



# Background

Curriculum development literature - some key emerging issues:

- *Consensus* on the values and beliefs about the learning process (Keating 2010)
- What is the purpose of health and social care education? (Rolfe 2012)
- What knowledge is most worth? What is the role of curriculum in changing and transforming the present? (Pinar 2012)
- How do we ensure that the philosophy is translated into the curriculum and kept alive?



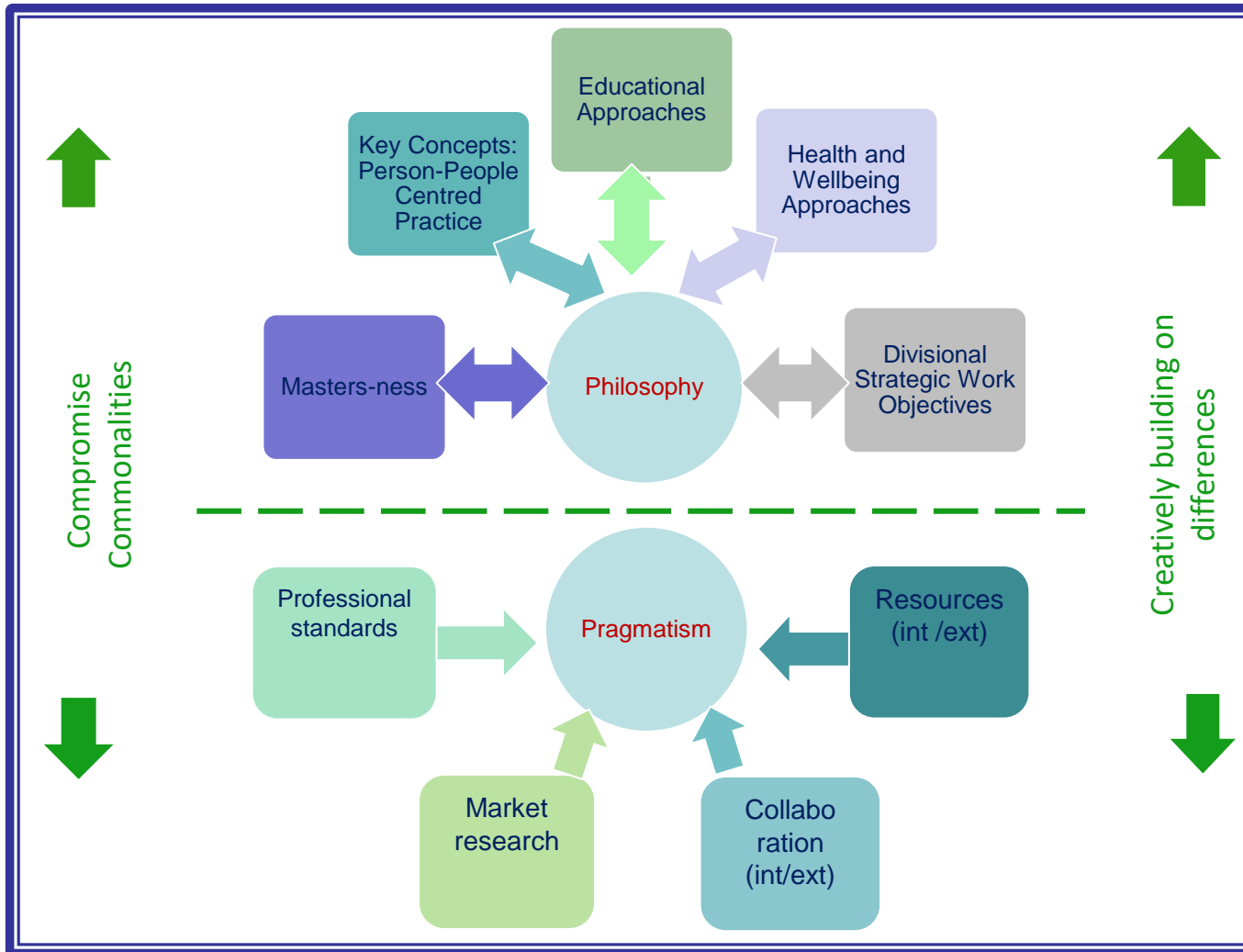
# Aims

## To focus on:

- The philosophy underpinning the new MSc Person-centred Practice Framework curriculum
- The curriculum model: the Hourglass
- The process of co-creation of the philosophy and of the model through critical dialogues
- The process of co-creation of the visual representations utilised to capture key concepts and principles



