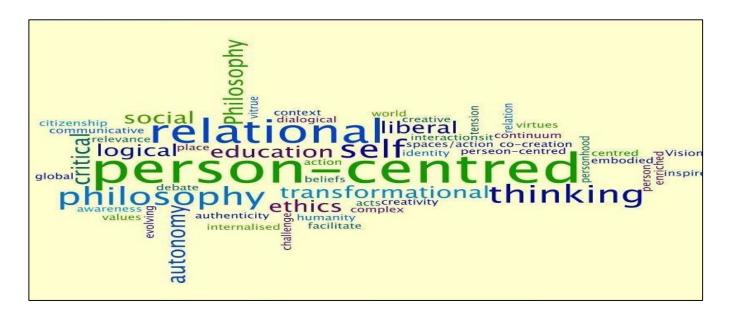
The MSc Person-centred Practice Framework Curriculum: Philosophy and Model



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Background

Curriculum development literature - some key emerging issues:

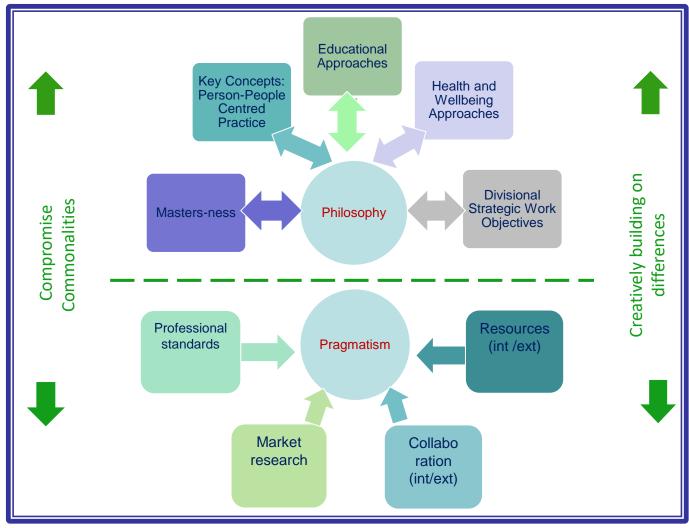
- Consensus on the values and beliefs about the learning process (Keating 2010)
- What is the purpose of health and social care education? (Rolfe 2012)
- What knowledge is most worth? What is the role of curriculum in changing and transforming the present? (Pinar 2012)
- How do we ensure that the philosophy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

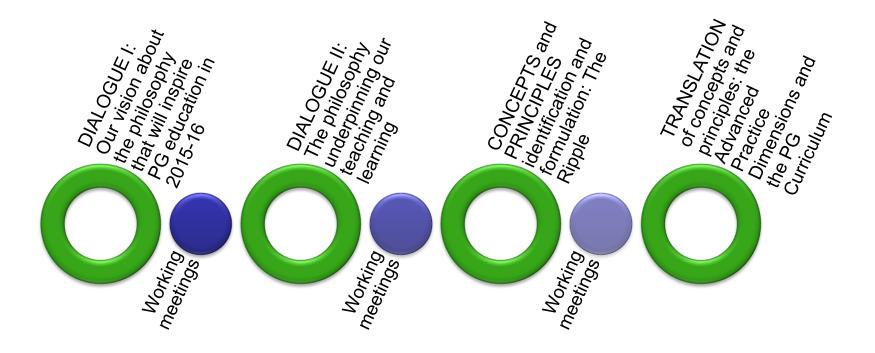
Considerations



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...



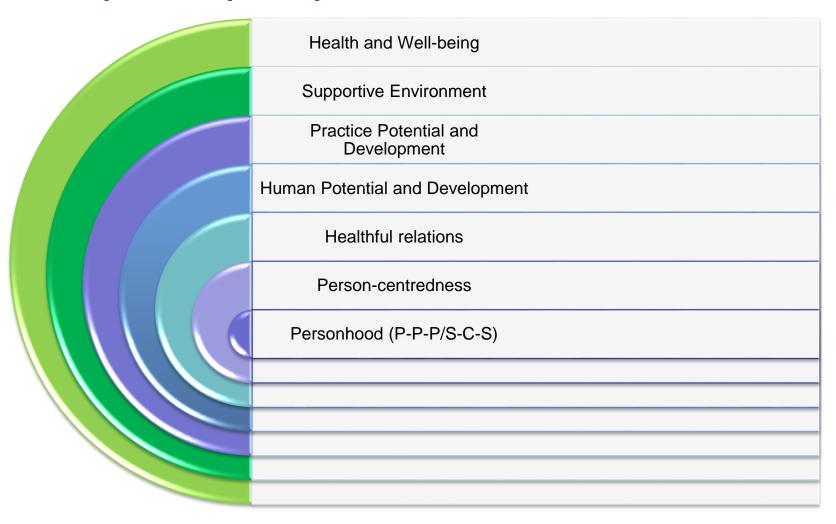
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The underpinning values

