1. **Title of the module**

SOCI7170 (SO717) Issues for Families

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology, and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None (All Social Work modules are compulsory)

1. **The programmes of study to which the module contributes**

BA (Hons) Social Work

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand the diverse, complex, and changing nature of family along with the impact of injustice, social inequalities and oppressive social relations on the lives of individuals

8.2 Demonstrate a critical understanding of the main legal and professional responsibilities of a social worker in different settings with families and a clear awareness of safeguarding issues across the spectrum

8.3 Understand and evaluate the impact of services on the lives of families and the importance of effective communication and partnership working to promote engagement, early intervention and maximise outcomes, drawing on a range of research and best practice

8.4 Apply ethical concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents. This includes balancing the conflicting rights of members within families

8.5 Develop relevant expertise and theoretical knowledge in a number of key areas, such as the impact of substance misuse, domestic violence and disability on families

8.6 Recognise the importance of conceptualising family issues as cutting across both service and professional boundaries. To understand the factors and processes that facilitate effective inter disciplinary collaboration and partnership

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Develop communication skills, including being able to communicate to specialist and non-specialist audiences and employ the use of information technology

9.2 Demonstrate problem solving skills, including the use of analytical techniques to come up with solutions

9.3 Demonstrate skills in gathering, analysing and synthesising information, including critical analysis

1. **A synopsis of the curriculum**

This module provides an exploration of contemporary family life with a focus on diversity and emerging sociological trends in relation to family. The legal and policy framework of both adults and children’s services across the spectrum is examined. The key issue of multi and interagency working at both a policy and practice level is addressed. In particular, cross service divisions and tensions, particularly in the interface between adult and child services are explored in depth.

A core knowledge of some key issues and their effect on families – namely: disability, mental health, caring, alcohol & substance misuse, illness, learning disability, loss are discussed. The issues in engaging with a variety of family members and partnership working in complex situations along with the multiple perspectives of service users are examined. Throughout the module, key messages from research around best practice in assessment and intervention will be utilised.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Barlow, J. (Ed) (2010) *Substance misuse: The implications of Research, Policy and Practice*, London: Jessica Kingsley

Chambers, D. (2012). *A Sociology of Family Life: Change and diversity in Intimate Relations*, Bristol: Polity Press

Featherstone, B. (2004). *Family Life and Family Support: A feminist analysis,* Houndmills: Palgrave Macmillan

Reder, P., McClure, M. & Jolly (2005). *Family Matters: Interfaces between Child and Adult Mental Health*, London: Routledge

Social Care Institute for Excellence, (2009). *Think Child, Think Parent, Think Family: A guide to parental mental health and child welfare*, London: SCIE.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Coursework – assignment (3000 words) – 100%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X |  |  |  |  |
| Seminars/workshops | X | X | X | X | X | X |  | X | X |
| Worksheets and case studies | X | X | X | X | X | X | X |  | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Assignment – 3000 words | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

This module is largely domestically focused due to the nature of the professionally accredited programme to which it contributes. However, students will develop a range of skills that are transferable to international contexts

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 24/03/17 | Minor | September 2017 | 11,13 | No |
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| Updated by SSPSSR into CMA compliant format November 2018 |