



A UL DIPLOMA DESIGNED
BY COMMUNITIES
FOR COMMUNITIES

Community, Wellness, Empowerment, Leadership and Life-skills

At a glance...

CWELL PROGRAMME STRUCTURE: YEAR ONE

AUTUMN	SPRING
CW4001: Well-Being Across the Lifespan	GM3001: Managing Health in the home and in the
CW4011: Personal Development	CW4002: Empowerment and Lifeskills

CWELL PROGRAMME STRUCTURE: YEAR TWO

AUTUMN	SPRING
CW4003: Active Living	CW4004: Leading and Sustaining Change in the Community
UP4101: Practicum I	UP4102: Practicum II

CWELL classes take place in the city centre on Tuesday and Wednesday evenings, 6.30pm-9pm and are accompanied by three *College / Community days*, typically occurring each semester

For information about our students, tutors, modules, community partners and projects,

www.CWELL.ie



CWELL LEARNING

The CWELL Programme is not like more traditional lecture-based courses. The emphasis is on *learning* not *teaching*. Your tutors will provide you with the framework—in terms of new ways of thinking about the things that you know, or fresh ideas and concepts to understand the experiences you have already.

INVENTIVE CURRICULUM DESIGN

Inventive curriculum design refers to the design of curriculum content that is embedded in communities, creating new perspectives that can ripple through and change community practices (Heard 2014). This design approach, adopted by CWELL, positions curriculum planners, lecturers, community members, and students as co-authors in knowledge making (Heard 2014). Students are no longer viewed as passive consumers of third level education but instead should be considered by educators as co-creators of knowledge and drivers of social change (Baxter Magolda 2004). Inventive design actively encourages curriculum designers to pose questions that disturb the boundaries of established values and practices in the field. There is less emphasis on provision of knowledge and instead inventive design focuses instruction on bigger questions that require students to recognize the limits of their own skills and knowledge.

DEEP LEARNING

Deep learning is defined as going beyond simple intellectual development so that the learning experience may become more transformational, including physical, emotional, aesthetic, moral, social and personal kinds of learning. Deep learning elements include higher order learning, integrative learning and reflective learning (Nelson Laird, Shoup, Kuh et al. 2008). The CWELL programme course design team continue to consider all elements of potentially rich learning experiences and scope opportunities to develop experiences that promote engagement and deep learning.

In your first semester, students will complete a portfolio of work comprising: 1) *personal reflections*—these are shared in confidence with your tutors and designed to provide tailor made supports and feedback concerning student's well-being and personal growth; 2) *public presentation*—designed to enable CWELL students to share what they have learned in a more formal and public format 3) *completion of a professional portfolio*—providing a series of manageable tasks designed to introduce students to academic work practices, skills and available supports.

Throughout the remainder of the course, assignments and assessments are designed to build on the knowledge and insights developed in earlier modules.

All academic staff associated with the delivery of CWELL modules have either adapted, or created ab initio, teaching and learning resources tailored to a project-oriented model of education that is responsive to the identified needs of the CWELL communities and learners.

CWELL LEARNING

MODULE FEEDBACK

All modules described in this handbook (and the community/university partnerships that underpin the programme as a whole) are designed to incorporate reflexivity and critical thinking. As such a portion of all lectures and/or classes will be devoted to student feedback regarding the progress their work with real-time critical reflection and responses. This may involve discussions and opinions from the module tutors, the CWELL programme partners, the CWELL students, community partners and the group as a whole.

WORKLOAD

Compared to other more traditionally oriented lectures and classes, the structure of your modules requires you to work consistently throughout the semester. The upside to this is that the assessment regime does not involve an end of term exam.

Still, however, the credit weighting for this programme corresponds to that of a full-time educational programme. The CWELL programme design is predicated on you bringing your own experience to the programme and using it to learn and to share so that others may learn.

In order to get the benefit from this programme, you need to participate as fully as possible.

PLEASE NOTE

As part of our on-going learning, we evaluate the CWELL programme regularly. In the first week of the semester, and at intervals later in the programme, we may ask you to participate in an anonymized student survey, focus group discussions, or interviews. Your participation in any of these evaluation mechanisms is entirely anonymous and cannot be attributed to you. Course evaluations are carried out by an independent academic and subject to UL ethical guidelines. Evaluation is necessary to audit our work and ensure continued funding to keep the programme going.

We appreciate very much if you will consent to participate.