- 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.

The development of the ripple (second draft)

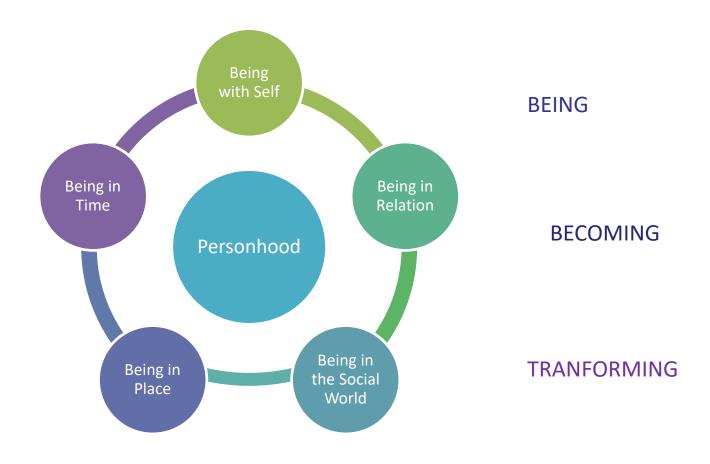
The person-centred practice and teaching and learning ripple

	Health and Well-being	 Health and well-being are not an absolute or fixed state; they are related to the fulfilment of the conditions which ables human potential to develop at personal, community and global lineal. There are interconnectivity between the physical psychological, social and application of a these are of a whole. Health and well-being are holotic in nature, multidimensional, and transitioniplinary and they meast an INTERGRATIO ARPAICACH and PACHINERSHIP to be decisioned. 			
	Supportive Environment	 An environment that promotes increased awareness and orbital understanding of the health and social care contest to overcome beniese and to bring about change in practices, ORGANISATIONAL CULTURES AND CONTEXT, as part of a continuous process, Such as exercisoness to Belistate about power and decidios making, the greation of COLLABORATIVE SPACES and the leading of COMMUNITIES OF PRACTICES. 			
	Practice Potential and Development	 Fractice has the potential for improvement through a continuous process by employing RESEARCH EVIDENCE in practice, generating entitiones for practice, and ETHICAL DECISION MAKING to ensure the needs of the PPP are met and by supporting health and social care terms to develop the knowledge and skills to transform the CULTURE and CONTECT OF CASE. 			
	Human Potential and Development	Everybody has inborn potential and potentialities for growth and development. The satisfaction/fulfilment of a set of conditions is required for the development of human potential, personhood, and health and well-being.			
	Healthfull relations	 Placing HEALTH at the centre of human, social, environmental interactions by focusing on the quality of relationships and of social singapement, and on enabling the person to fulfil their potential and to be healthy. These include relationships between professionals, precide and their agrifficant others, and communities (COLLABORATIVE and INTERPROPESSIONAL PRACTICE, PRETRIESSHIP). 			
	Person-centredness	Placing people's needs , values and beliefs, and expectations (placing HUMANITY) at the centre of human interactions, provision of health and social care, re-organisation of health services.			
	Personhood (P-P-P/S-C-S)	 Being a person means being in relationship with others and being located in the social world. People have an innate form of humanity and capacity to make autonomous decisions. Almowdedgment and respect for personhood is at the centre of health and social care practice, and of teaching and learning. 			
111111	STUDENT AT THE CENTRE - TEX	ACHER AS FACILITATOR			
	LEARNING IS RECIPROCAL, KUTUAL	- AND CURRICULUM CO-CREATED .			
	EQUICATION HAS THE POTENTIAL FOR TRANSFORMATION OF SELF ROTHERS				
111111111111111111111111111111111111111	GENERATING NEW UNDORSTANDING OF CONTEXT & CUITIBLE				
	CREATING COLLABORATIVE SPACES & COMMUNITY OF LEARNING				
	INTERPROFESSIONAL EDUCATION & INTEGRATED APPROACHES TO				
		HEALTH & WELL-BEING			

