Micro-credentials

Information Sheet and Descriptor

Definition

'Micro-credential' means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards. Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural, or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

European Council, December 2021

Micro-credentials – range of credits from 5 ECTS to 10 ECTS. Note: 2.5 ECTS do not apply for the academic year 2022/23.

Micro-credentials:

- Consist of credit offered for continuing education/professional development purposes.
- Are specifically designed to upskill the workforce
- Have an identified learner market evidenced by enterprise need and demand
- Are co-created with enterprise in the development of the curriculum.
- Offer flexible delivery to meet the needs of enterprise and employees.
- Demonstrate innovation in pedagogy.
- May be stackable in the future.

MC = micro-credential

HCI Pillar 3

Micro-Credentials: Descriptor

<mark>Please complete the Proposal Template in full. Incomplete proposal templates will not progress to the Micro-credential subcommittee for consideration.</mark>

Resources to support micro-credential development are available from the:

Academic Affairs website
Academic Practice website
MC exemplar
Micro-credentials: Resources

HCI Cluster and Work Package for the proposed micro-credential	**Cluster 1: Work-package 1 – Micro-credential Pilot Programme**
MC title:	**Mental Health and Psychosocial Support (MHPSS) in Humanitarian Emergencies**
School:	**School of Psychology**
To whom will the MC be offered?	**Detail the specific learner market targeted by this MC including evidence of need and demand:** Researchers, humanitarian aid workers, volunteers, or professionals from the international development sector with an interest in learning key skills for the development, management, and monitoring of mental health and psychosocial support programming within humanitarian emergencies.
MC aims	**How would you explain the MC in such a way that would encourage your intended learners (including those in enterprise) to register for it?** Co-taught with the International Federation of the Red Cross, Red Crescent National Societies' Psychosocial Reference Centre, this module aims to provide entry-level post-graduate students, academics, humanitarian responders, volunteers, and international development professionals, from a variety of disciplines, with the knowledge of how humanitarian emergencies affect and impact the mental health and psychosocial well-being of individuals, families and communities, and the current guidelines, strategies, and interventions available to help mitigate adverse psychological responses common in the context of humanitarian emergencies. Students will also learn about the full spectrum of mental health and psychosocial support interventions and the current tools that are available to support individuals across their lifespan, families and communities.

	Students will learn how to best tailor MHPSS interventions using existing tools to address the MHPSS needs of individuals, families and communities, whilst building on local capacities, coping methods and resources, as well as common monitoring and evaluation frameworks and approaches to assess the effectiveness and acceptability of such interventions.
All MCs must be new but may include some content from existing modules.	**If you are using some content from existing modules, provide details below:** **Name of existing programme(s):** MSc Global Mental Health **Name of existing module(s): Mental Health and Psychosocial Support in Emergencies (PS9115)** **How will this content be adapted and used innovatively to create this new MC?** Revisions to the current content will include new case studies and examples and, by bringing together professionals with the experience of working in the humanitarian and international development sectors, will offer a rich platform for professionals to discuss, share, and learn from one another's insights and experiences of having worked across a range of humanitarian contexts, spanning different forms of emergencies, cultures, languages, and contexts.
NFQ level (if applicable)	**NFQ level 9**
ECTS	*Note: 5 ECTS = 125 hrs student effort (1 ECT = 25 hrs student effort)* 5
School (owner) and discipline	Psychology
MC Coordinator *(member of academic / teaching staff)*	Drs. Tania Bosqui & Frédérique Vallières
State other Schools/ext	The International Federation of the Red Cross, Red Crescent Societies' Psychosocial

