

2014

## Portfolio

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# Assessment & Feedback Use Cases

## PORTFOLIO

**Author:** Matt Bowden

**Date:** 2014

This use case describes how one assessment method was designed and implemented by a lecturer or a group of lecturers in DIT. The use case was compiled from an interview conducted as part of **DIT's RAFT project (2013-14)**, the aim of which was to provide a database of assessment practices designed and implemented by academic staff across DIT.



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## Lecturer

Matt Bowden

## Programme and year on which assessment was offered

BA Social Care, Years 2-3

## Description

Practice based assessment using concepts and theories. Students write about 4 different elements in 2,000 words.

1. Personal statements regarding their philosophy on drugs – developed or changed over time?
2. Resource practice – gather public health information and list any further career training they may need.
3. Short written piece on an approach (i.e. Alcoholics Anonymous) or therapy or drug policy.
4. Overall reflection – critically reflect on learning by identifying areas that have extended the student's understanding together with how they see it impacting on their practice.

## Why did you use this Assessment?

Integration of ideas and practice, which add to practice competency. Very good feedback from external examiners. Students will be working with vulnerable people, so gain personal skills to reflect on their own view and understand complexities – helps student to identify sources of their own bias / prejudice that they might change.

## Why did you change to this form of assessment?

Custom built with module

## How do you give feedback to students?

Using a standard template, comment on each section, plus an overall comment and mark. Approx 200 Students, happy with method of feedback.

## What have you found are the advantages of using this form of assessment?

- Does a lot for the confidence of those who learn at a slower pace.
- Students enabled to bring total experience.
- Integrates book learning with personal experience.

- Everything pulled together, made coherent.

## What have you found are the dis-advantages of using this form of assessment?

- Some students who deal well with texts and books find it too easy.
- Some don't consider the real life scenario – or that it is interpersonal.

## If another lecturer was using this assessment method would you have any tips for them?

Think widely, creatively, give marks for group work, use more visuals - students will learn and retain more.

## Do you have any feedback from students about this assessment?

Q6A – very positive. Constructive comments – more time?

## Additional Comments

Would like to do more of same and spend more time. Visiting lecturers very beneficial.

## Additional Resources

Module Handbook

# Drug Problems | Policies and Approaches

## Critical Issues in Contemporary Practice Unit 3

### MODULE OVERVIEW AND HANDBOOK

DT571/2 February 2013

#### Contents:

- Introduction
- Module Aims
- Learning Outcomes, ECT credits and Learning Hours
- Module Units
- Assessment: The Portfolio
- Reading and Resources

#### Module Lecturer:

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Welcome to the module on Drug Problems, Policies and Approaches. This module is being offered as an intermediate level practice option in your programme. The module will provide you with knowledge on the issue of drug use in our society and will facilitate you to develop an understanding of the issues to inform your own practice.

The teaching and learning approach is based upon the principles of student-activated learning and critical reflective learning. The module is assessed by continuous assessment in the form of a reflective learning portfolio (see section 4 below). Students are encouraged to reflect on their own social care practice and to utilize these reflections in their portfolio submission.

The module is delivered over 4 x 3 hour sessions (12 contact hours). In order to optimize student experience and to avoid information overload, the module will take a workshop format involving student discussion and debate, alongside formal input from the lecturer.

## 1. Module Aims

- To provide students with an overview of historical and contemporary drug issues together with an exploration of policy orientations and treatment approaches.
- To enable students integrate knowledge and ideas from this module with the development of practice competencies.

## 2. Learning Outcomes, Learning Hours and ECT Credit.

Outcomes – at the end of the module students will be able -

- To outline and critically assess approaches to drug issues in society;
- To outline and critique historical and contemporary approaches to drug policy
- To demonstrate an understanding of drug treatment approaches.

## Learning Hours

- Contact hours: 12 hours
- Independent learning hours: 54.6 hours
- European Credit Transfer Credits: 33.3 (combined with two other modules to comprise 1 x 10 credit module)

## 3. Module Units

### Session 1. Introduction & Workshop on Drugs Used: Facilitating a Conversation About Drugs

1. Overview and Orientation; Handbook; Assessment
2. Workshop on Drug Use and Drugs Used
3. Resourcing Your Practice and Practice Action Plans<sup>1</sup>
  - Using information sources;
  - Further Research and Updating Knowledge;
  - 'What is my practice' – Where I presently stand on the drug issue – practice and personal philosophy statement (in class exercise in groups and individual work).