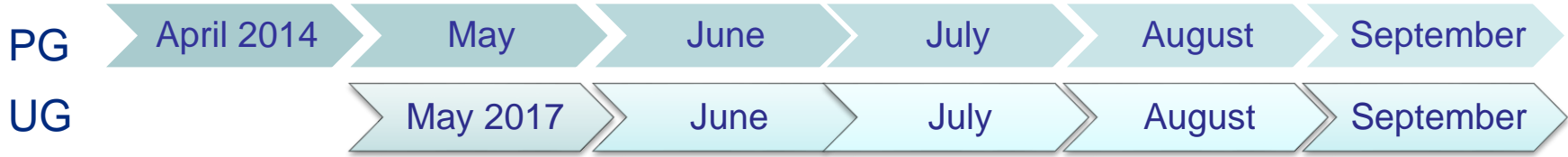
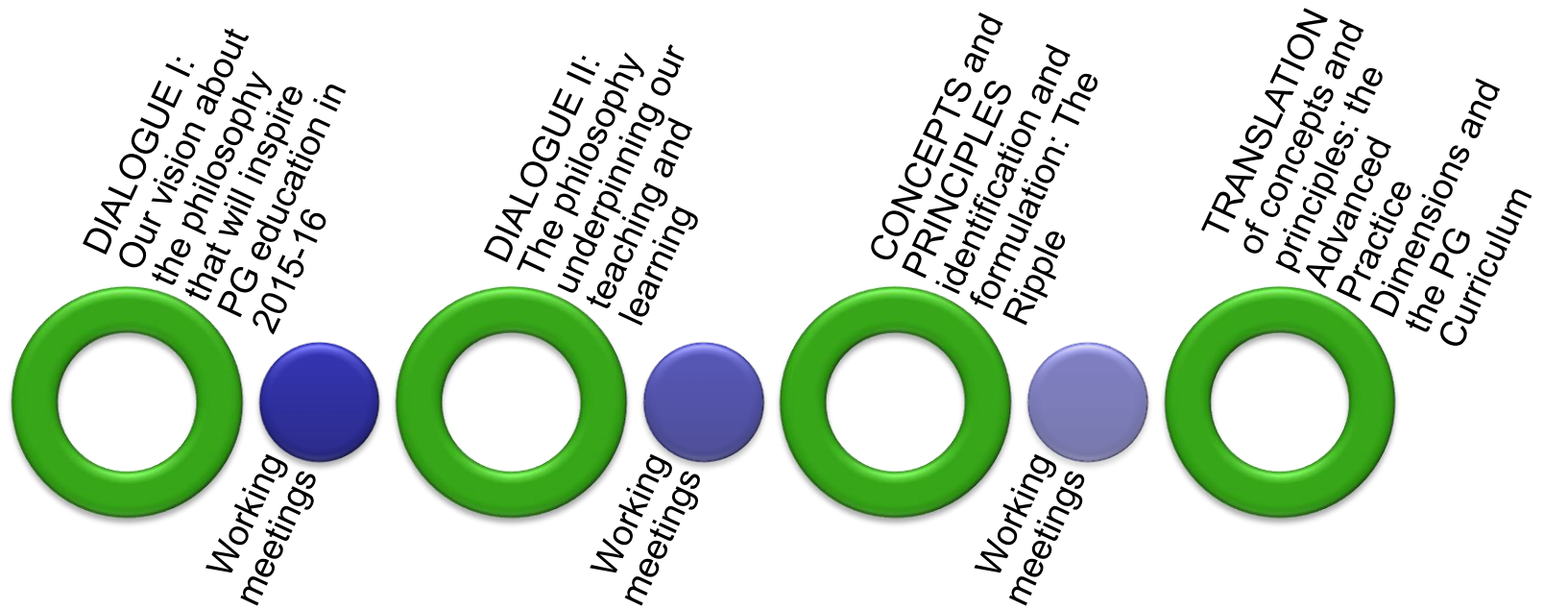
# Considerations



I am very grateful to Dr Cathy Bulley for the original work she undertook on this graph which we have discussed together. This has been adapted and modified to capture some of the work undertaken in the Division.