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ernal organisations involved in the delivery of the micro-credential (if applicable)	Reference Centre, hosted by the Danish Red Cross
Enterprise/ Profession Connection	**Specify the enterprise sector/profession targeted by the MC:** Non-Governmental Organizations, United Nation bodies, International Development Organizations, Emergency Response Teams **What labour market and/or skills need is addressed by the MC:** Practical skills on how to implement, manage, and monitor MHPSS in Humanitarian contexts **State the specific enterprise/employer-related skills addressed by the MC:** Practical skills on how to implement, manage, and monitor MHPSS in Humanitarian contexts **Detail how enterprise has been involved in the development of the MC:** The module has been entirely conceptualised, developed, and will be co-taught with the International Federation of the Red Cross, Red Crescent Societies' Psychosocial Reference Centre (hosted by the Danish Red Cross) **How will the delivery of this MC facilitate participation of learners from enterprise (flexible delivery – online/blended/in-person, evenings/weekends etc)?** Blended approaches, delivered during a one-week long intensive module will allow for those across the international development sector to take part. Given global time differences, lectures will be recorded, allowing for those professionals joining from other parts of the world to follow on their own time throughout the day.
Teaching staff & if appropriate institutional/enterprise affiliation	**Name all teaching staff involved and if external, the name of the identified enterprise partners.** Dr. Tania Bosqui (School of Psychology & School of Medicine) Dr. Frédérique Vallières (School of Psychology) Sarah Harrison (International Federation of the Red Cross, Red Crescent Societies' Psychosocial Reference Centre)
Min./Max. number of students	Min. number of students: 8 Max. number of students: 30

Mode of delivery	Consider the mode of delivery that will best suit your learner needs (both individual and enterprise learners). Blended - complementary online and in-person
MC entry & admission requirements/pre-requisites (if applicable)	Students should be familiar with, and ideally have experience working in, the humanitarian sector, including key terminologies, knowledge of key actors and stakeholders, and ideally have experience in programme implementation and monitoring and evaluation.
Proposed commencement date (ideally Jan 24)	8 – Jan - 2024

MC frequency, duration, and term	*Frequency of delivery during the academic year:* Annually	*Duration (e.g. 6 weeks).* *If block delivery applies provide details:* 1 week intensive	*Indicate term(s):* Michaelmas ☐ Hilary ☒ Trinity ☐

Contact and independent study hours (note: 5 ECTS is equivalent to 125 student learning hours)	**Complete the table as appropriate:**	

Learner contact and independent study hours	No. of Hours
Contact Hours such as Lecturer/tutorial contact hours	20
Self-directed/independent study	30
Assessment	25
Directed hours (please specify): engagement with required activities including course materials provided by the lecturer	70
Total	125

MC learning outcomes (approx. 5)	**What are learners expected to do, know, and understand at the end of the MC?** • Refer to the QQI framework for the Knowledge and Competencies required at NFQ level 9 (Addendum 1). On successful completion of this micro-credential, learners will be able to: LO1: Explain how emergencies impact on the mental health and psychosocial well-being of individuals, families and communities.

	LO2: Apply the Inter-Agency Standing Committee for MHPSS Guidelines to explain the key principles and approaches of MHPSS programmes in emergency settings. LO3: Explain the various components of an MHPSS humanitarian programme cycle. LO4: Explain the role of key policies, tools and manuals for MHPSS programmes in emergency settings. LO5: Explain different types of MHPSS interventions LO6: Apply and tailor MHPSS interventions to specific population groups and contexts. LO7: Critically compare and contrast the uses of key tools and manuals and their application to MHPSS interventions
MC content areas. *(Bullet points can be used)* If the MC (or components) will be delivered in a blended format, identify the content that will be delivered online.	• Introduction to IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings • Mental health policy • The impact of emergencies on individuals, families and communities. • Loss and grief • MHPSS Humanitarian Programme Cycle – Assessments, Programming, Monitoring and Evaluation • Integrating MHPSS into other humanitarian relief sectors • Introduction to Mental Health and Psychosocial Support • Culture, context and Mental Health and Psychosocial Support • Psychological First Aid (PFA) • Support groups • Information, Education and Communication materials – psychoeducation • MHPSS interventions for specific population groups – persons with disabilities, persons with mental health conditions, children, SGBV survivors and torture survivors, refugees and migrants. • Psychological interventions delivered through a task shifting approach (e.g., PM+, IPT, Lay counselling, Thinking Healthy) • Mental Health GAP Action Programme (integrating mental health in primary level and community healthcare) • Caring for volunteers and staff
Teaching and Learning Methods (state pedagogica	**What types of teaching and learning methods will be used to support learners in achieving the learning outcomes?** Blended – mixture of online and in-person approaches using Zoom and Blackboard. The module requires that students synthesise knowledge - across a combination of peer-reviewed publications, case studies, current international policy and guidance documents (i.e., Sphere Standards, UN Reports, Standard Guidelines, up-to-date