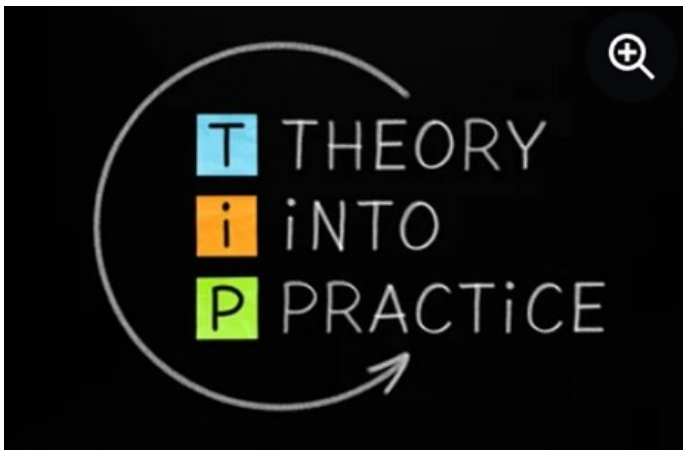
MAPPING THE CWELL JOURNEY

AUTUMN SEMESTER YEAR ONE

Personal Development
Well-Being Across the Lifespan



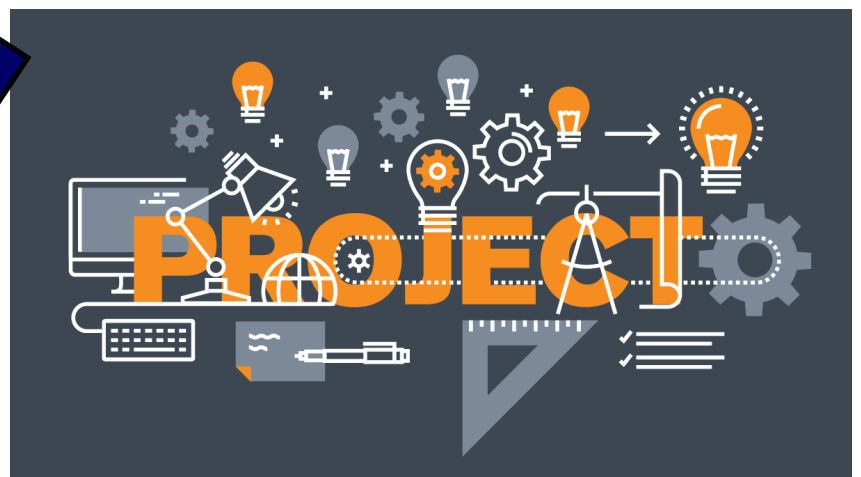
SPRING SEMESTER YEAR ONE
Managing Health in the Home and Community
Empowerment and Life Skills



AUTUMN SEMESTER YEAR TWO

Active Living -
Practicum Project 1—consultation and planning

SPRING SEMESTER YEAR TWO
Leading and Sustaining Community Change
Practicum Project 2—delivery and impact



CW4001: Well-Being Across the Lifespan

Geraldine Lyons

INTRODUCTION:

Throughout the last century and into this one, achievements in medical sciences and public health have either conquered or controlled many diseases, raising life expectancy across the global north. Compared to many countries in other parts of the world, we are in rude health! We live longer, we suffer less diseases, and we have more access to doctors and hospitals than at any point in history.

Still, there are fundamental obstacles to human well-being, which do not lie in the world outside, but in ourselves and our ability to make the choices that work out best for us – in our ability to choose responsibly what is really worth while and what will make us happy healthy human beings. This module is designed to help us make those choices.

Learning Outcomes

- ⇒ Identify the factors that promote positive mental health and well-being in personal and/ or community contexts
- ⇒ Formulate positive coping strategies to promote resilience and well-being
- ⇒ Demonstrate the capacity to bring their knowledge to bear to address problems such as stigma and discrimination in the community
- ⇒ Reflect on own personal development to include goal or objective-setting and action planning.
- ⇒ Demonstrate confidence to take action and initiative around personal learning needs
- ⇒ Embrace reflection and self-evaluation as part of the learning process

Course Structure


This module is focused on the use of reflective practice. Reflective practice is a way of studying your own experiences to improve the way you work. The act of reflection is a great way to increase confidence and become a more proactive and qualified professional. Each week in this module we try to encourage reflective practice through a variety practical activities and exercises that you can continue to deploy throughout the week in the space between formal sessions.



Geraldine Lyons


Is a Personal Development Coach, Mindfulness Teacher and Holistic Therapist who loves coffee and travelling! Helping others to find their potential has helped me find mine. I have facilitated personal development programmes for the past 12 years. These programmes have assisted participants to progress on personal and professional