# A spiralling process...

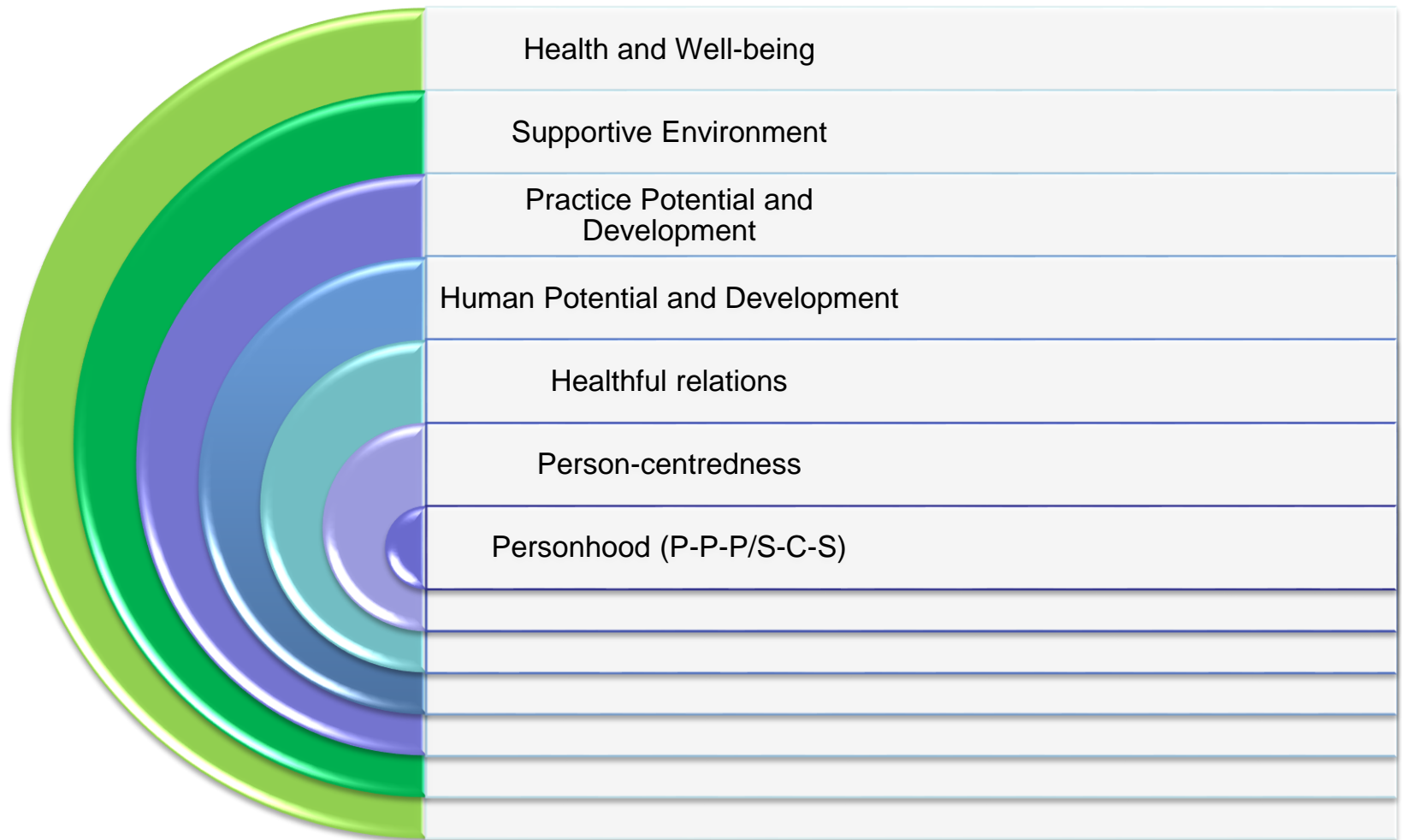


# The underpinning values

- Respect for the ‘personhood’ of others  
(‘human valuing’)
- Mutual respect and understanding
- Engagement and collaboration
- Self and collective right to self-determination
- Equity and equality



# The development of the ripple (first draft): core concepts and principles



# The dynamic nature of the ripple



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The ripple intends to capture the *dynamic nature* of the *constantly evolving process* of developing a shared understanding of person-centred practice in a collaborative way.