### Session 2: Drug Problems and Policy Development

4. The Drug Problem in Society – historical and sociological issues
  - Two Waves of the Heroin Epidemic
  - Leisure Pleasure and the Normalisation Thesis
  - Alcohol and Binge Drinking
  - Prevalence and Measurement of the Drug Issue
  - New Psychoactive Substances
5. Drug Policy in Ireland – 1980s to 2010
  - The first government Task Force 1983
  - Responding to HIV: The 1991 Drug Policy Document
  - The National Drug Strategy Since the Rabbitte Report
  - The Methadone Protocol and the Contentious Issues Surrounding Harm Reduction

Film: The Meeting Room – which will continue into lunchtime for those who would like to stay.

### Session 3. Approaches

6. Prevention, Treatment and Rehabilitation: Overview of Philosophies and Approaches
  - Drug Prevention Approaches and Controversies
  - The Main Treatment and Rehabilitation Modalities
  - Approach in Focus: A look at Community Drug Teams – plus short video from Inchicore Community Drug Team, Dublin

### Session 4: Practice Issues and Wrap Up

7. Practice Issues and Reflection
8. Conclusion
  - In-class Assessments / Portfolio Exercises
  - Outline of Portfolio Task
  - Student Action Plans 2
  - Student Reflection and Evaluation
  - Close of Module

## 4. Module Assessment: The Portfolio

The Portfolio is a written presentation by the student that draws together academic writing with personal reflection. The portfolio will contain writing exercises on drug problems and policies and will contain a substantial reflective piece on one's own learning. The portfolio text will be approximately 2,000 words in length excluding appendices, and must be presented by Wednesday 10<sup>th</sup> April 2012.

The Portfolio will contain 4 the following 5 elements (YOU CHOOSE BETWEEN ELEMENT 3 OR 4 BELOW):

1. A statement of practice philosophy and reflection on one's own attitude to drug use in society (300 words)

This should contain a short statement on practice together with a reflection on your written statement on 'Drug Use: Where I Stand' made at the start of the module; and how you think undertaking the course has encouraged you to think about the issue of drug use.



2. A Personal Action Plan (250-300 words)

This is a short statement of how you intend to resource your practice in the future using available resources and any further education and training you have identified for yourself. You should append a list of relevant resources you have identified for your practice including websites; leaflets and handbooks that you think will resource your practice.

**CHOOSE 3 OR 4**

3. Review of Drug Policy (400 words)

Outline and identify the critical features of a policy document on drug use or alcohol use drawing particular attention to matters of contention or controversy.

e.g. Report of the First Ministerial Task Force to Reduce Demand for Drugs; National Drugs Strategy; National Alcohol Strategy. You may also opt to review a policy paper, a piece of policy research [e.g. Butler and Mayock 2005] or a research report on drug use prevalence [e.g. Horgan 2007].

**OR**

4. Review of a Treatment Philosophy or Approach (500words)

Outline and identify the critical features of a particular approach to drug use e.g. methadone maintenance; residential rehabilitation; therapeutic community; cognitive behavioural approaches; 12 Step fellowships. This should be based upon reference to the book Petersen and McBride eds. (2002) and supplemented with other references from reputable sources as appropriate.

**& include**

5. Overall Reflection on Learning (750-1000words)

Drawing together all of your work for this module, write a piece of critical reflection outlining your learning from the module overall taking into account the resources you are now aware of, problems and complexities you consider critical for practice and strategies you might adopt in practice now and in the future.

## Appendices

- Bibliography of any works referenced including websites and date accessed.
- In class reflections and exercises.
- A list of drug information resources you will utilize in practice and their sources e.g. Drug information websites, leaflets.

## Marking and Grading of the Portfolio

Mark Range	Performance Indicators
□ 70%	Excellent and outstanding in research, content and presentation. Demonstrates critical awareness of the policy and practice issues and shows capacity for critical reflective learning. Demonstrates capacity for individual thinking. Shows a keen awareness of the issues and capacity to integrate into practice.
60% - 69%	Very strong performance in researching, organizing and presenting the material. Shows some critical awareness and critical thought but lacks clarity of expression. Shows some understanding of the complexity of drug related issues.
50% - 59%	A good performance that summarises the key arguments and shows some critical reflection.
40% - 49%	A satisfactory portfolio that has all the elements required but demonstrates a lack of critical reflection and only adequately organized and presented.

## Reading and Resources

### Essential Reading

Butler, S. (2002) *Alcohol, Drugs and Health Promotion in Modern Ireland*, Dublin, Institute of Public Administration

Keene, J. (2010) *Understanding Drug Misuse: Models of Care and Control*. Basingstoke: Palgrave McMillan.

