

Advancing Practice: Social Care Work with Children

7.1 Module Overview									
Module Number		Module Title	Advancing Practice: Social Care Work with Children						
Stage of Principal Programme			Award	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:					✓		101		
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 									
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
Lecturer	A minimum Level 9 qualification in the relevant discipline or closely cognate area.
	Staff - Learner Ratio X:Y
	1:60

Assessment Techniques – percentage contribution			
Continuous Assessment	40%	Proctored Exam – in person	Practical Skills Based
Project	60%	Proctored Exam - online	Work Based
Capstone (Y/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. Adopt a child-centred approach to Professional Social Care Practice where the child's perspective remains at the centre and the child's experience is valued	1, 2, 3, 5
2. Demonstrate understanding of the range of resources required from the practitioner to provide a child centred approach, offering sensitive understanding and nourishing care to children with emotional and behavioural problems.	1, 2, 3

3. Demonstrate an in-depth understanding of key constructs in the conceptualisation of intervention and prevention of infant, child and adolescent mental health problems.	1, 2, 3
4. Demonstrate a strong understanding of reflective practice/ and capacity to work as part of a multi-disciplinary team providing therapeutic interventions and support.	1, 2, 6

7.3 Indicative Module Content, Organisation and Structure

This module offers learners the opportunity to focus in greater depth on understanding and working with children and families. In keeping with the Tulsa Framework for Service Delivery (2018), Professional Social Care Workers will be required to work closely with Child Protection Teams and will be involved in providing therapeutic support for children and families with increasingly complex needs in a variety of community settings and with a capacity to work as part of multidisciplinary teams. Approaches to Working with Children focuses on the following:

- Children and their lived experience -care and family contexts.
- Understanding the importance of establishing and maintaining effective relationships
- Key theoretical models such as attachment theory, Trauma informed Care, understanding infant mental health.
- Therapeutic responses: responding to Childhood neglect and CSA,
- One to one work - Bibliotherapy
- Recognising the child's voice, the importance of their participation and inclusion in service delivery.
- Understanding key concepts of advocacy and interagency collaborative work across services.

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

N/A

7.5 Specific module resources required (if applicable)

Materials for in class demonstration of therapeutic work (art materials, workbooks direct work with children, sand tray, sensory materials, soft furnishing).

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

Lectures will deliver the module content, with time given for questions and discussion. Web-facilitated learning through You-Tube clips or TED Talks will support lecture content.

Small group work within the classroom setting will provide the opportunity to break down the material for greater examination of the issues. Experiential group work will give learners the opportunity to engage at a practical level with materials used in therapeutic approaches and direct work. Prescribed readings will be used to encourage engagement by learners and provide a basis for formative assessment or assessment for learning ([Carlow College Teaching and Learning Strategy](#)).

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 3	Essay Assignment	40%
1-4	Group Resource Pack Project	60%

7.8 Sample Assessment Materials

Examples of essay titles:

- There are specific building blocks of resilience in childhood. Identify and explain how they can be developed and promoted in children who have experienced childhood adversities.
- Discuss the four various types of parenting styles and evaluate the impact on children's emotional development
- Discuss the importance of understanding play and the use of free play within the Social Care Setting.

Assignment Requirements:

Word count: 1000-1250; Soft copy submission through Turnitin

Criteria used for marking structure, content, grammar, spelling and referencing.

Resource Pack

Learners are assigned groups. Each group is tasked with developing a resource pack for a staff team working with children/young people in care. The pack draws on module content (Key theoretical models, Recognising the child's voice, multi-disciplinary teamwork, providing therapeutic interventions). Learners build the resource through the module and present the final product to their peers. A marking rubric and guidelines are provided to learners in the first lecture.

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:

Adams, R. (Ed.) (2012). *Working with Children and Families: Knowledge and Contexts for Practice*. UK: Palgrave.

Bunston Wendy, and Sarah J. Jones (2019) *Supporting Vulnerable Babies and Young Children*. UK Jessica Kingsley

Cherry, Lisa, (2021) *Conversations that make a Difference for Children and Young People*. UK: Routledge.

Daniel, B., Wassell, S. and Gilligan, R. (2010). *Child Development for Childcare and Protection Workers*, (2nd edition). UK: Jessica Kingsley.

Daniel, B., Wassell, S. and Gilligan, R. (2002). *Assessing and Promoting Resilience in Vulnerable Children*. UK: Jessica Kingsley.

Dobson Jim, Melrose Alexandra, (2020) *Working with Children, Families, and Young People*. UK: Routledge

Dolan, P., Canavan, J. and Pinkerton, J. (2006). *Family Support as Reflective Practice*. UK: Jessica Kingsley.

ESRI/TCD. (2006-). *Growing Up in Ireland*. Dublin: Department of Children and Youth Affairs.

Prowle, Alison, and Hodgkins Angela, (2020) *Making a Difference with Children and Families*. UK: Red Globe Press.

Indicative Other Resource

Farmer, E. and Lutman, E. (2012). *Effective Working with Neglected Children and Their Families*. UK: Jessica Kingsley.

Freeman Jennifer C, Epston David and Lobovits Dean, (1997) *Playful Approaches to Serious Problems: Narrative Therapy with Children and their Families*. London: W.W. Norton

Holt, S., Gilligan, R., Caffrey, L. & Brady, E. (2023). *Through the Eyes of the Child: A Study of Túsla Child Protection & Welfare Intervention*. Dublin: School of Social Work & Social Policy, TCD and Túsla, The Child & Family Agency. <https://doi.org/10.25546/102433>

Horwath Jen, Platt Dendy. (2019) *The child's world, the Essential Guide to Assessing Vulnerable Children, Young People, and their Families*, (3rd edition). UK and Philadelphia: Jessica Kingsley.

Loughran, H. (2011). *Understanding Crisis Therapies*. UK: Jessica Kingsley.

Oliver, Billy (2011) *Working with Children Young People and their Families*. London: Sage Publications LTD.

Shatkin, J.P. (2015). *Child and Adolescent Mental Health: A Practical, All in One Guide*. US: WW Norton and Co.

Walker, S. (2010). *The Social Worker's Guide to Child and Adolescent Mental Health*. UK: Jessica Kingsley.

Recommended Viewing:

YouTube clips – links provide on Moodle

TED Talks – links provided on Moodle