l approach). Include the online environme nt(s) to deliver the MC e.g. Blackboard /ZOOM, if appropriate .	recommendations put forth by Inter-Agency Standing Committee on MHPSS in Humanitarian Emergencies), pod-casts, and videos – and apply this knowledge to address a specific problem (i.e., describe the implementation of an MHPSS intervention within a specific humanitarian context). **What is the rationale behind the selection of these strategies?** - How do they support the learning required to achieve each LO? Students will be required to draw on a number of key policy documents, guidelines, and frameworks, as well as peer-reviewed research citing the evidence for (or against) certain MHPSS interventions in order to formulate their project idea, and its accompanying management and monitoring plans. - How do they support students in successfully completing the assessments? Students will be exposed to the numerous publications, guidelines, frameworks, and policies that are intended to inform MHPSS programming within humanitarian contexts. It is intended that students will reference and draw upon these documents in the development of their proposals - How do they fit in with the mode of delivery and with the contact and independent study hours outlined above? Like the mode of delivery, which is intended as a blended approach to improve access and allow for the participation of attendees and students located internationally, the teaching and learning methods draw on freely available materials, many of which are available or accessible in multiple languages, as a way to promote accessibility and understanding for all attendees. **How does this MC demonstrate innovation in pedagogy?** The proposed MC goes beyond classroom-based learning to bring expertise and experience of others from across the globe into a single, blended, environment. Moreover, the module goes beyond being academic-led, being co-taught by one of the leading authorities in the area of MHPSS and Humanitarian Emergencies, the IFRC's Psychological Reference Centre.
MC assessment component s *How will the MC be assessed?*	**How will the MC be assessed? (***Use assessments that are known to be effective in measuring the types of LOs used).* Access the <u>Academic Practice online resource</u> for guidance on selecting appropriate assessment strategies. Students will submit, in the form of a competitive grant proposal, their idea for the implementation of an MHPSS intervention specific to one of three target groups (i.e., children and adolescents, the elderly, persons with disabilities), in one of three chosen humanitarian contexts (i.e., protracted crisis, natural disaster, armed conflict). **Briefly outline the rationale for your assessment choices, indicating how they assess the achievement of the relevant learning outcome.** The assessment method was chosen as it (i) can be completed remotely, (ii) requires that students draw on the many documents, frameworks, guidelines, and

interventions covered in the module (i.e., IASC's MHPSS Guidelines, WHO & IASC's M&E Framework, Specific Intervention Guides).

Complete the table:

Learning Outcome	Assessment Component (state assessment type)	Formative/ Summative	Group/ individual	% weighting
LO1	Relevant literature should be reflected in the background and rationale to the project proposal	Click or tap here to enter text.	Click or tap here to enter text.	10
LO2	IASC MHPSS Guidelines must be reflected in the development of the proposal	Click or tap here to enter text.	Click or tap here to enter text.	20
LO3	Proposal must reflect all stages of the programme cycle (problem identification, formulation, implementation, monitoring and evaluation)	Click or tap here to enter text.	Click or tap here to enter text.	20
LO4	Key tools must be cited and drawn on in the development of proposal	Click or tap here to enter text.	Click or tap here to enter text.	15
LO5	Strong justification provided for the selection of one MHPSS intervention over others	Click or tap here to enter text.	Click or tap here to enter text.	5
LO6	Selected intervention must be appropriate for selected target group and there is			15

		evidence of adaptation of intervention to context and population				
	LO7	Strong justification provided for the selection of one MHPSS intervention over others			5	
					100%	