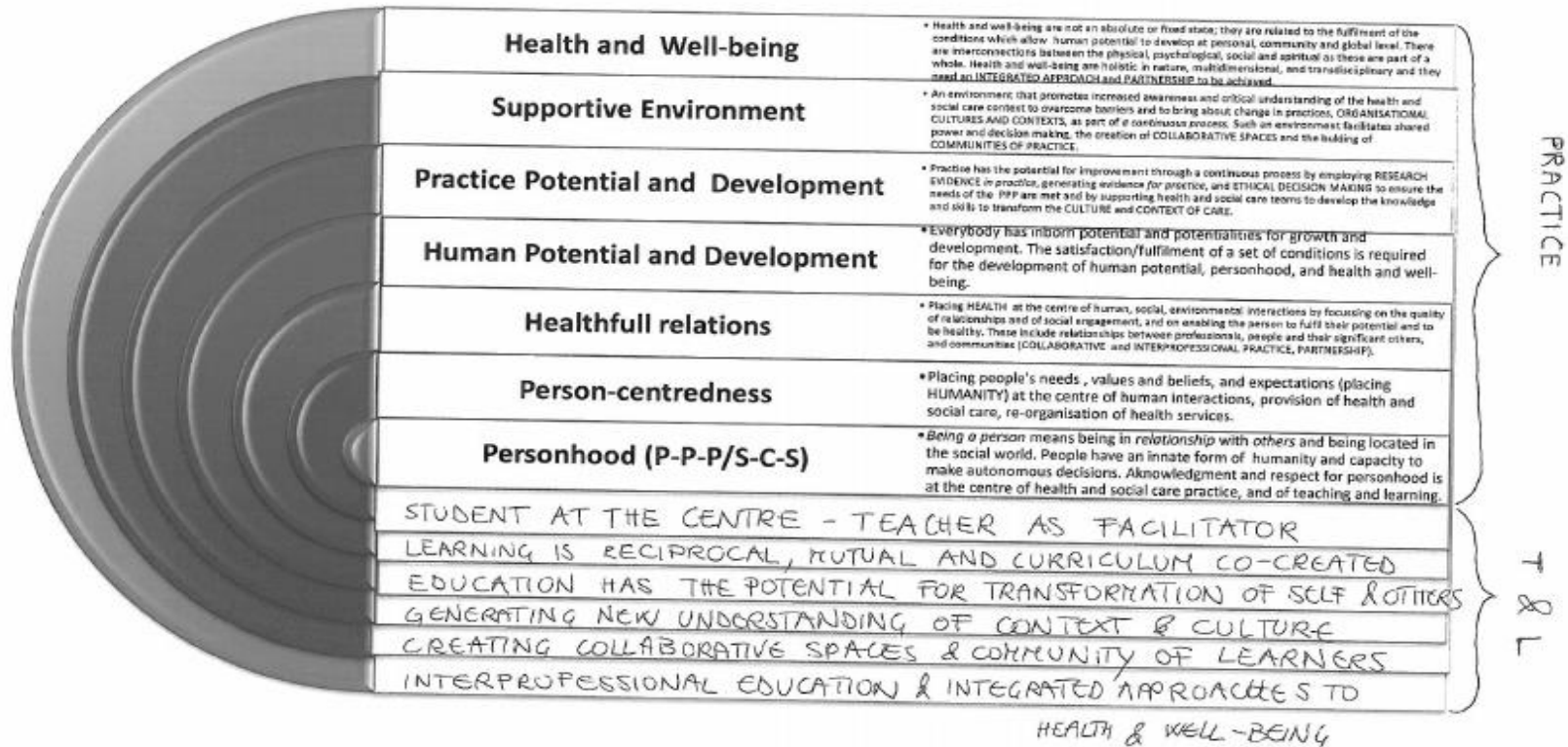
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# The development of the ripple (second draft)