CW4001: Well-Being Across the Lifespan course content

Week 1	<p>Introductions and Overview Discovering our expectations of course and of ourselves. This class will set the tone for the rest of the module by clarifying what boundaries are and demonstrating how they are identified and implemented. We will: formulate contract; set up class boundaries; explain what "reflection" is; and agree general house keeping rules</p>
Week 2	<p>This is Me Collage exercise exploring identities and getting to know the self. This activity is designed to enable students to focus on a more in-depth sense of self, giving them the opportunity to reflect on what aspects of their personal growth they need to focus on in future sessions and beyond.</p>
Week 3	<p>Assertiveness In this session students are introduced to a range of different communication styles and seek to identify their own communication styles. We will examine being assertive, passive, aggressive and passive aggressive. Through demonstration and exercise, students will be equipped with the skills needed for more effective communication.</p>
Week 4	
Week 5	<p>Group Dynamics Group dynamics explored through a "murder mystery" exercise. This is a fun exercise with a purpose: the activity illustrates both individual and collective roles and responsibility within a group setting, and will also give insight into how to effectively participate within a group where conflict may arise. The dynamic will be discussed afterwards.</p>
Week 6	<p>Prejudice Exploring prejudice of others and experiencing prejudice by others and how it impacts on the self. This will be done through an explorative exercise of common prejudices and how much we agree or disagree with same. In this class, students will gain personal insights in order to reflect on what supports they may need going forward, and what might be holding them back from reaching further potential.</p>
Week 7	<p>Family Systems This class provides space for the students to reflect on how their past has shaped their future. Looking at family dynamics with brief introduction to family systems and how we are shaped by them. This will be explored using a simple yet effective practical exercise using objects to represent the family members and relationships while the participants explore this. The exercise and discussion is intended to empower students to 'take charge' of their past and be more present in their lives.</p>
Week 8	<p><i>College Community days</i></p>
Week 9	<p>Self-esteem Exploring levels of self-esteem and identifying what impacts upon our self-esteem, both positively and negatively, what is needed to protect ourselves from it being eroded by others. This will be explored in pairs where the participants put themselves in each other's situation. The aim of this session is to increase levels of empathy and reflect on the impact of their own self-esteem.</p>

CW4001:Well-Being Across the Lifespan

Course Content:

Week 10	Awareness and Listening Skills This class focuses on developing student listening skills. Bringing attention to our awareness and learning and developing listening skills. This is done through a listening and non-listening exercise so the participants can experience the difference first hand.
Week 11	Communication and use of language Looking at communication and the importance of language. We will be learning the different types of communication such as verbal and non-verbal through activities. In this session the students will learn effective ways of communication and body language.
Week 12	Dealing with emotions Exploring emotions and how to effectively deal with them. Teaching ways to help regulate our own emotions by reflecting on times and events when emotions took over a situation and now using our reflective skills and awareness to be mindful of how we feel. In this class the students will explore their own emotional reactions and learn effective and appropriate responses to emotional situations.
Week 13	Conflict management/resolution Learning ways to deal with and manage conflict as it arises. Exploring how conflicts have been dealt with in the past and teaching conflict management and resolution skills
Week 14	
Week 15	Closing exercises Group exercise to bring awareness of the learnings to the group / short individual presentation by participants for evaluation purposes. This class gives students the opportunity to reflect on their learnings and demonstrate them to the group.

Reflective Journaling:

Each week you will be asked to complete a reflective journal diary focusing on the issues and topics discussed in class. Submission of the reflective journal will be weekly, ensuring that your tutors can give you timely feedback on your responses and reactions to the module content.

Student Exhibition

Students will represent—in any one of the formats below—what they have learned about well-being and personal development.

- a video documentary of 3-6 minutes in length
- a powerpoint / prezi or other form of presentation
- A poster
- A scrap book
- An art piece
- An essay

CW4011: Personal Development

Lorna Moloney: Lorna.M.Moloney@ul.ie

INTRODUCTION:

This module is designed to provide students with practical experience, generic skills development, and practical opportunities to support individual self-efficacy and professional presentation.

Each session will combine classroom-based theoretical insights for developing a personal development portfolio with case study materials – much of which you will collect yourselves in the form of certificates, testimonials, and core components of the long CV, short CV and motivational statements.

Learning Outcomes

- ⇒ Develop digital competence to work with digital platforms, to present personal professional portfolio in a variety of formats including CVs, testimonials and Motivational statements
- ⇒ Develop competence to work effectively using time management criteria.
- ⇒ Evaluate personal networks and transfer resources to professional frameworks
- ⇒ Undertake SWOT analysis for PDP profiles
- ⇒ Explore issues of career mapping and goals set for community development environments
- ⇒ Develop the skillsets required for presentation in traditional and online formats using PowerPoint and ZOOM.
- ⇒ Recognise the importance of Social Media as a learning tool - and learn how to use social media for your development portfolio

Course Structure

Module delivery comprises a series of lectures with traditional lecture-based content. Weekly online tutorials facilitating digital engagement skills with a primary focus on a series of practical exercises, designed to 1) increase confidence within digital platform frameworks (providing hands-on skills related to portfolio development) and 2) support knowledge of and capacity building for increased reflective practice, personal skills awareness and knowledge of the value of developing personal, professional portfolio documentation all form part of the module.






Lorna Moloney

Works with adult learners in UCC. She is a woman of varied talents, writing and producing her own radio show, and running her own research and training consultancy, Merriman Research. Bringing all these experiences and skills to the module, Lorna likes this module because, she says: “Personal development gives me an opportunity to learn as much as it does the students”.

Professional Portfolios will be prepared by all students as part of this class.

