1. **Title of the module**

SOCI9470 (SO947) Direct Work with Children

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 7

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

20 credits (10 ECTS)

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

Autumn term (term 1) or Spring term (term 2)

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

None

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

This module is only available as a standalone module.

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

8.1 Demonstrate a comprehensive understanding of different perspectives of support, help and intervention in families and with children where there are child protection concerns, and evaluate the impact of these.

8.2 Evaluate critically different types of interventions with mothers, fathers, parental figures and children/young people.

8.3 Evaluate critically and demonstrate a comprehensive understanding of the impact of different types of support and intervention on mothers, fathers, parental figures and children/young people.

8.4 Demonstrate a systematic understanding of service users’ perceptions of support and intervention and how these might be perceived as helpful and unhelpful, particularly from the perspectives of children and young people.

8.5 Critically evaluate different sociological and psychological theoretical paradigms which underpin interventions for mothers, fathers, parental figures and children/young people, particularly from the perspectives of children and young people

8.6 Analyse in written and verbal format the complex issues involved in the intervention and support of children and families in child protection.

8.7 Critically assess the validity of different types of research into support and intervention in child welfare. Participants will be able to integrate theoretical and practical skills and apply this learning to complex child presentation and communication scenarios.

8.8 Understand the importance of attachment theory as a means by which to understand individual presentation, social worlds and risk. Attachment will be clearly integrated into direct work in practice with children and families.

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

9.1 Demonstrate communication commensurate with postgraduate level study, including in online and face to face presentations, verbal debates, in written and electronic format and in the use of research and empirical data.

9.2 Demonstrate skills in gathering library and web based research and resources on child protection issues at a level appropriate for postgraduate study.

9.3 Demonstrate skills in synthesising and evaluating complex knowledge and theoretical perspectives from different disciplines and countries.

1. **A synopsis of the curriculum**

The ability to understand children and young people's experiences is crucial at both the assessment and intervention stage. Simply talking to them is neither sufficient nor effective in itself to fully grasp the 'intentional state’ of their inner mind. Similarly, using a range of materials will not automatically open the door for them to express themselves. It will not necessarily ensure practitioners understand the child’s world. It takes skill and knowledge alongside the competent use of appropriate tools. The Direct Work module aims to help practitioners go ‘beyond the surface’ by using a ‘mentalization’ approach throughout and the online format of the module will allow ample space for reflection and discussion amongst the student group and between students and the course tutor. Practitioners will benefit from innovative teaching methods which adhere to the Centre’s creative approach to learning, and will partake in weekly discussion forums to reflect upon what they have read, seen and heard in a particular week. A series of video lectures delivered by experienced professionals in the field of direct work will also be shared.

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

Handley and Doyle (2014). Ascertaining the wishes and feelings of young children: social workers' perspectives on skills and training. *Child & Family Social Work*, V.19, pp. 443–454.

Shemmings, D. and Shemmings, Y. (2011). *Understanding disorganized attachment*. London: Jessica Kingsley.

Rogers, V. (2011). *Games and Activities for Exploring Feelings with Children*. (London: Jessica Kingsley).

Tait, A. and Wosu, H. (2013). *Direct Work with Vulnerable Children*. (London: Jessica Kingsley).

Doherty-Sneddon, G. (2003). *Children's Unspoken Language*. (London: Jessica Kingsley Publishers).

North, J. (2014). *Mindful Therapeutic Care for Children*. (London: Jessica Kingsley Publishers).

Munro, E. (2011*). The Munro Review of child protection: final report - a child-centred system*.

Laming, H. (2003). *The Victoria Climbié Inquiry*. Parliamentary Report.

Haringey Safeguarding Children Board (2008). *Peter Connolly: First Serious Case Review Report*.

Coventry Safeguarding Children Board (2013). *Daniel Pelka: Serious Case Review*.

1. **Learning and teaching methods**

This module has been designed to be studied as a standalone module and as such will be taught mainly through web based material, core texts and additional reading provided via Moodle and the Centre for Child Protection Website. This will be combined with video recorded expert lectures, interaction through serious games developed by the Centre for Child Protection, documentaries, seminars and online discussion forums.

Total contact hours: 7

Private study hours: 183

Total study hours: 200

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

Coursework - essay (5000 words) - 85%

Coursework – online forum Contribution - 15%

The written assignment must be passed in order for the module to be passed overall

13.2 Reassessment methods

 100% coursework

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study and readings | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  | **X** | **X** |
| Video recorded expert lectures,  |  | **X** |  |  | **X** |  | **X** | **X** |  | **X** | **X** |
| Interaction on virtual learning platform | **X** |  | **X** | **X** |  | **X** |  |  | **X** |  | **X** |
| Documentaries |  | **X** |  |  | **X** |  | **X** | **X** |  | **X** | **X** |
| On line seminars  |  | **X** |  |  | **X** |  | **X** | **X** |  | **X** | **X** |
| Podcasts |  | **X** |  |  | **X** |  | **X** | **X** |  | **X** | **X** |
| Videoed role plays  |  | **X** |  |  | **X** |  | **X** | **X** |  | **X** | **X** |
| Tutorials | **X** |  | **X** | **X** |  | **X** |  |  | **X** |  | **X** |
| Design of an activity | **X** |  | **X** | **X** |  | **X** |  |  | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay - 5000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Forum Discussion |  |  |  | **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**

Canterbury via distance learning

1. **Internationalisation**

 The module includes theoretical approaches with international applicability and specific topics with internationalisation dimensions including awareness of cross cultural and global comparative perspectives on child protection. In addition a range of research and presentation skills will be developed that are applicable 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 02/12/2019 | Minor | January 2021 | 7, 13, 14, 17 |  |
|  |  |  |  |  |

Revised FSO Jan 2018