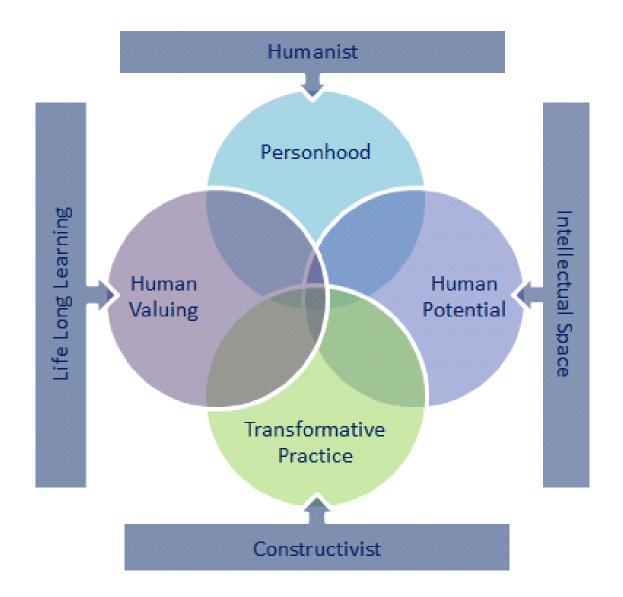
The person-centred practice and teaching and learning ripple



What does it *mean* to be a person?

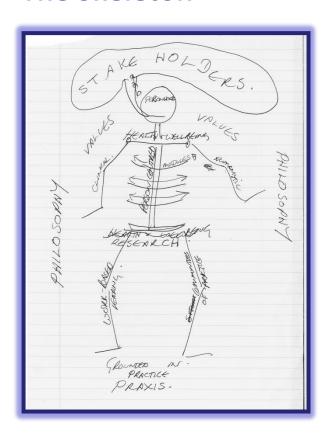


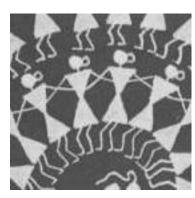
Adapted from McCormack and McCance (2010): Four dimensions of being



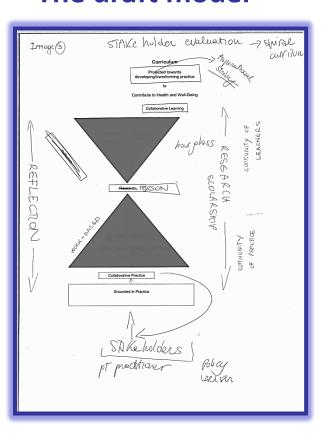
Co-creating the curriculum model

'The Skeleton'



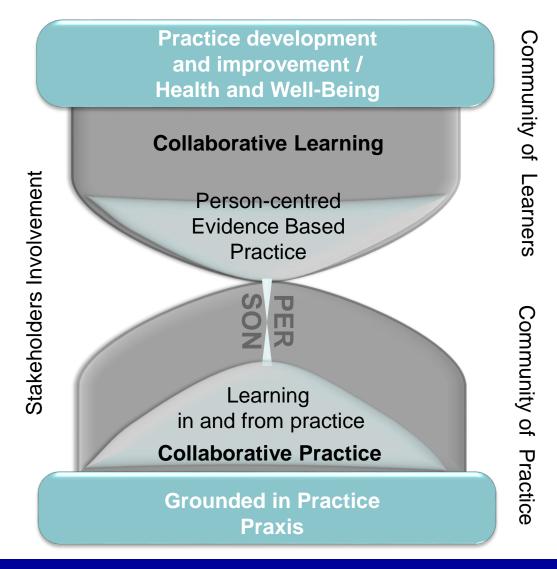


'The draft model'



Thanks to Kristina Mountain for this drawing

The Hour Glass Curriculum



Research and Scholarship

Reflection

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

Relevance and conclusions

Ripple effect?



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Creating ripples of change



Thank you to Kristina Mountain for this picture

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

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