CW4011: Personal Development Course content:

Week 1	<p>Introduction – Course criteria learning outcomes – Concepts of PDP Introductions, overview, of course, expectations of course, formulate contract and set up boundaries, explain what “personal development” means within professional frameworks.</p>
Week 2	<p>Visual literacy & UL online study skills—Using online digital platforms, ZOOM, & SULIS We are examining visual literacy and digital skills to gain advantages for personal development. Professional presentation and the ability to relate your skills to different professional contexts are key skills in your professional development plan. Academic study skills, writing and referencing are all critical components to engagement and motivation for University. This lecture examines referencing, professional standards at an academic level.</p>
Week 3	<p>SMART goals 1 -SWOT analysis and Time Management Strategies SWOT analysis is the main model to assess strengths, weaknesses, opportunities and challenges, and this lecture teaches you how to undertake this analysis at the personal development level. Time management strategies are essential for maximising resources and activities on TM form part of this lecture.</p>
Week 4	
Week 5	<p>Traditional networking for personal development The essential aspects of professional networking are delivered in this workshop with exercises to help you develop networking skills.</p>
Week 6	<p>Interview skills and references A look at all the skills you need to get an interview and present yourself in the best light. We will look at how to write Cover letters, the use of motivational statements and testimonials.</p>
Week 7	<p>Core competencies Evaluating your core competencies and identifying learning outcomes to match your levels of competencies for employment. Reading job specifications and participation in professional organisations.</p>
Week 8	
Week 9	<p>Social Media and Personal Professional development, Linked In, Facebook and Instagram ‘Developing your personal brand’ – in this class we look at the role of social media in promoting your professional development and review the skillsets needed to create links and frameworks for groups and personal / professional connections. Engagement with social media at a professional level for portfolio enhancement.</p>
Week 10	<p>SMART goals 2—Career Mapping and goal setting SMART Goals. Looking at Curriculum Vitae and Cover Letter and developing CVs. Identifying your career trajectory and exploring your drivers. Referencing and obtaining references through professional networks are examined.</p>
Week 11	<p>Presentation skills Students will learn presentation skills for personal, professional development - Skill-Based Training.</p>
Week 12	<p>Dealing with feedback – receiving and delivering feedback Learning how to give and receive feedback in a respectful professional manner. Exercises to achieve and measure your learning outcomes. Obtaining testimonials and learning how to use feedback for your professional career.</p>
Week 13	<p>Completing your Professional Portfolios. Compiling your Professional Personal Portfolio and presenting your folder for future opportunities.</p>
Week 14	
Week 15	<p>Closing exercises Group exercise to bring awareness of the learnings to the group / short individual presentation by participants for evaluation purposes</p>

GM3001: Managing Health in the Home and Community

Alexandra Cremona | Patrick O'Donnell

INTRODUCTION

The purpose of this module is to provide students with the knowledge, skills and competencies to manage health & well-being within their own homes and within their communities. There is a particular focus on (1) maintaining health through lifestyle choices, activity and nutrition and (2) the factors that affect health in chronic illness, during and after pregnancy and in emergency care situations.

Learning Outcomes

- ⇒ Demonstrate an understanding and knowledge of the relationship between lifestyle and health
- ⇒ Demonstrate an appreciation of the value and contribution of health promotion in managing health in the home and in the community
- ⇒ Demonstrate confidence to take action and initiative and enquire into a specific health or social problem
- ⇒ Demonstrate an understanding of the complex nature of health as a concept and the various determinants of health

Course Structure

During the Spring Semester, the work that you do in your modules becomes more activity based, with plenty of group exercises and workshops. For this reason, modules in the Spring semester are block



Dr Patrick O'Donnell is a GP in Limerick city and a teacher and researcher at the University of Limerick School of Medicine. He graduated from medicine at UCD in 2006 and completed the Sligo Specialist Training Scheme in General Practice in 2012. He also holds a Masters Degree in Global Health from Trinity College and is a member of the Irish College of General Practitioners. Patrick's main research interests are social exclusion, health equity, homelessness, addiction and the provision of healthcare to people from marginalised groups.

Dr Alexandra Cremona is a Lecturer for the MSc Human Nutrition and Dietetics programme in the School of Allied Health in the Faculty of Education and Health Sciences, at the University of Limerick. Alexandra started at the University of Limerick in 2013 having previously worked at Glasgow Caledonian University and as a dietitian in Glasgow. She is a CORU registered dietitian and Sports and Exercise Science graduate.



GM3001: Managing Health in the Home and Community

Course Content:

Week 1	Introduction to Health and Lifestyle - Understanding Attitudes, Behaviour -Promoting Health in the Family and Community	18:30-21:00	City campus Patrick O'Donnell
Week 2	Health professions. Goal setting. Evidence based health - Physical activity and exercise. The link between exercise and health. Psychology of motivation, barriers, and behaviour change	18:30-21:00	City campus Alexandra Cremona
Week 3	Chronic illness and carers	18:30-21:00	City campus Patrick O'Donnell
Week 4	College Day - UL Campus First Aid with paramedics Poster prep & practice		
Week 5	Cultural diversity -promoting active living across the lifespan	18:30-21:00	City campus Alexandra Cremona
Week	Nutrition basics. Healthy eating recommendations. FAD diets and myths	18:30-21:00	City campus Alexandra Cremona
Week 7	Case studies presented	18:30-21:00	City campus Patrick O'Donnell Alexandra Cremona
8	College Day – UL Campus Basic life support- paramedics CW4002		

Poster presentations:

Students choose any topic covered in the module that relates to their own community and devise a poster presentation which outlines:

What is the issue | Why is it important | What could be done

Case study presentations:

Students are presented with case study vignettes that describe a particular community health concern and work together to develop appropriate community based responses to address the case.