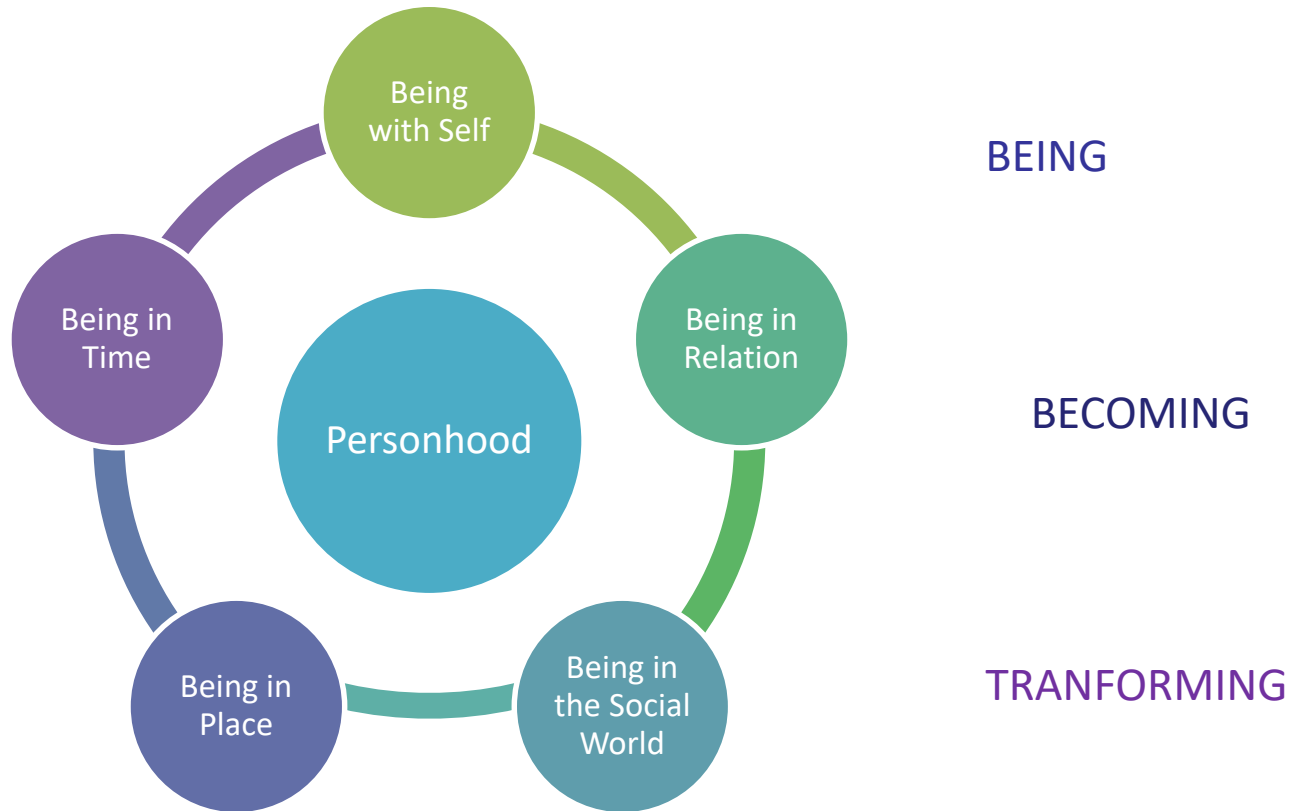
## The person-centred practice and teaching and learning ripple



