

## Module profile: SIL604A (2011)

1. Module detail	
1.1 Module code	SIL604A
1.2 Module title	<b>Perspectives on Groups and Communities: Therapeutic Horse-Riding Project</b>
1.3 Brief description of module content	<p>The aim of this module is to equip the learner with the theoretical underpinnings and skills surrounding groups and communities in order to be able to plan, conduct and evaluate a life skills intervention regarding specific contemporary psychosocial issues. After the successful completion of the module, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of Systems Theory as an overall theoretical approach underpinning the study of groups and communities</li> <li>• Display an integrated theoretical understanding of the basic concepts within Community Psychology</li> <li>• Reflect on the reasons that make Community Psychology relevant for the South African context</li> <li>• Discuss cultural formulations of mental health within the South African context</li> <li>• Demonstrate an understanding of the role of the Community Psychologist within the South African context</li> </ul>
1.4 Module Convenor	Pravani Naidoo
1.4.1 Years involved with SL or other forms of CBE	5
1.4.2 Completed HOS717	No
1.5 Other UFS staff members involved	
1.6 UFS peer support person	
1.7 Faculty	01
1.8 School	163
1.9 Academic host programme	Honours in Psychology
1.10 Main department involved	Psychology
1.11 Additional departments involved	
1.12 Study year of students	Honours
1.13 NQF level of the module	8
1.14 Number of credits for the module	16
1.15 Module offered during	1st Semester
1.16 The module was offered for the first time in	0
1.17 The module was adapted to include a SL component in	2005
1.18 Module type	Core
1.19 Key words	Persons with Disabilities Health Social Development

<b>2. Student Information</b>	
<b>2.1 Student enrolments and performance</b>	
Enrolments	78
Drop out	
Pass	
Pass with distinction	
Fail	
Incomplete	
Total number of students involved	
<b>2.2 Student profile: Gender and race</b>	
Male	
Female	
<b>Race</b>	
Black	11
White	57
Asian	1
Coloured	9
<b>2.3 Student profile: Language of instruction</b>	
Afrikaans	40
English	38
<b>2.4 Student profile: Home language</b>	
Afrikaans	
English	
Ndebele	
Xhosa	
Zulu	
Sesotho	
Setswana	
Swati	
Venda	
Other	
Unknown	
<b>3. Partners and Sites</b>	
<b>3.1 Partner(s) in the community</b>	
<b>3.2 Partner(s) in the service sector</b>	
<b>3.3 SL site(s)</b>	
3.3.1 Key engagement sites	Number of students
3.3.2 Other sites	Number of students

## **4. Module Outcomes**

### **4.1 Student learning outcomes**

#### **4.1.1 Specific module outcomes**

- Demonstrate an understanding of Systems Theory as an overall theoretical approach underpinning the study of groups and communities
- Display an integrated theoretical understanding of the basic concepts within Community Psychology
- Reflect on the reasons that make Community Psychology relevant for the South African context
- Discuss cultural formulations of mental health within the South African context
- Demonstrate an understanding of the role of the Community Psychologist within the South African context
- Display an integrated theoretical understanding of specific individual and group techniques for conducting a community needs assessment
- Effectively manage the establishment of a group Demonstrate an awareness and understanding of the role of group work in addressing key psychosocial issues within the South African context (e.g. substance abuse, HIV, the impact of environmental deprivation on adolescents)
- Display an integrated theoretical understanding of specific issues relevant to programme planning, implementation and evaluation
- Demonstrate proficiency in developing, implementing and evaluating a life skills programme that addresses contemporary psychosocial issues identified within a local community in the South African context

#### **4.1.2 Generic (critical cross-field) outcomes**

- Identifying problems in which responses display that responsible decisions using critical and creative thinking have been made
- Collecting, processing, organising and critically evaluating information in the social sciences
- Organising and managing oneself and one's activities responsibly and effectively
- Communicating effectively using visual and language skills – with specific reference to written persuasion
- Using science and technology effectively and critically
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation
- Contributing to the full personal development of each student and the social and economic development of society at large by making it the underlying intention of this programme of learning to make the individual aware of the importance of:
  - Reflecting on and exploring a variety of strategies to learn more effectively
  - Participating as responsible citizens in the lives of local, national and global communities; o Being culturally and aesthetically sensitive across a range of social contexts
  - Showing responsibility towards the environment and well being of others.