CW4002: Empowerment and Life-skills

Patrick Doyle

INTRODUCTION

This module is designed to provide students with practical experience, generic skills development and opportunities to apply the disciplinary knowledge that they have learned to real-world projects.

Module delivery combines traditional lecture based content, with a series of practical exercises, designed to: 1) develop individual skill-sets (providing hands on experience in facilitation, presentation, team-work, evaluation and project organisation) and 2) support knowledge of, and capacity building for, increased political understanding, community advocacy and empowerment.

Learning Outcomes

- ⇒ Explore issues of social responsibility and ethical practice in sustainable community contexts
- ⇒ Develop the capacity to apply curriculum-based knowledge in a real-world setting.
- ⇒ Develop competence to work effectively as a member of a diverse team.
- ⇒ Develop project work and problem solving skills
- ⇒ Explore issues of social responsibility and ethical practice in sustainable community contexts.
- ⇒ Develop the capacity to see new opportunities to address commonly identified issues/ problems within the community

Course Structure

During the Spring Semester, the work that you do in your modules becomes more activity based, with plenty of group exercises and workshops. For this reason, modules in the Spring semester are block taught, with seven weeks of evening classes for GM3001 (Managing Health in the Home and Community) and seven weeks of evening classes for CW4002 (Empowerment and Life-skills).



Patrick Doyle

Before joining the University of Limerick, Patrick was a Hallsworth Research Fellow in Political Economy at the University of Manchester. His research interests cover the history of economic democracy and the historical relationship between capitalism and religion. Patrick is a founding member of Ireland's Solid Network and is interested in the application of democratic principles in community development.

CW4002: Empowerment and Life-skills

Course Content:

This module will be block taught in the second half of the Spring Semester.

Week8	College Day – UL Campus Basic life support- paramedics CW4002		
Week9	CW4002	18:30-21:00	City campus Patrick Doyle
Week 10	CW4002	18:30-21:00	City campus Patrick Doyle
Week 11	CW4002	18:30-21:00	City campus Patrick Doyle
Week 12	Community day – (CW4002) TBC Poster presentation		
Week 13	CW4002	18:30-21:00	City campus Patrick Doyle
Week 14	CW4002	18:30-21:00	City campus Patrick Doyle
Week 15	CW4002	18:30-21:00	City campus Patrick Doyle

Analysis and Review of collective and individual strengths and challenges

This module provides different opportunities to enable students to demonstrate the basic academic and research skills that they have learned, in relation to both personal and community-based development and growth. Assessments will include:

- **Rapporteur Reports**
- **Personal skills assessment.**
- **Organisational case studies**

CW4003: Active Living Orfhliath ni Bhriáin

INTRODUCTION:

This module provides an overview of the management of health and well-being across the lifespan. Students will learn about the theoretical principles underlying the management and treatment of health and well-being which will include biological, psychological and social applications to advance positive well-being. Students will also explore ways of fostering positive coping strategies and resilience within the individual, the family and the community as a means of preventing or reducing the burdens associated with physical or mental ill health. Social responsibility and community engagement are also key components of this module. Students will be encouraged to think critically about health and well-being. Students will have opportunities to identify and consider a wide range of positive coping strategies. Students will also be encouraged to increase physical activity through varied class activities and reflect on ways to embrace a way of life that incorporates self-care of the mind and body. The activities and assignments are designed in consultation with the student cohort so that they engage with the module in a meaningful way.

Learning Outcomes

- ⇒ Identify and embrace the elements of an active lifestyle
- ⇒ Acknowledge and overcome the barriers to developing an active lifestyle
- ⇒ Understand the well-being consequences of inactivity
- ⇒ Setting and implementing personalized active lifestyle targets and milestones
- ⇒ Understanding the components necessary to deliver a community based active living workshop
- ⇒ Adapting language and activities to suit varied community audiences
- ⇒ Be able to deliver your own well-being workshop.

Course Structure

The module is designed to empower students to become active promoters of active living and health and wellbeing in their own communities. The unique selling point for this module is that the students co-create the curriculum content in order to enable them to deliver 'Active Living' workshops in their own communities. The activities developed and learning outcomes are agreed with students so that their needs are met and engagement with the module is ensured through joint ownership and agency. The program of study is co designed with the student cohort and the assessments and module learning outcomes are critically aligned.



Dr Orfhliath ni Bhriáin teaches in the Irish World Academy of Music and Dance, where she is Course Director for MA Irish Dance Studies and MA Irish Dance Performance. Orfhliath is a former Co-Director of Blas International Summer School of Traditional Irish Music and Dance held at the Academy and is currently vice-chair person of Dance Research Forum Ireland and Treasurer of I.C.T.M. Ireland. She is a member of the Health Research Institute, and much of her research is concerned with dance as a means to develop mobility and address chronic illnesses and promote well-being.

