUTSTANDING ISSUES /QUESTIONS FOR THE PROGRAMME**

This section offered some discussion of the key elements in curriculum design. I would now like to conclude by identifying and commenting briefly on a number of outstanding issues that need to be incorporated into the design. The developments of these elements are crucial to the overall curriculum design and the satisfactory alignment between the different elements. It is not the intention however to fully address them at this stage but the list is attached to enable future conversations and work directions.

- The curriculum for professional development (stage one and stage 2) and supervision and consultation (stage 2) is central and the alignment between the different aspects of the modules needs to be developed. It is envisaged that a number of the core concepts such as reflexivity and core activities such as personal and professional development will take precedence in these modules. Many of these ideas, especially personal and professional groups will be a new departure for the school. However, the purpose of these activities and how it can be used in the training of professionals for therapeutic work are well advanced in the psychotherapy field. I have first hand experience in training at that level but I anticipate that it will not simply involve replicating the same approach as the contextual features of this programme are different.
- The choices between generic and more specialists training at stage two remains an issue. It is likely that many students will not be as interested in psychoanalytical approaches at stage two and the challenge is to ensure that the member of staff in SJOG can be utilised. She is an extremely experienced practitioner and she would have much to offer the programme
- There is a need to ensure that all trainers are operating from a similar philosophical stance in relation to teaching and learning.
- The balance between theoretical understanding and practical applications will need attention.
- The balance between obtaining case material and experiences in the students own work settings and working from material generated on the programme will need attention
- The identification of the core problems for purposed of PBL should go some way to address these issues. This will be required



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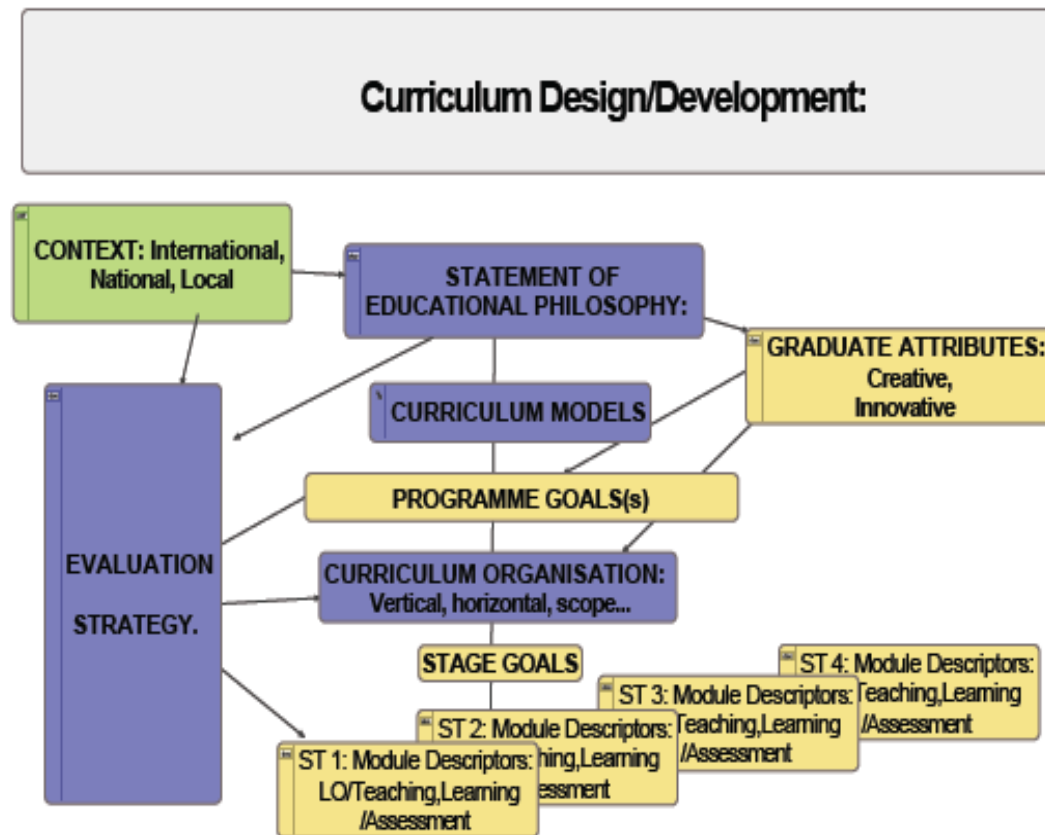
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# **Appendix One   Outline of Curriculum Design**

## Appendix One Outline of Curriculum Design



O'Neill (2008), Diamond (1998), Toohey (1999).