#### **4.1.3 Service-learning activities of students (in the community)**

Students – leaders and side-walkers during the therapeutic riding sessions, as well as stimulation of children in general.

#### **4.1.4 Description of student reflection**

Group discussion format Issues raised include student's own experiences of the session, relations with each other within the group, and with the children; how each child experienced the session. Theoretical links between Perspectives on Groups and Communities, Psychopathology, Social Psychology (Disability, Poverty themes for instance), Developmental Psychology and Positive Psychology courses, and the practical experiences with respect to the specific children with disabilities. Issues of disability, impairment, ability and diversity are addressed.

## **4.2 Community outcomes**

### **4.2.1 Service outcomes for the community**

Students – leaders and side-walkers during the therapeutic riding sessions, as well as stimulation of children in general.

### **4.2.2 Tangible community benefits of the SL module**

If it were not for the students' inputs, the children would not be able to participate in therapeutic riding sessions.

### **4.2.3 Community development priority to be addressed through the service**

Engagement Facilitation of psychomotor functioning and psychological well-being.

### **4.2.4 The service needs of the community were identified in the following way**

The lecturer was approached by the Community Partners with this need in mind.

### **4.2.5 Community resources to be utilised**

All provided by Equistria in terms of a site, horses, play equipment.

## **4.3 Service sector outcomes**

### **4.3.1 The service sector will benefit from the module in the following way**

A link between theory and practice is established. Students are able to practically apply what they have learned in terms of physical, psychosocial and cognitive levels of functioning during the early/middle childhood phase to the particular children with whom they work at Equistria.

### **4.3.2 These outcomes for the service sector were identified in the following way**

By the Community Partners in collaboration with the lecturer.

### **4.3.3 Service sector resources to be utilised**

Students – human resources.

Funding required for students' petrol claims

Play equipment to stimulate psychomotor activity budgeted for in terms of requests to the CSL division at UFS.

## **5. Curriculum Development**

### **5.1 Student contribution and input**

Leaders and side-walkers

### **5.2 Community contribution and input**

Engaging with students, and being living examples of the theory that they study

### **5.3 Service sector contribution and input**

Provision of site, equipment

### **5.4 Lecturer(s) learned from the community**

Appreciation for one's abilities and strengths, despite disability status

### **5.5 Students learned from the community**

The coming alive of the concepts and ideas that they are exposed to during the Developmental Psychology coursework. Humility. An appreciation for the taken for granted. To engage with children who are different from themselves in many ways, in a facilitative manner

**5.6 Lecturer(s) learned from the service sector partners**

Great to see theory in practice

**5.7 Students learned from the service sector partners**

That being disabled doesn't mean that you are not an individual with your own abilities, strengths, and resources. Served to dispel the "personal tragedy" myth around disability. Taught students to think in terms of the conceptual tools of Positive Psychology.

**5.8 Students learned from their peers**

Collaboration, getting things done more easily if each person takes responsibility.

**5.9 Local, traditional and/or indigenous knowledge that was recorded during the implementation of the module**

Knowledge of specific children's functioning.

**5.10 The way the knowledge was recorded**

Case studies by students as part of SIL604 assignments

**5.11 The knowledge will be utilised to enrich and contextualise the curriculum content in the following way**

N/A

**5.12 Recognition that will be given to the partners for their knowledge sharing/contribution**

Regular feedback regarding the collaborative efforts ensures that credit is given to all involved for their contributions.