CW4003: Active Living

Course Content:

WEEK/DATE	THEME	TOPIC
Week 1 Wed 7th Sept	5 WAYS TO WELLBEING	ACTIVE LIVING STRATEGIES —In this session, we will look at strategies to promote physical and mental health. Connect, Be Active, Take Notice, Keep Learning.
Week 2 Wed 14th Sept	MAKING EVERY CONNECTION COUNT	ESTABLISHING ACTIVE LIVING BASELINES —Students will take part in one to one discussions with students from the MSc Dietetics who will assess eating habits, average intake of food groups and take body measurement to establish baselines from which active living targets can be set.
Week 3 Wed 21st Sept	BENEFITS OF PHYSICAL ACTIVITY	KEY ELEMENT OF ACTIVE LIVING —We will practice a range of activities around Endurance, Strength, Balance and Flexibility. We will identify the potential benefits of physical activity and discuss barriers and facilitators.
WEEK 4	ON CAMPUS DAY	COMMUNITY COMHRA/SKILLS WORKSHOP
Week 4 Wed 28th Sept	WELLBEING ACROSS THE LIFE SPAN	DESIGNING APPROPRIATE ACTIVES FOR TARGET GROUPS —We will select a range of potential activities for different age and ability cohorts within the community.
Week 5 Wed 5 th Oct	MAKING HEALTHY CHOICES	EXPLORING MOTIVATION AND DECISION MAKING —Through role play and forum theatre we will explore how we can encourage community members to make healthy lifestyle choices
Week 6 Wed 12 th Oct	No Active Living Class this week	COMMUNITY CONSULTATION PREPARATION
Week 7 Wed 19th Oct	MAKING EVERY CONNECTION COUNT	NUTRITION REVISTED MONITORING PROGRESS —Students from the MSc Dietetics will return to monitor progress on targets set in week 2
Week 8 Tues 25 th Oct	ON CAMPUS DAY	COMMUNITY COMHRA/SKILLS WORKSHOP
Week 9	SLEEP AND REST	THE ROLE OF SLEEP IN ACTIVE LIVING —We will reflect on our rest and relaxation skills
Week 10 Wed 9 th Nov	ACTIVE LIVING WORKSHOP PREPARTION	DESIGNING YOUR ACTIVE LIVING WORKSHOP —Alternative experiences of consultation. In this session, students will learn about the components of a successful active living workshop and how to assess the appropriateness of various activities, exercises and resources to each specific context
Week 11 Wed 16 th Nov	MAKING EVERY CONNECTION COUNT	NUTRITION REVISTED EVALUATING PROGRESS —Students from the MSc Dietetics will return to evaluate progress on targets set in week 2
Week 12 Wed 23 rd Nov	PRESENTATIONS	STUDENTS GROUP PRESENTATIONS Students will present their Active Living Workshops to the class
Week 13 Wed 30 th Nov	PRESENTATIONS & REVIEW	STUDENTS INDIVIDUAL PRESENTATIONS Students will each present their individual 'What Active Living Means to Me' Presentations. Module wrap up, review and celebration.

UP4101: Practicum Project 1

Patrick Doyle

INTRODUCTION:

In this module you will learn a variety of techniques that can be used to facilitate dialogue and engage local communities in identifying challenges and brain-storming solutions. Much of your time will be spent in developing facilitative techniques to gather the tacit and experiential knowledge that is held by community residents and citizens. The module is designed to provide students with practical experience, generic skills development (such as applied research work, team-work, problem-solving and facilitation training) and opportunities to apply the disciplinary knowledge learned thus far to CWELL practicum projects.

Learning Outcomes

- ⇒ Develop the capacity to apply curriculum-based knowledge in a real-world setting.
- ⇒ Develop competence to work effectively as a member of a team in collaboration with external community stakeholders
- ⇒ Develop project work and problem-solving skills
- ⇒ Develop competence in conveying ideas clearly and effectively to a range of different stakeholders in different organizational and/or community or cultural settings contexts.
- ⇒ Develop the capacity to see new opportunities to address commonly identified issues/ problems within the community
- ⇒ Recognize the capacity of those outside your own area of expertise to deliver professional and/or experiential expertise into collaborative project work.

Course Structure

Module delivery combines traditional lecture based content on a variety of project management skills (including teamwork, leadership, reflexive practice, results-based planning, and project management), with a series of practical exercises, designed to support individual and collective capacity building in support of CWELL practicum projects.



Patrick Doyle

Before joining the University of Limerick, Patrick was a Hallsworth Research Fellow in Political Economy at the University of Manchester. His research interests cover the history of economic democracy and the historical relationship between capitalism and religion. Patrick is a founding member of Ireland's Solid Network and is interested in the application of democratic principles in community development.