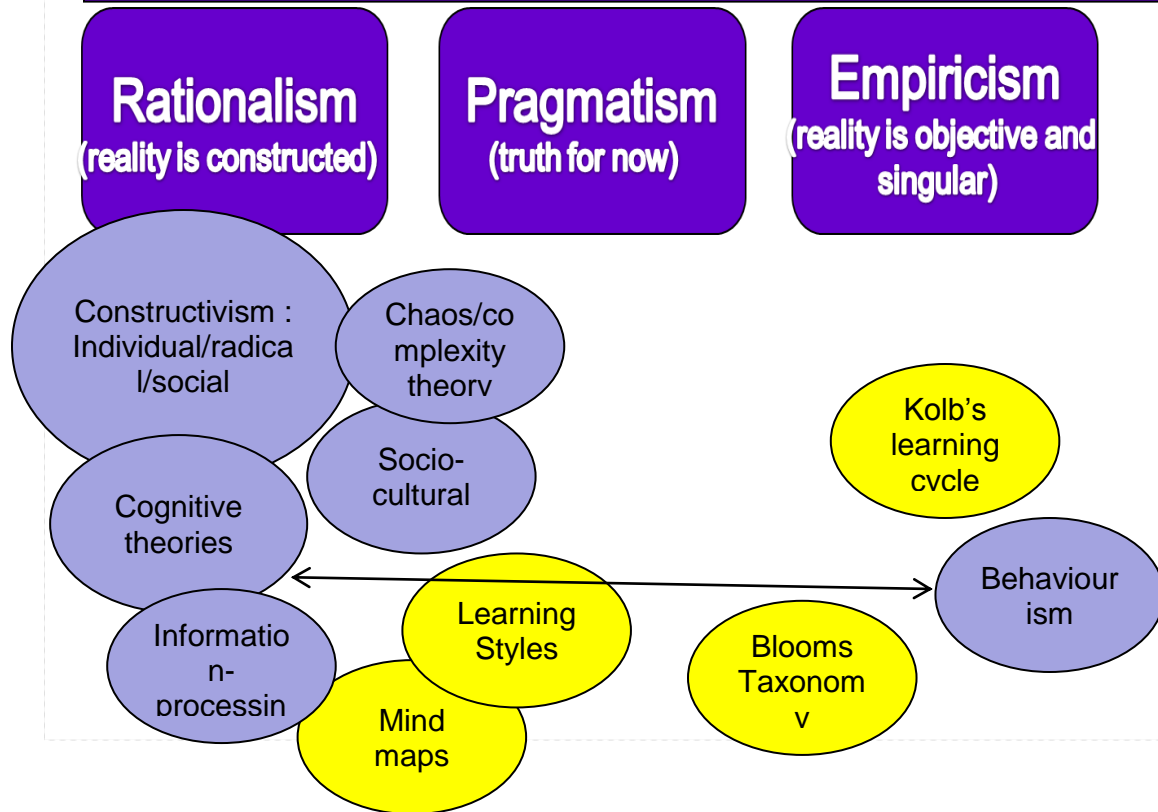


## **Appendix Two : Philosophy as Influence**

# EDUCATIONAL PHILOSOPHICAL PRINCIPLES

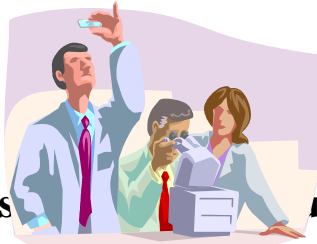
(What educational philosophies/models inform your curriculum design?)

