

## Children and Families: Social and Legal Perspectives for Professional Social Care

7.1 Module Overview									
Module Number		Module Title	Children and Families: Social and Legal Perspectives for Professional Social Care						
Stage of Principal Programme			3	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other: <ul style="list-style-type: none"><li>Independent reading, engagement with VLE, research and preparation of assessments</li></ul>					✓	101			
Total							125		

Pre-Requisite Module, if any. Module # and Title		N/A
Co-Requisite Module, if any. Module # and Title		N/A
Maximum number of learners per instance of the module		60
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum Level 9 qualification Applied Social Studies/Social Science or a closely cognate area. Staff delivering material on this module should have experience of working with children and families. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.	1:60

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	Proctored Exam – in person		Practical Based	Skills
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO - On completion of this module a learner will be able to:	Related MIPLO #
1. Apply the legal principles to specific areas of child care.	2, 6
2. Describe the key changes, continuities and challenges in family structure and in family relationships in Ireland over the past fifty years	3

3. Analyse the factors that influence social construction of family life, of childhood, motherhood, fatherhood and grandparenthood.	3, 4
4. Outline principles, policies and models underpinning Family Support Work and Parenting Support and locate current services in Ireland within these models, with a particular focus on services that TUSLA provide and fund.	1-4

### 7.3 Indicative Module Content, Organisation and Structure

The module aims to introduce social care learners to concepts and theories which underpin understanding children and families. It aims to support learners to begin to develop skills for engaging in work with children and families, and will include the following topics:

#### Legal Perspectives

- Constitutional rights and the family
- Child protection issues
- Child Care Orders

#### Social Perspectives

- Statistical and historical perspectives on Irish families
- Current trends in fertility, co-habitation, marriage, separation
- Influences on expectations of mothers, fathers, grandparents, children
- Family Resilience
- Family Lifecycle Stages & Genograms
- Definitions and examples of frameworks, policies, models and principles underpinning family support work (Meitheal, PPFS, Family Resource Centres, Parenting 24/7, Child & Youth participation, The Young Ireland framework 2023-2028, Children and Young People's Indicator Set, CYPSC, Supporting Parents: A National Model of Parenting Support Services 2022-2027, Zero Tolerance: Third National Strategy on Domestic, Sexual & Gender-Based Violence 2022-2026)
- Introduction to Alternative Care in Ireland
- Introduction to other TUSLA services – Education Support Services (SCP, EWS, HSCL)
- Advocacy – EPIC, Ombudsman

Current developments in the family support and parenting support sector require social care workers to work as part of or closely with TUSLA Child Protection and Welfare teams. This module provides learners with familiarity with this aspect of social care work.

### 7.4 Work-based learning and practice-placement (if applicable)

N/A

### 7.5 Specific module resources required (if applicable)

Round tables

### 7.6 Application of programme teaching, learning and assessment strategies to this module

Teaching and Learning objectives are to:

- Promote deep learning (through techniques for learner engagement and interactivity, flipped classrooms, groupwork)
- Support inclusive teaching (Universal Design for Learning (UDL), EDI and inclusive curricula reflected in module content below)
- Provide opportunities for collaborative learning (using different learning spaces as appropriate)
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Assessment objective is to employ a wide range of different assessment instruments across the programme. This module uses different assessment approaches to contribute to this overall objective.

Lectures typically involve PowerPoint presentations, video clips, case studies, and guest lecturers from local agencies. Some of the learners will have completed placements in family support services, so this experience can be drawn on in small group discussions.

Learning strategies include the implementation of authentic assessments such as group activities, case studies and choice of assessments, as part of lesson planning and delivery which provide opportunities for

collaborative working that reflect professional practice. This will support students in demonstrating achievement of the module's MIMLO's in line with universal design for learning and inclusive curricula.

## 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 2, 3, 4	Essay	40%
1, 2, 3, 4	Audio visual presentation	60%
Standards of Proficiency taught:	1.4, 1.16, 1.17, 2.12, 2.14, 2.15, 3.5, 3.6, 5.2, 5.3, 5.6, 5.7, 5.11, 5.14	
Standards of Proficiency assessed:	1.4, 1.17, 2.12, 2.14, 2.15, 3.5, 3.6, 5.2, 5.3, 5.6, 5.7, 5.11	

## 7.8 Sample Assessment Materials

**Legal Perspective – ESSAY (40%)** – Choose one of the essay titles below, 1500 words, using Harvard referencing:

*1. Since the early 1990s, there have been 29 inquiries and reviews in Ireland in response to concerns arising from the serious abuse and/or death of children known to the statutory child protection services as well as many internal reports and unpublished reviews. Recommendations from these inquiries, reviews and reports, have acted as a mechanism for positive change.*

*Critically analyse the above statement.*

Students are required to analyse how the State and institutions have responded to inquiries and internal investigations into serious abuse and/or death and/or child sexual abuse. Reference should be made to case law, legal and/or social care journals, legislation, conventions, Law Reform Commission Reports, legal text books, inquiry reports and internal investigation reports (this is not an exhaustive list of resources).