UP4101: Practicum Project 1

Course Content:

UL Autumn Term A/Y 2022 Week / date	Community Project Timetable	CWELL Diploma & MA COMMUNITY RESEARCH
Week 1 Wed 7th Sept	TEAM BUILDING	WHAT KIND TEAM PLAYER AM I? Reflexive practice, activities
Week 2 Wed 14th Sept	TOOLS FOR TEAMWORK	TOOLS FOR TEAMWORK Roles and responsibilities, Project tools, Communication Teamwork protocols
Week 3 Wed 21st Sept	PARTICIPATORY METHODS	HOW DO WE TALK TO COMMUNITIES I Mini consultation in class on experiences in participation.
WEEK 4 Tues 27th Sept	ON CAMPUS DAY	COMMUNITY COMHRA/SKILLS WORKSHOP
Week 6 Wed 12 th Oct	PLANNING FOR IMPACT	WHAT IS IMPACT AND WHY DOES IT MATTER? Theory of Change
Week 7 Wed 19th Oct	ACTION PLAN	ACTION PLAN SMART framework - Use of Language - Conflict Manage- ment
Week 8 Tues 25 th Oct	ON CAMPUS DAY	COMMUNITY COMHRA/SKILLS WORKSHOP
Week 8 Wed 26 th Oct	HOSTING OF COMMUNITY CONVERSATIONS	Community consultations held with selected community groups
Week 9 Wed 2 nd Nov	EXAMINATION OF FEED- BACK	WHAT DID WE LEARN? Reflection and Review
Week 10 Wed 9 th Nov	DESIGNING COMMUNITY FRIENDLY FEEDBACK	HOW DO WE TALK TO COMMUNITIES II Alternative experiences of consultation
Week 11 Wed 16 th Nov	EXPLORING PROJECT IDEAS	SCOPING OUT YOUR PROJECT Using the SMART Community Development Framework to help to identify feasible pro- jects.
Week 12 Wed 23 rd Nov	SMART PROJECT PRO- POSALS	COMMUNITY CO-DESIGN Deciding on a Project and Planning for Action

CW4004: Leading & Sustaining Community Change

Lorna Moloney

INTRODUCTION:

This module is designed to build on and draw together the knowledge and experience gained in earlier CWELL modules and to complement the CWELL Practicum project that you are carrying out this semester. Additionally, the module is intended to help students become effective leaders. Students will learn about the characteristics of effective leaders and how leaders function within groups and society.

The course offers a range of alternative perspectives on how to lead and sustain change, gained from the first-hand experience by local project leaders and shapers. The graduate attributes developed by participation in this module are 'proactive' 'creative' 'responsible' 'collaborative' and 'articulate'. The focus on leadership in this module includes attention to competence in; conveying ideas clearly and effectively, proficiency in working with others, capacity to see new possibilities and confidence to take initiative.

Learning Outcomes

- ⇒ Develop the capacity to apply leadership knowledge and skills in a real-world setting.
- ⇒ Discuss the role of supervision and delegation within a leadership approach
- ⇒ Discuss the opportunities and challenges as they relate to community leadership
- ⇒ Identify challenges and constraints to effective action Develop the confidence to actively develop leaderships skills within a community setting.
- ⇒ Assess factors which may impede or facilitate change.
- ⇒ Evaluate their individual strengths and weaknesses as with regard to leadership skills
- ⇒ Identify reflection, self-evaluation and peer evaluation as part of the development of their own leadership and supervision skills.

Course Structure

Module delivery combines traditional lecture based content on a variety of project management skills (including teamwork, leadership, reflexive practice, results-based planning, and project management), with a series of practical exercises, designed to support individual and collective capacity building in support of CWELL practicum projects.



CW4004: Leading & Sustaining Community Change

Course Content:

Week 1	Introduction – Course criteria learning outcomes –	<u>Introductions, overview, of course.</u> Develop the capacity to apply leadership knowledge and skills in a real-world setting.
Week 2	<u>Reflective writing practice & the Draft Logic Model.</u>	Introducing logic model template to explore how this model works within the community development environment.
Week 3	Project Management and Governance	project management, agenda setting, minuted meetings, roles within organisations and the essential aspects of governance for leadership.
Week 4	<i>CWELL College Days—Tues 15th Feb.</i> AM: Community First Responder training PM: Community Comhrá	Wednesday 16 th Feb Double Practicum class During this week we encourage project teams to participate in hosting their postgraduate team members on an afternoon visit to their community.
Week 5	7 Steps to Project Research	Practical session on project research support
Week 6	Communications strategies for leadership in the community	Developing a communication strategy plan based on flyers, presentations and web development submissions.
Week 7	Community Stakeholder development strategies	Stakeholder matrices, power relationships and template documentation provide key learnings on Stakeholder segmentation, analysis and Mendelow's power matrix
Week 8	<i>CWELL College Days—Tues 15th March.</i> AM: Basic Life Skills PM: Community Comhrá	Wednesday 16 th March—Double Practicum class During this week we encourage project teams to participate in hosting their postgraduate team members on an afternoon visit to their community.
Week 9	The community case study	Developing the community case study to ensure project deliverables, suitable projects and the mission statement, goals and objectives are met for future development.
Week 10	The sustainable funding handbook – funding and resourcing within the community	Grants, sources of funding and applications process are all examined in this lecture.
Week 11	What is Strategic Planning	How community groups, government departments, organisations, and businesses develop blueprints for action and change.
Week 12	<i>CWELL College Days -Tue 19th April</i> Double Practicum class Wed 20 th April	During this week we encourage project teams to participate in hosting their postgraduate team members on an afternoon visit to their community.
Week 13	Who are the community leaders?	Identifying action leaders, silent partners and key personnel in relation to their their overall influence for the case study of your community?
Week 14	Completion of Community development evaluation	Individual presentations on development communication plans and strategies form the closing of the module with built in reflective practice.