(Smith and Ragan, 2005; Carlile & Jordan, 2005)



## **Appendix Three : Place of Research in Curriculum Design**

## Appendix Three : Place of Research in Curriculum Design



### STUDENTS AS PARTICIPANTS

#### Research-Tutored

Curriculum emphasises learning focused on students writing and discussing essays and papers on research findings (small group discussions)

#### Research-Based

Curriculum emphasises students undertaking inquiry-based learning

#### Research-Led

Curriculum is structured around teaching current subject content . Faculty research interests..

#### Research-Oriented

Curriculum emphasises teaching processes of knowledge construction in the subject and research processes (including methodologies)

**EMPHASIS  
ON  
RESEARCH  
CONTENT**

**EMPHASIS  
ON  
RESEARCH  
PROCESSES  
AND  
PROBLEMS**

### STUDENTS AS AUDIENCE



Healey (2005); Healey & Jenkins (2009)

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Appendix 4 : Alignment of Module, Graduate Attributes,  
Teaching and Learning Approaches and Assessment  
Approaches .

#### Appendix 4 : Alignment of Module, Graduate Attributes, teaching and learning approach and Assessment Approaches .

Module	GA & Ass Indicated	Teaching and Learning Activities	Assessment	Graduate Attributes
<b>Professional Development &amp; Reflexivity(C)</b>  St 1 Cred 10	X= 1, 2, 3  Y= 5, 6	Personal and Professional Groups (Reflexivity developed aided by group Facilitator)  Information retrieval skills : Programme Librarian  Lectures, small group discussion and group activities aimed at EBL	PPD Groups assessed through attendance but learning will be evident in therapy methods and applied work : 20% mark  1 Genogram of family, professional and interest network map with observations : 30% mark  2 Learning log to map clinical, theoretical and self reflexive processes 50% mark	1 Reflexive • Develop a reflexivity that allows them to review the place of their own self in their clinical and research practice.

**X== MAJOR OUTCOMES Y==MINOR OUTCOME**

<b>Module</b>	<b>GA &amp; Ass Indicated</b>	<b>Teaching and Learning Activities</b>	<b>Assessment</b>	<b>Graduate Attributes</b>
Ethics & Research Based Practice (C)  St 1 : Cred 5  (Essential for Dissertation)	X= 1, 2,  Y= 5, 6	Lectures for threshold concepts involved in research methods  On line tutorials and reading  Small group Information retrieval exercises  EBL activities	Research Proposal End of Semester 2 40% mark  EBL activities 60%	2 Research, Inquiry and Information Literacy <ul style="list-style-type: none"> <li>• Be able to access, use and develop research in their clinical work</li> <li>• Use and Contribute to evidence based practice</li> </ul>
<b>Module</b>	<b>GA &amp; Ass Indicated</b>	<b>Teaching and Learning Activities</b>	<b>Assessment</b>	<b>Graduate Attributes</b>
Cognitive Behavioural Social Work Theory and Practice 1 (C)  St 1 : Cred 5	X= 5, 6, 7, 8, 1  Y= 2, 3, 4.	EBL re theory involved  Small group activity to generate role plays aimed at skill development  Reflective groups Supervision and integration of theory and practice	Group Role Plays Including case sheets giving outline and research base of case 25% of marks  Learning Logs demonstrating theory, practice and self reflective applications 45%  Essays : 30%	3 Team work <ul style="list-style-type: none"> <li>• Understand different team structures</li> <li>• Be able to work effectively as team member in the different structures through understanding interplay of role, process, content and tasks on the relational field</li> </ul>

**X== MAJOR OUTCOMES Y==MINOR OUTCOME**

<b>Module</b>	<b>GA &amp; Ass Indicated</b>	<b>Teaching and Learning Activities</b>	<b>Assessment</b>	<b>Graduate Attributes</b>
Psychoanalytic Approaches to Social Work Practice 1 (C) St 1 : Cred 5	X= 5, 6, 7, 8, 1 Y= 2, 3, 4.	EBL re theory involved Small group activity to generate role plays aimed at skill development Reflective groups Supervision and integration of theory and practice	Group Role Plays Including case sheets giving outline and research base of case 25% of marks Learning Logs demonstrating theory, practice and self reflective applications 45% Essays : 30%	4 Communication <ul style="list-style-type: none"> <li>• Demonstrate abilities to communicate effectively with users and a range of people providing services providers</li> </ul>
<b>Module</b>	<b>GA &amp; Ass Indicated</b>	<b>Teaching and Learning Activities</b>	<b>Assessment</b>	<b>Graduate Attributes</b>
Systemic/Relational Interventions in Social Work 1 (C) St 1 : Cred 5	X= 5, 6, 7, 8, 1 Y= 2, 3, 4.	EBL re theory involved Small group activity to generate role plays aimed at skill development Reflective groups Supervision & integration of theory and practice	Group Role Plays Including case sheets giving outline and research base of case : 25% of marks Learning Logs demonstrating theory, practice and self reflective applications : 45% Essays : 30%	5 Knowledgeable <ul style="list-style-type: none"> <li>• Up to date knowledge &amp; understanding of therapy approaches</li> </ul>

**X== MAJOR OUTCOMES Y==MINOR OUTCOME**

Module	GA & Ass Indicated	Teaching and Learning Activities	Assessment	Graduate Attributes
Students undertaking a Masters take in addition: Advanced Methods in Social Work Research + Dissertation (O)  <b>CAPSTONE MODULE</b>  St 2 : Cred 30	X= 2, 6, 5, 4, 6, 7, 8.  Y=3	Group and One to one supervision  EBL to develop methodology  Information retrieval skills : Programme Librarian  On line tutorials and reading	Dissertation 100%  30 credits	6 Apply knowledge & understanding in an ethical manner <ul style="list-style-type: none"> <li>Be able to critically apply the knowledge through understanding the methods, skills, and general competence required to practice in a range of settings;</li> <li>Developed an ethical positioning that allows them to scrutinise and reflect on their own practice;</li> </ul>
Module	GA & Ass Indicated	Teaching and Learning Activities	Assessment	Graduate Attributes
<b>Professional Development</b> & Reflexivity(C)  St 2 : Cred 10	X=1, 4, 6  Y= 7, 8.	Personal and Professional Groups (Reflexivity developed aided by group Facilitator)    Lectures, small group discussion and group activities aimed at EBL	Learning Journal to be submitted at end of each semester   Clinical Theoretical Applied theory and practice	7 Assessment and Treatment <ul style="list-style-type: none"> <li>Be able to assess and to make coherent treatment plans in conjunction with clients</li> <li>Understand the role of advocacy in the therapeutic process</li> </ul>

X== MAJOR OUTCOMES Y==MINOR OUTCOME

<b>Module</b>	<b>GA &amp; Ass Indicated</b>	<b>Teaching and Learning Activities</b>	<b>Assessment</b>	<b>Graduate Attributes</b>
Clinical Consultation and Supervision (C)  St 2 : Cred 5	X=1, 6,  Y= 4, 7, 8.	Lectures  Case presentations based on EBL  Reflective processes in group Lecturer supervision	Summative assessment through <ul style="list-style-type: none"> <li>• Self reflective journal on supervision &amp; learner styles 30%</li> <li>• Leading supervision group 40%</li> </ul> Formative : Case presentation 30%	8 Therapeutic Change Agents <ul style="list-style-type: none"> <li>• Capacity to enable therapeutic change to occur in conjunction with clients and commission givers</li> <li>• Evaluate the outcomes with clients and reflect on implications for future work</li> </ul>
<b>Module</b>	<b>GA &amp; Ass Indicated</b>	<b>Teaching and Learning Activities</b>	<b>Assessment</b>	<b>Graduate Attributes</b>
Human Behaviour and Psychopathology (C)  St 2 : Cred 10	X=5, 2,  Y= 3, 4, 6	Lectures  Case presentations based on EBL	EBL group project and presentation 60% Essay: Applied to clinical situation 40%	See above