### Recommended Reading list

Bowden, M. (1996). *Rialto Community Drug Team policy discussion paper*. Dublin: Rialto Community Drug Team.

Bowden, M., & Community Addiction Response Programme. (1998). *Community Addiction Response Programme CARP - Killinarden : review and interim evaluation report*

Butler, S. (2002). *Alcohol, Drugs and Health Promotion in Modern Ireland*, Dublin, Institute of Public Administration

Butler, S. (2002). A Tale of Two Sectors: a critical analysis of the proposal to establish drug courts in the Republic of Ireland in, editor(s)P. O' Mahony , *Criminal Justice in Ireland*, Dublin, Institute of Public Administration, pp407 – 418.

Butler, S., Cocaine use in Europe - a multi-centre study: patterns of use in different groups, *European Addiction Research*, 10, 2004, p147 – 155

Butler, S., & Mayock, P. (2005). 'An Irish solution to an Irish problem': Harm reduction and ambiguity in the drug policy of the Republic of Ireland. *International Journal of Drug Policy*, 16(6), 415-422.

Horgan, J. (2007). *An Overview of Cocaine Use in Ireland II*. Dublin: National Advisory Committee on Drugs.

Lynn, E., Lyons, S., Walsh, S., & Long, J. (2009). *Trends in deaths among drug users in Ireland from traumatic and medical causes, 1998 to 2005*. Dublin: Health Research Board.

Mayock, P. (2000). *Choosers or Losers? Young People's Choices About Drug Use in Inner-city Dublin*. Dublin: Children's Research Centre Trinity College Dublin.

- Mayock, P. (2005). 'Scripting risk: Young people and the construction of drug journeys'. *Drugs: Education, Prevention, and Policy*, 12(5), 349-368.
- Mayock P, (2004). '*Binge Drinking and the Consumption of Pleasure*' in M. MacLachlan and C. Smyth *Binge Drinking and Youth Culture — Alternative Perspectives* Dublin: The Liffey Press. pp113-141.
- McKeganey, N. (2011) *Controversies in Drugs Policy and Practice*. Basingstoke: Palgrave MacMillan
- Mongan, D., Hope, A., & Nelson, M. (2009). *Social Consequences of Harmful Use of Alcohol in Ireland*. Dublin: Health Research Board.
- Morgan, M. (2001). *Drug Prevention: An Overview of Research*. Dublin: National Advisory Committee on Drugs.
- O'Mahony, P. (2008). *The Irish war on drugs: the seductive folly of prohibition*. Manchester: Manchester University Press.
- Parker, H., Aldridge, J., Measham, F and Haynes, P. (1998). *Illegal Leisure: The Normalisation of Adolescent Recreational Drug Use*. London: Routledge.
- Petersen, T. and McBride, A. (2002) *Working with Substance Misusers: A Guide to Theory and Practice*. Abingdon, Oxford: Routledge.
- Reinerman, C and Levine, H. G. (2004). 'Crack in the Rear View Mirror: Deconstructing Drug War Mythology', *Social Justice*, vol.31 no.1-2 pp.
- Woods, M. (2000). The Value of the Strengths Perspective in Understanding and Responding to Alcohol and Drug Problems, *Irish Social Worker*, 18, (1), p20 – 22

## Web Resources

Ireland

National Advisory Committee on Drugs Publications

<http://www.nacd.ie/publications/index.html>

Health Research Board

<http://www.hrb.ie/publications/>

Drugnet Ireland Bulletin

<http://newsweaver.ie/drugnet/>

National Drug Awareness Campaign

<http://www.drugs.ie/>

National Alcohol Policy

[http://www.drugsandalcohol.ie/5263/1/1255-1014\\_National\\_Alcohol\\_Policy.pdf](http://www.drugsandalcohol.ie/5263/1/1255-1014_National_Alcohol_Policy.pdf)

UK and International

Advisory Council on the Misuse of Drugs

<http://www.homeoffice.gov.uk/drugs/acmd/>

European Monitoring Centre on Drugs and Drug Addiction (EMCDDA)

<http://www.emcdda.europa.eu/>

ESPAD Study Europe including summary results for Ireland

<http://www.espad.org/>

Institute for the Study of Drug Dependency (ISDD) Drugscope also available to follow on Twitter

<http://www.drugscope.org.uk/>

Film Exchange on Alcohol and Drugs – Lifeline Project / FEAD

<http://www.fead.org.uk/>