# The person-centred practice and teaching and learning ripple

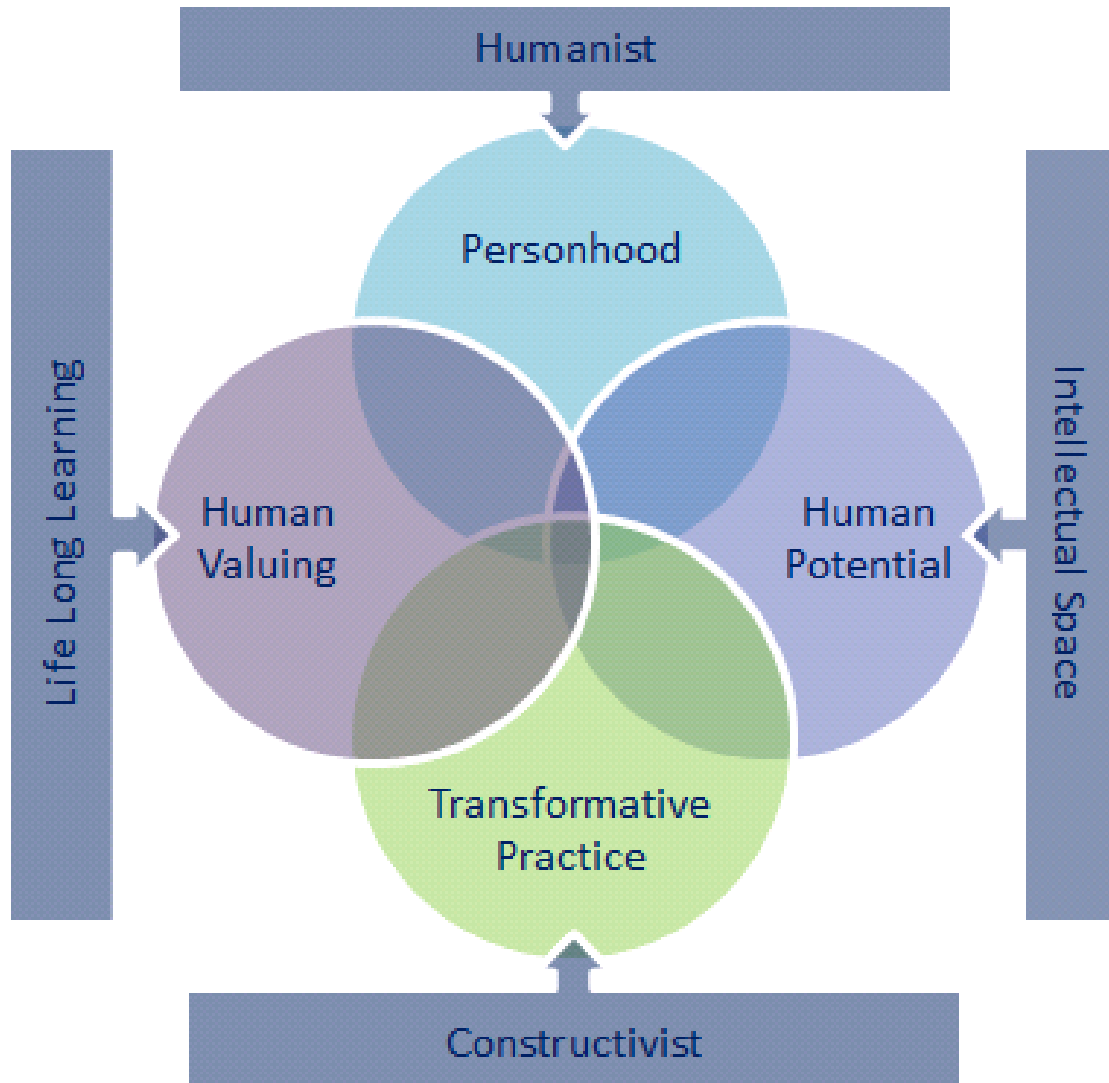


# What does it *mean* to be a person?



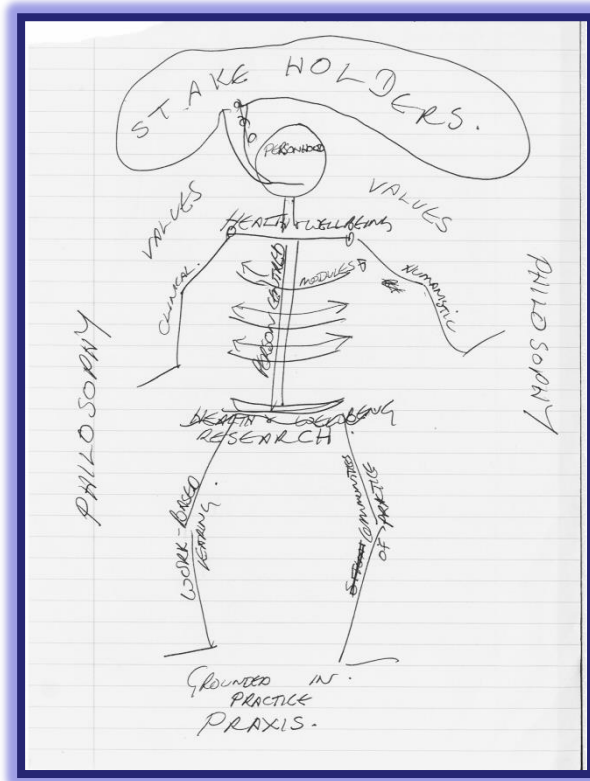
Adapted from McCormack and McCance (2010): *Four dimensions of being*



