

Approaches to Working with Children

Section A: Headline Information	
Module title	Approaches to Working with Children
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	
Module Co-ordinator	Dr Catherine O'Sullivan
Parent programme: one year add-on to BA Applied Social Studies (Professional Social Care)	BA (Honours) in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 4
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, tutorials and web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of the BA Applied Social Studies (Professional Social Care)
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	N/A
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met.
Recommended number of learners per module	120
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours of lectures
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Library, IT.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 40						101: Essay prep & writing: 50 Directed study & Reading: 30 Self-directed study & reading: 21			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				40%			60%	100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>This module offers learners the opportunity to focus in greater depth on understanding and working with children and families. In keeping with the Tusla Framework for Service Delivery (2015), Professional Social Care Workers will, in the future, be required to work closely with Child Protection Teams and will be involved in providing support for children and families with increasingly complex needs.</p> <p>Approaches to Working with Children focuses on children and their lived experience, those in care and those who are with their families.</p>
Module Aims and Objectives	<p>The aim of this module is to provide learners with a comprehensive theoretical framework for understanding and analysing the needs of children. Also, learners should develop the necessary competencies for engaging in such work as supporting children in care, foster carers and family support services.</p>

Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Adopt a child-centred approach to Professional Social Care practice where the child's perspective remains central and the child's experience is valued (MIPLOs 2, 3, 6). 2. Demonstrate understanding of the personal resources required from the practitioner to provide warm, sensitive and nourishing care to children with emotional and behavioural problems (MIPLOs 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 (MIPLOs 1, 3, 8).
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Approaches to Working with Children focuses on the theoretical approaches to understanding children, such as psychoanalytical, developmental, behavioural and cognitive. Issues examined will include child and adolescent mental health, child abuse, maltreatment and trauma, inter-generational parenting skills, building resilience, restorative practice, the importance of play, the influence of social media and prevention of burn-out in a social care field where such a risk is high.</p>
Module Teaching and Learning Strategy	<p>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.</p> <p>Small group work within the lecture setting will provide the opportunity to break down the material for greater examination of the issues. 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). This type of assessment may not be on course content, but acts as a way of facilitating critical and independent thinking.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.</p>
Specifications for Module Staffing Requirements	<p>Module staff are qualified to teach this material. Annual appraisals include opportunities for CPD. There are explicit and suitable programme-specific criteria for</p>

	<p>selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>The staff / learner ratio is typical of the overall programme approach with a maximum of 1:120.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>The institutional move to a semesterised structure means that most modules will be 5 ECTS and will be taught and assessed over one semester. When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017). Working with Children and Families 1 focuses on the knowledge and skills aspects of both, and meets five of the Minimum Programme Learning Outcomes (MIPLOs).</p> <p>This module will be assessed by an essay (assessment of learning) and an exam.</p> <p>The exam will have a weighting of 60% and the essay will have a weighting of 40%.</p>
<p>Sample Assessment Materials</p>	<p>Examples of essay titles:</p> <ul style="list-style-type: none"> • The decline in play has been linked to a rise in psychopathology in children and adolescents (Gray, 2011, 2013). Describe and critically evaluate Gray’s argument (A sample answer is included in Appendix 5) • Assess the decision making systems which promote effective inter-agency-working, when there are concerns that a child may be in need, or at risk of significant harm. There are specific building blocks of resilience in childhood. Identify these and explain how they can be developed in children who are in Care. <p>Examples of exam questions where in the future, the main assignment becomes an exam instead of an essay:</p> <ul style="list-style-type: none"> • Restorative Practice is now being applied in some Irish schools. Describe and discuss the concept, and evaluate the benefits and barriers to its application. • Describe and evaluate Maslach’s (2008) Multidimensional Model of Burnout and Skovholt’s (2005) Burnout Types. (A sample answer is included in Appendix 5) • Because of the impact of abuse and neglect on an infant, child or adolescent’s development, they are likely to need therapeutic care. Outline the application of Beek and Schofield’s (2004) Secure Base Model in a foster care context. <p>Essay requirements:</p> <p>Times New Roman Font 12 Line-spacing 1.5 Word count: 1000-1250 Soft-copy submission through Turnitin</p> <p>Criteria used for marking: structure, content, grammar, spelling and referencing.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Adams, R. (Ed.) (2012). <i>Working with Children and Families: Knowledge and Contexts For Practice</i>. UK: Palgrave.</p>

	<p>Daniel, B., Wassell, S. and Gilligan, R. (2010). <i>Child Development For Child Care and Protection Workers</i>, (2nd Edition). UK: Jessica Kingsley.</p> <p>Daniel, B., Wassell, S. and Giligan, R. (2002). <i>Assessing and Promoting Resilience in Vulnerable Children</i>. UK: Jessica Kingsley.</p> <p>Dolan, P., Canavan, J. and Pinkerton, J. (2006). <i>Family Support as Reflective Practice</i>. UK: Jessica Kingsley.</p> <p>ESRI/TCD. (2006-). <i>Growing Up in Ireland</i>. Dublin: Department of Children and Youth Affairs.</p> <p>Pinkney, S. (2018). <i>New Directions in Children’s Welfare</i>. UK: Palgrave.</p> <p><u>Other Reading:</u></p> <p>Farmer, E. and Lutman, E. (2012). <i>Effective Working with Neglected Children and Their Families</i>. UK: Jessica Kingsley.</p> <p>Loughran, H. (2011). <i>Understanding Crisis Therapies</i>. UK: Jessica Kingsley.</p> <p>Shatkin, J.P. (2015). <i>Child and Adolescent Mental Health: A Practical, All In One Guide</i>. US: WW Norton and Co.</p> <p>Walker, S. (2010). <i>The Social Worker’s Guide to Child and Adolescent Mental Health</i>. UK: Jessica Kingsley.</p> <p><u>Recommended Viewing:</u></p> <p>YouTube clips TED Talks</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall Internet Projector Speakers WIFI</p>