UP4101: Practicum Project 2

Eileen Hoffler

INTRODUCTION:

This module is designed to build on and draw together the knowledge and experience gained in earlier CWELL modules and to complement the CWELL Practicum project that you are carrying out this semester. The module is designed to provide students with practical experience, generic skills development (such as applied research work, team-work, problem-solving and project work) and opportunities to apply the disciplinary knowledge learned thus far to CWELL practicum projects. The course offers a range of alternative perspectives on how to lead and sustain change, gained from the first-hand experience by local project leaders and shapers.

Learning Outcomes

- ⇒ Develop the capacity to apply curriculum-based knowledge in a real-world setting.
- ⇒ Develop competence to work effectively as a member of a team in collaboration with external community stakeholders
- ⇒ Develop project work and problem-solving skills
- ⇒ Develop competence in conveying ideas clearly and effectively to a range of different stakeholders in different organizational and/or community or cultural settings contexts.
- ⇒ Develop the capacity to see new opportunities to address commonly identified issues/ problems within the community
- ⇒ Recognize the capacity of those outside your own area of expertise to deliver professional and/or experiential expertise into collaborative project work.

Course Structure

Module delivery combines traditional lecture based content on a variety of project management skills (including teamwork, leadership, reflexive practice, results-based planning, promotions and more), with a series of practical exercises, designed to support individual and collective capacity building in support of CWELL practicum projects.



Eileen Hoffler, CWELL Community Engagement Facilitator, UL

Eileen brings invaluable experience as a non-profit manager and consultant with extensive experience in strategic planning, organisational leadership, policy development and operational implementation. She has particular experience of establishing, supporting, monitoring and evaluating volunteer run projects, community engagement and community based education. Practiced in developing and maintaining relation-

UP4102: Practicum Project 2

Course Content:

Week 1	THEORY OF CHANGE	PROJECT OVERVIEW Activity revisiting proposal template; desired outcomes; measuring success; resources needed; sustainability
Week 2	DRAFT LOGIC MODEL	Activity: Logic model template
Week 3	PROJECT MANAGEMENT	PROJECT MANAGEMENT Homework: Assign project tasks to each team member
Week 4	PROJECT RESEARCH	PROJECT RESEARCH Activity: Elevator pitch for project
Week 5	COMMUNICATION	COMMUNICATION Activity: Designing a flyer, doing a Presentation, web submission
Week 6	ENGAGE STAKEHOLDERS	ENGAGE STAKEHOLDERS Activity: Stakeholder analysis Templates
Week 7 Reflection	Community Case study –	Community Case study – (Site visit / consultation / partner meeting)
Week 8 Project	PROJECT RESOURCING	PROJECT FINANCE BUDGETING / FUNDING
Week 9	POLICY CONTEXT	POLICY CONTEXT
Week 10	Community Leadership Case study	Community Leadership Case study (Invited panel)
Week 11	EVALUATION	EVALUATION
Week 12		PROJECT PRESENTATION

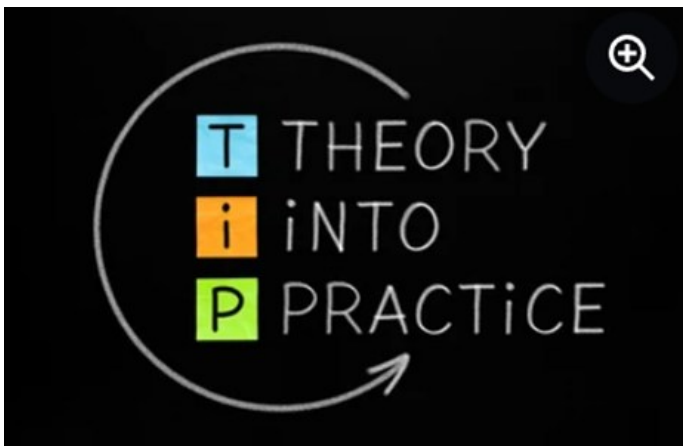
MAPPING THE CWELL JOURNEY

AUTUMN SEMESTER YEAR ONE

Personal Development
Well-Being Across the Lifespan



SPRING SEMESTER YEAR ONE
Managing Health in the Home and Community
Empowerment and Life Skills



AUTUMN SEMESTER YEAR TWO

Active Living -
Practicum Project 1—consultation and planning

SPRING SEMESTER YEAR TWO
Leading and Sustaining Community Change
Practicum Project 2—delivery and impact