Micro-credential Specific learning environment(s) required to deliver the micro-credential.	**What specific learning environment(s), technologies and /or software are required to deliver/participate in the micro-credential?** Reliable broadband, laptop/PC and headset for online sessions, classroom for those attending in person (physical space provided by the Trinity Centre for Global Health)
Learner supports provided.	**What specific learner supports will be put in place to accommodate diverse learner needs? Consult:** [Trinity Inclusive Project](#) **and** [Trinity Disability Service](#) All lectures will be recorded with closed caption and uploaded onto Blackboard in a way that maximises accessibility.
State how the MC will be reassessed if failed (include timelines for reassessment)	Students who fail their assignment as a first attempt will be permitted to revise and resubmit their assignment during the reassessment period, as a second attempt.
Pass standard & any special requirements for passing the MC	Resources: [Calendar III](#) To successfully complete an MC all requirements of the MC must be fulfilled. **All assignments must reach a minimum 50 mark in order to pass**

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Penalties for late submission	A 5% deduction will be applied for every day of a late submission, where no prior extension has been sought or where there is no valid excuse
Core reading / Library resources	General Required Reading

Kleinman, A. (1988). Rethinking Psychiatry: From Cultural Category to Personal Experience. N.Y.: Free Press. Available in the Library

Patel, V. (2013). Global Mental Health: Principles and Practice. Prince, M., Minas, H., Cohen, A (Eds.). Oxford University Press: UK. Ordered for the Library

Patel, V. & Hanlon, C. (2018). Where there are no psychiatrists. Royal College of Psychiatrists. Open access

White, R., Jain, S., Orr, D., Read, U. M. (2017). The Palgrave handbook of sociocultural perspectives on global mental health. https://link.springer.com/book/10.1057/978-1-137-39510-8 Available in the Library as ebook

Day 1
- After The Disaster podcast series by ABC & Australian Red Cross, specifically Episodes 4 & 5: https://www.abc.net.au/radio/programs/after-the-disaster/episodes
- Mocca Family video explaining the International RCRC Movement MHPSS Framework: https://youtu.be/QUoLiPAAP4M and 2-pager on Framework (will be provided)
- WHO Mental Health Report, 2022: https://apps.who.int/iris/handle/10665/356115
- Teaching slides (pdf)- (will be provided)
- Hobfoll, S, 1989, Conservation of Resources: A new attempt at conceptualising stress, PubMed access: https://pubmed.ncbi.nlm.nih.gov/2648906/
- Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., ... & Maguen, S. (2007). Five essential elements of immediate and mid–term mass trauma intervention: Empirical evidence. Psychiatry: Interpersonal and Biological Processes, 70(4), 283-315 (available in TCD library).

Day 2
- IASC MHPSS Guidelines (already have on the reading list). Open Access: https://interagencystandingcommittee.org/iasc-task-force-mental-health-and-psychosocial-support-emergency-settings/iasc-guidelines-mental-health-and-psychosocial-support-emergency-settings-2007
- Minimum Service Package for MHPSS website: https://mhpssmsp.org/en
- WHO-UNHCR Assessment Toolkit (already on the reading list open access): https://www.who.int/publications/i/item/assessing-mental-health-and-psychosocial-needs-and-resources
- IFRC PS Centre M&E Toolbox: https://pscentre.org/wp-content/uploads/2021/07/Toolbox_ME-framework_FINAL-1.pdf |

- MHPSS Desk Review Nepal earthquake: https://interagencystandingcommittee.org/system/files/20150622_nepal_earthquakes_mhpss_desk_review_150619.pdf (open access).
- Teaching slides on IASC Guidelines & Assessments (pdf)- (will be provided)

Day 3
- Psychological First Aid packages, IFRC PS Centre (PFA, PFA for Children, PFA for Young Peers etc): https://pscentre.org/publication/psychological-first-aid-for-red-cross-red-crescent-societies/?wpv_search=true&selected=publication-archive
- Psychological First Aid, WHO (2011): https://www.who.int/publications/i/item/9789241548205 and PFA for Ebola Virus Disease Outbreak (2014): https://apps.who.int/iris/bitstream/handle/10665/131682/9789241548847_eng.pdf?sequence=1
- MHPSS Research Prioritisation exercise 2021-2030 results, interactive website: https://www.elrha.org/researchdatabase/mental-health-and-psychosocial-support-in-humanitarian-crises-setting-consensus-based-research-priorities-for-2021-2030/
- Teaching slides on PFA and MH in humanitarian settings (pdf) (will be provided)