*2. The Domestic Violence Act 2018 has introduced a new era in tackling the issue of gender-based violence in this state. Identify the innovations of the 2018 Act with reference to the following: the facilities available to a party seeking the courts' protection, the sanctions available to a court, and the implications of the Act for non-marital relationships.*

**Social Perspective – AUDIO VISUAL PRESENTATION (60%)** – You have been asked to create a 5 minute audio visual resource for a Family Resource Centre, in response to one of the titles below:

- Family life cycle models, Carter and McGoldrick (2005) offer a framework for understanding family development and defining 'normative' transitions within this developmental progression. Critically consider how family life cycle models, and the notion of normative transition, might be used to support understanding and intervention when working with children and families in social care environments.
- The "BASIC Ph" model of coping and resiliency, developed by Prof. Mooli Lahad and Dr. Ofra Ayalon, was the first model to describe coping as an on-going effort to manage life challenges. Outline how this model can be applied to family resilience, using a case study as an example to apply the model to social care practice.
- Family Support work strives to strengthen positive informal social networks through community-based programmes and services. Discuss, using examples from social care practice.

Refer to findings from research studies and the literature to support your video presentation.

### Audio Visual Marking Rubric

- Subject Knowledge and understanding – 40%
- Organisation/Structure - 20%
- Presentation delivery – 20%
- Standard of references – 20%

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

**Indicative Core Reading:**

Brierley, A. (2021). *Connecting with young people in trouble: risk, relationships and lived experience*. UK: Waterside Press.

Canavan, J., Pinkerton, J. and Dolan, P. (2016). *Understanding Family Support: Policy, Practice and Theory*. London: Philadelphia: Jessica Kingsley Publishers.

Connolly, L. (2015). *The 'Irish' Family*. London: Routledge.

Gray, J., Geraghty, R. and Ralph, D. (2016). *Family Rhythms: The Changing Textures of Family Life in Ireland*. UK: Manchester University Press.

Kilkelly, U. (2015). *Children's Rights in Ireland, Law Policy and Practice* (2<sup>nd</sup> Ed.), UK: Bloomsbury.

McGoldrick, M., Carter, E A., Garcia-Preto, N., Carter, B. (2016) *The Expanding Family Life Cycle: Individual, Family, and Social Perspectives*. United Kingdom: Pearson.

O'Connor, T. (2013). *Integrated care for Ireland in an international context: Challenges for policy institutions and specific service user need*. Dublin: Oak Tree Press.

O'Doherty, C, Jackson, A. (2015) *Learning on the Job: Parenting in Modern Ireland*. Cork: Oak Tree Press

Seymour, C. and Seymour, R. (2013). *Practical Child Law for Social Workers: A Guide to English Law and Policy*. London: Sage.

Shannon, G. (2016). *Children and Family Relationships Law in Ireland Practice and Procedure*, UK: Clarus Press.

Shannon, G. (2010). *Child Law, (2nd Ed.)*, Thomas Reuters (Round Hall).

Walsh, F. (2017). *Strengthening Family Resilience*, (3<sup>rd</sup> edition). UK: Guilford Press

**Indicative Other Resources:**

*Child Care Law Reporting Project Ripe for Reform* (2021) [www.childlawproject.ie](http://www.childlawproject.ie)

Malone, Patrick; Canavan; John (2021) 'Strengthening Prevention, Early Intervention and Family Support: A Conceptual Framework for Studying System Change in Irish Child Protection and Welfare'. *British Journal Of Social Work*.

Tierney, E., Rodriguez, L., Kennan, D., Devaney, C., Brady, B., Canavan, J., Forkan, C., Cassidy, A., Malone, P. and McGregor, C. (2022) 'Children's participation in practice: comparing the views of managers and practitioners in an early intervention and prevention programme'. *Journal of Children's Services*, Vol. 17 (No. 1):73-93

Family SupportTusla - Child and Family Agency

Alternative CareTusla - Child and Family Agency

Non-statutory Children's Residential ServicesTusla - Child and Family Agency

Barnardos. Because childhood lasts a lifetime

Family Resource Centres National Forum, Ireland.

One Family Ireland

Migrant Family Support Service (MFSS) | New Communities Partnership

EPIC - Empowering People in Care - Young people in Care Ireland ([epiconline.ie](http://epiconline.ie))

Kinship Care Ireland – Creating Stability and Continuity in a Child's Life

Protecting the rights of children in Ireland | Ombudsman for Children ([oco.ie](http://oco.ie))

Home - CSO - Central Statistics Office

The Economic and Social Research Institute - Informed Policy for a Better Ireland ([esri.ie](http://esri.ie))

Growing Up in Ireland - Growing Up in Ireland

UNESCO Child and Family Research Centre (UCFRC)

Young Ireland: The National Policy Framework for Children and Young People (0-24) 2023-2028

Children and Young People's Indicator Set

Supporting Parents: A National Model of Parenting Support Services (2022-2027)

Zero Tolerance: Third National Strategy on Domestic, Sexual & Gender-Based Violence 2022-2026