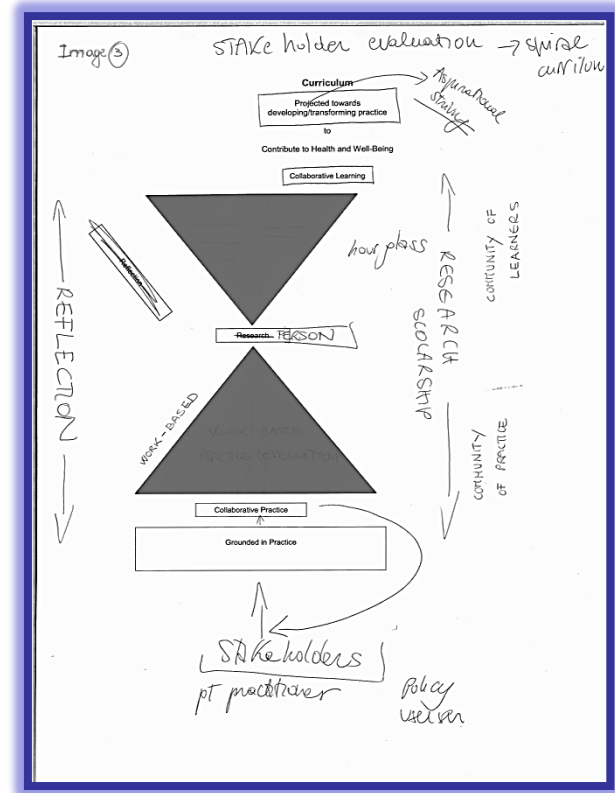


# Co-creating the curriculum model

## 'The Skeleton'



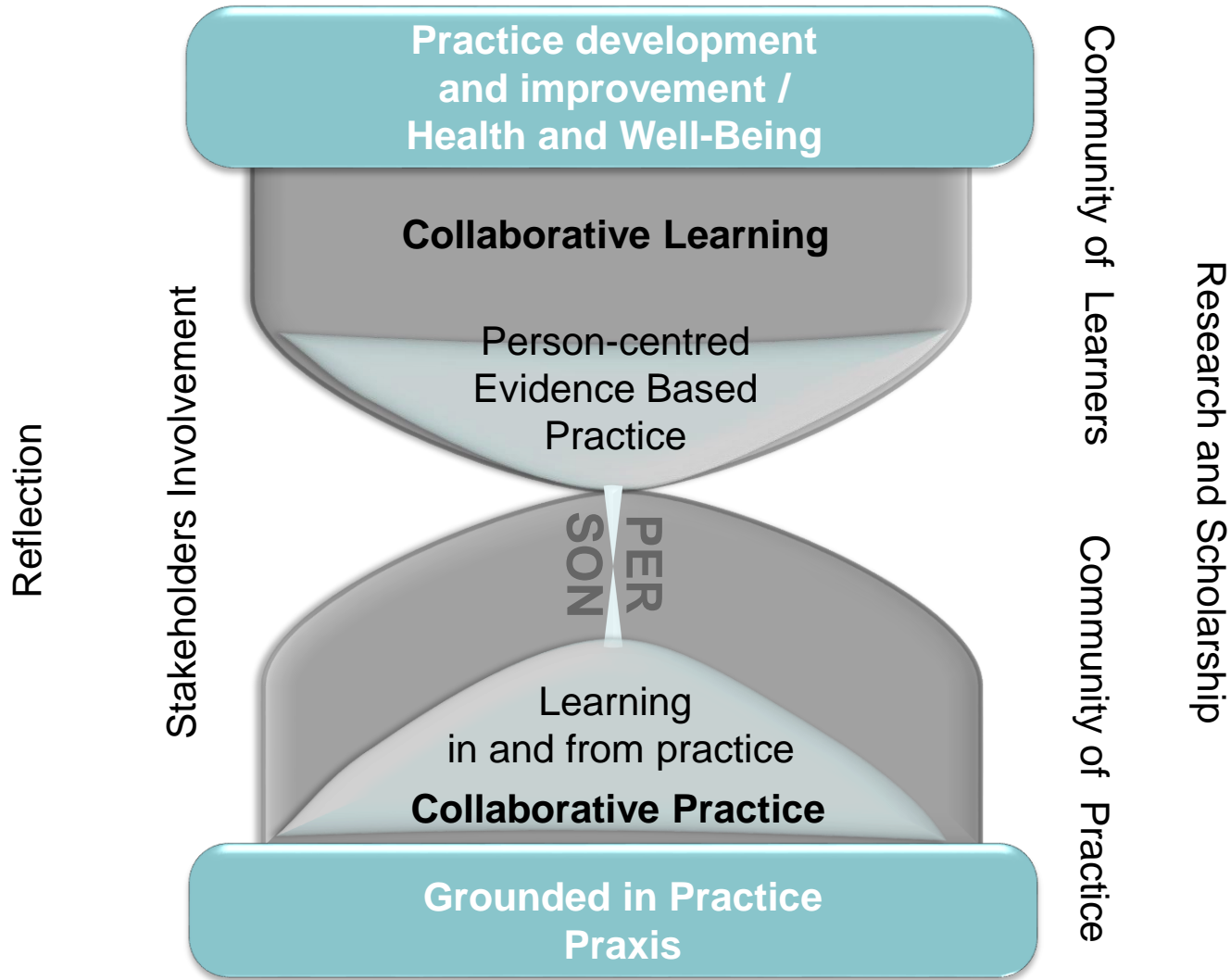
## 'The draft model'