Day 4
- Podcast on Psychological Intervention, Heartbeat of Humanity: https://pscentre.org/heartbeat-of-humanity-scalable-psychological-interventions/
- Teaching slides (pdf) (will be provided)
- UNHCR: Evidence for suicide prevention and response programmes with refugees: A Systematic review and recommendations (2018): https://www.unhcr.org/protection/health/5e15d3d84/evidence-suicide-prevention-response-programs-refugees-systematic-review.html
- One Question Can Change Everything/ On My Mind, Unicef video: https://www.youtube.com/watch?v=RFu1aFtuboA
- IFRC PS Centre Suicide prevention and response during Covid-19: https://pscentre.org/?resource=suicide-prevention-during-covid-19&wpv_search=true&selected=single-resource
- IFRC PS Centre Suicide prevention and response: https://pscentre.org/wp-content/uploads/2021/09/suicide_prevention_sept_21.pdf
- IFRC PS Centre Suicide prevention video: and British Red Cross Suicide prevention & response video: https://youtu.be/uMjA65c6Twk

Day 5
- IASC Common Monitoring and Evaluation Framework for MHPSS Programmes in Emergency Settings: https://app.mhpss.net/?get=393/iasc-common-monitoring-and-evaluation-framework-for-mental-health-and-psychosocial-support-in-emergency-settings-with-means-of-verification-version-2.0.pdf

	• MHPSS.net online interactive platform for the means of verification (data collection tools) in the IASC M&E Framework: https://www.mhpss.net/toolkit/mhpss-m-and-e-mov-toolkit • IFRC Wellbeing Guide: https://pscentre.org/wp-content/uploads/2022/02/The-Well-being-Guide-Reduce-stress-recharge-and-build-inner-resilience.pdf • Integrated Model for Supervision website (and associated tools- Handbook, Desk Review etc.): https://supervision-mhpss.org/about/ • IFRC PS Centre, Caring for Volunteers Toolkit: https://pscentre.org/?resource=caringforvolunteersers&selected=single-resource • Teaching slides (pdf)
Are there subject experts in other Schools/disciplines?	Yes **If yes, name of School and discipline:** School of Medicine (Dr. Bosqui's post is shared across both SoP and SoM) **Has the micro-credential been discussed with the other School/discipline and their DUTL/DTLP?** N/A
Proposed student fee	**EU/NEU** If possible, we would ideally like to propose that fees be based on whether the participant is joining from a low or middle-income country vs. high income country. This, we believe, would represent a better proxy of 'ability to pay' to attend this module. We believe that a fair fee for this module would be €500, if joining from a LMIC and €1000 if based in a HIC. Alternatively, our preference would be to keep the fees the same for EU or NEU applicants, with a starting fee of €500.

Faculty Dean and School Executive Approval:

Date of approval of the proposed MC by the School Executive: 10/05/2023

Date of approval of financial information by the Faculty Dean: Click or tap to enter a date.

Signed by Head of School:

Date: 10/05/2023

Signed by Faculty Dean:

Date: Click or tap to enter a date.

Checklist

Is the following attached with this micro-credential descriptor: Yes (tick if applies)

Financial template   ☐

Scheduling spreadsheet   ☐

Signature of Head of School   ☐

Signature of Faculty Dean   ☐

Have you consulted with: Yes (tick if applies)

The Micro-credentials Team   ☐

Other Schools/Disciplines where there may be related disciplinary expertise   ☐

Have you checked if there are similar MCs on offer in the School   ☐

or in another School participating in the pilot (www.tcd.ie/courses/micro-credentials)

Submit completed form and associated documentation to micro-credentials@tcd.ie by 5pm on Wednesday, 10th May 2023.

Revised April 2023