**X== MAJOR OUTCOMES Y==MINOR OUTCOME**

<b>Module</b>	<b>GA &amp; Ass Indicated</b>	<b>Teaching and Learning Activities</b>	<b>Assessment</b>	<b>Graduate Attributes</b>
1.2 Cognitive Behavioural Social Work Theory and Practice 2 (O)  St 2 : Cred 10	X=1, 7, 8, 6  Y=2, 3, 4, 5	EBL re theory /practice  Small group activity to generate role plays aimed at skill & theory development  Reflective groups  Supervision and integration of theory and practice	Group Role Plays Including case sheets giving outline skills and research base of case 25% of marks  Learning Logs demonstrating theory, practice and self reflective applications 45%  Case Presentation: Critical and applied with strong research focus 30%	See above
<b>Module</b>	<b>GA &amp; Ass Indicated</b>	<b>Teaching and Learning Activities</b>	<b>Assessment</b>	<b>Graduate Attributes</b>
1.3 Psychoanalytic Approaches to Social Work Practice 2 (O) St 2 : Cred 10	X=1, 7, 8, 6  Y=2, 3, 4, 5	EBL re theory /practice involved  Small group activity to generate role plays aimed at skill & th. development  Reflective groups  Supervision and integration of theory and practice	Group Role Plays incl case material outlining skills & research base of case. 25% of marks  Learning Logs demonstrating applications of theory, practice and self reflectivity 45%  Case Presentation: Critical and applied with strong research focus 30%	See above

**X== MAJOR OUTCOMES    Y==MINOR OUTCOME**

<b>Module</b>	<b>GA &amp; Ass Indicated</b>	<b>Teaching and Learning Activities</b>	<b>Assessment</b>	<b>Graduate Attributes</b>
Cognitive Behavioural Social Work Theory and Practice 2 (O)  St 2 : Cred 10	X=1, 7, 8, 6  Y=2, 3, 4, 5	EBL re theory /practice involved  Small group activity to generate role plays aimed at skill & theory development  Reflective groups  Supervision and integration of theory and practice	Group Role Plays Including case sheets giving outline skills and research base of case 25% of marks  Learning Logs demonstrating theory, practice and self reflective applications 45%  Case Presentation: Critical and applied with strong research focus 30%	See above

**X== MAJOR OUTCOMES   Y==MINOR OUTCOME**

## Appendix Five : Outline of Modules for Masters in Therapeutic Social Work

<b>15</b>					
<b>Indicative Module List</b> <i>(please include long title and module code, if known, and identify whether the module is a core (C) or option (O) module)</i>	<b>Stage</b>	<b>Semester</b>	<b>Credits</b>	<b>Indicative Hours</b>	
				<b>contact hours</b>	<b>indep. study</b>
Professional Development & Reflexivity(C)	1	1 & 2	10	72	228
Ethics & Research Based Practice (C)	1	2	5	36	114
Cognitive Behavioural Social Work Theory and Practice 1 (C)	1	1	5	36	114
Psychoanalytic Approaches to Social Work Practice 1 (C)	1	1	5	36	114
Systemic/Relational Interventions in Social Work 1 (C)	1	2	5	36	114
<b>STAGE 2</b>					
<b>Indicative Module List</b> <i>(please include long title and module code, if known, and identify whether the module is a core (C) or option (O) module)</i>	<b>Stage</b>	<b>Semester</b>	<b>Credits</b>	<b>Indicative Hours</b>	

Students undertaking a Masters take in addition: Advanced Methods in Social Work Research + Dissertation (C)	2	1 & 2	30	36	544
Professional Development & Reflexivity(C)	2	1 & 2	10	72	228
Clinical Consultation and Supervision (C)	2	1	5	36	114
Human Behaviour and Psychopathology (C)	2	1	5	36	114
Cognitive Behavioural Social Work Theory and Practice 2 (O)	2	1 & 2	10	72	228
Psychoanalytic Approaches to Social Work Practice 2 (O)	2	1 & 2	10	72	228
Systemic/Relational Interventions in Social Work 2 (O)	2	1 & 2	10	72	228