Thanks to Kristina Mountain for this drawing



# The Hour Glass Curriculum





# Curriculum implementation: an example

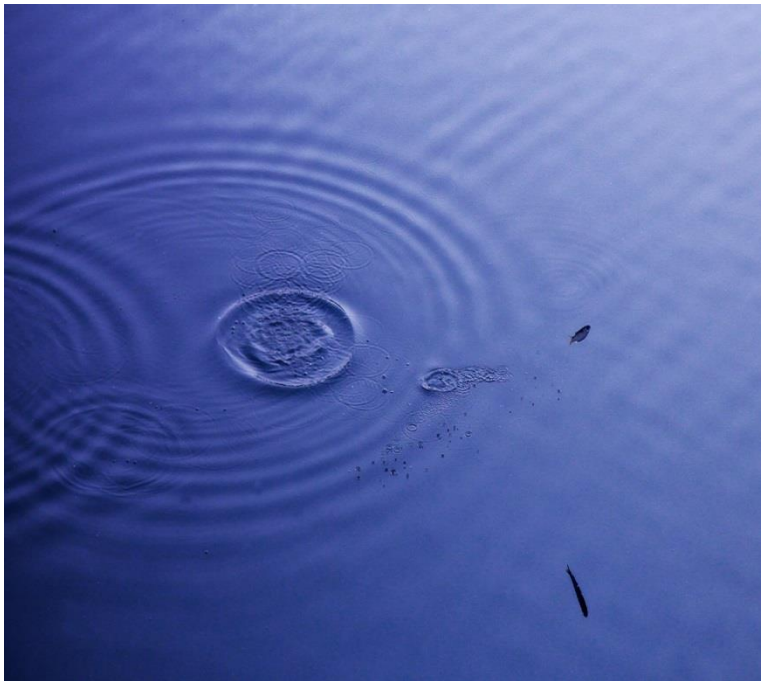
The centrality of the learner: a blend of humanistic and constructivist theory

Teaching and Learning activities	Humanistic Theories	Constructivist theories	Underpinning philosophy
<b>Learners exploration of questions around their own personhood, the personhood of others, person-centred learning and practice</b>	Learner/person-centred  Self assessment and evaluation  (Rogers 1961, Maslow 1970, Wertheimer 1959)	Learner/person-centred  Learner actively constructing knowledge and understanding starting from previous beliefs and experiences  (Knowles 1975, Mezirow 2000)	Person as a whole.  Relational notion of the person.  Rejection of reductionist notions of the person (mind-body dualism)  Personhood across the lifespan



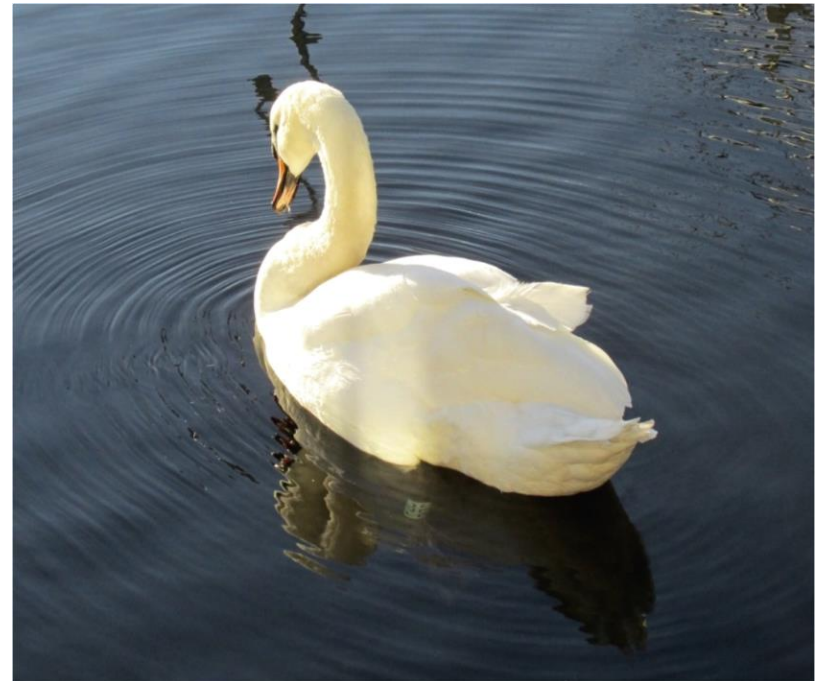
# Relevance and conclusions

Ripple effect?



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Creating ripples of change



Thank you to Kristina Mountain for this picture



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# Relevance and conclusions

- Impetus to revise BSc (Hons) curriculum
- Development of two new MSc Person-centred Practice pathways
- Further development of conceptual basis and links to practice
- Ongoing refinement of underpinning philosophy



# References

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