Advancing Practice: Social Care Work with Families

7.1	Module Overview								
Module Number		**Module Title**	**Advancing Practice: Social Care Work with Families**						
Stage of Principal Programme			Award	Semester	2	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: • Independent reading, engagement with VLE, research and preparation of assessments	✓	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 in the relevant disciple or closely cognate area.	1-60

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
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. Demonstrate a critical understanding of the theoretical bases underpinning methods working with families		**1, 2, 3**
2. Apply social research evidence to a range of family related problems		**2, 3, 7**
3. Identify the skills and explain the role of Professional Social care practitioners in work with families in a variety of different context.		**1, 2, 6**

7.3	Indicative Module Content, Organisation and Structure

This module offers the learners the opportunity to focus in a greater depth on understanding and working with families. In keeping with the Tulsa Framework for Service Delivery (2018), Professional Social Care Workers are required to work closely with Child protection Teams and be involved in providing support for Children and Families with increasingly complex needs.

Working with Children and Families focuses in particular on locating the child in the context of their Family and on developing skills in working with parents, as well as working directly with children. Content is structured as follows:

- Obligations to care and earn: Changing implications for Families
- A professional Social Care Approach to Working with Children and Families
- The challenges of Family Work
- Steps in the process of intervening with Families- Planning, Implementing, Evaluating, Reflecting on the outcomes
- Challenges to Family Structure (Intimate partner violence/ Marital Separation)
1. CSA (Child Sexual Abuse) in Family context.
- Families and alcohol misuse
- Supporting families in the Disability Sector
- Working in an interagency context
- Family welfare conferences/Meitheal/ Family Resource services

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

N/A

7.5	Specific module resources required *(if applicable)*

Materials are required to support learner engagement with in- class experiential therapeutic work (art materials, materials for working with families, creative use of play, workbook/ sheets).

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

This module facilitates learners' active participation in their own professional development through the structure of in-class engagement with module content. For example, learners collectively 'create' a selection of case studies that are used to explore key module themes.

Module Teaching and Learning objectives:
- Promote deep learning (techniques for learner engagement, interactivity, flipped classrooms, groupwork as relevant are used)
- Support inclusive teaching (Universal Design for Learning (UDL), EDI and inclusive curricula are the reference point for below)
- Provide opportunities for collaborative learning (different learning spaces including flexible seating arrangements and smart screens as below)

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

Small group work within the lecture setting will provide the opportunity to break down the material for greater examination of the issues. Experiential group 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	Assignment: Case Study Response Paper	100%

7.8	Sample Assessment Materials

Case Study Response Paper:

Using case study resources from Training resources on childhood neglect: family case studies (link below) learners develop a response paper drawing on module content. The Case study response paper has 4 headings:

1. Attachment in family context
2. Relational work with family members.
3. assessing family and environmental factors
4. Engaging with individual family member perspectives.
5. Interagency work

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:

Burns, K. et al (2021) 'Private Family Arrangements' for Children in Ireland: The Informal Grey Space In-Between State Care and the Family Home in *British Journal of Social Work* Published by Oxford University Press on behalf of The British Association of Social Workers [Available at:
https://www.kinshipcare.ie/wp-content/uploads/2021/05/BJSW-2021-PFA.pdf]

Churchill, H., Baena, S., Crosse, R., Jiménez, L., & Millar, M. (2020). Developing family support services: A comparison of national reforms and challenges in England, Ireland and Spain. *Social Work and Social Sciences Review*, *21*(2), 58-83. https://doi.org/10.1921/swssr.v21i2.1418

Connolly, L. Ed. (2015). T*he Irish Family.* London: Routledge

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

ERSI/TCD (2006-2023) *Growing up in Ireland.* Dublin: Department of Children and Youth Affairs

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

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

Nick Frost, (2015) *Family support, Early Intervention and Early Help*, (Social Work in Theory and Practice). UK: Polity.

Nixon, E., Layte, R. & Thornton, M. (2019). *Growing Up in Ireland: The effects of economic recession and family stress on the adjustment of 3-year-olds in Ireland.* (Infant Cohort Research Report No. 8). Dublin: The Stationery Office.

Indicative Other Resource:

Bacik, U., (2005) *Kicking and screaming dragging Ireland into the 21ˢᵗ Century.* Dublin: O'Brien Press.

Elizalde-San Miguel, B., Día, V. and Sanz, M. T. (2019) Family Policy Index: A tool for policy makers to increase the effectiveness of family policies. S*ocial Indicators Research,* 142, 387-349

Hyland, L (2016) *Marital separation in Contemporary Ireland: Women's Experience*s. Bern: Peter Lang

Jiménez, L., Astiz, D., Hidalgo, V. and Contín, M. (2019b) Ensuring respect for at-risk children's rights. Lessons learned from home- and group-based family education programs. in L. Moran and J. Canavan (Eds.) *Realising children's rights through supporting parents*. Galway: UNESCO Child and Family Research Centre [Accessed on 22 February 2020 at
https://bilson.org.uk/wp_new/wp-content/uploads/2020/02/Building-an-economic-case-published.pdf]

Joyce Lishman, (2015) *Handbook for practice learning in Social Work and Social Care,* (3ʳᵈ edition). UK: Jessica Kingsley.

Lalor, K, De Roiste, A; Devlin, M. (2007) Y*oung People in Contemporary* Ireland. Dublin: Gill and Macmillan.

O'Connor, T. and Murphy, M. (2006). *Social Care in Ireland: Theory, Policy, and Practice.* Cork: CIT Press.

Tail, A. and Wosu, H. (2015) *Direct work with Family Groups, Simple fun ideas to aid engagement and assessment and enable positive change (practical guide for direct work)* UK: Jessica Kingsley.

Web links:
www.barnardos.i.e .
www.childandfamilyresearch.ie
www.cso.ie

www.ersi.ie
www.tulsa.ie
www.welfare.ie
IJAS journals
Training resources on childhood neglect: family case studies: