

Approaches to Working with Families

Section A: Headline Information	
Module title	Approaches to Working with Families
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	
Module Co-ordinator	Dr Lucy Bennett
Parent programme(s)	BA (Honours) in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 4
Semester (semester1/semester2 if applicable)	Semester 2
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) or equivalent.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
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.
Maximum 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: Directed study and reading: 50 hours Self-directed study and reading: 30 hours Exam preparation: 21 hours			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				30%			70%	100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module offers learners the opportunity to focus in greater depth on understanding and working with families. In keeping with the Túsla 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. Working with Children and Families 2 focuses, in particular, on locating the child in the context of their family and on developing skills for working in partnership with parents.
Module Aims and Objectives	The aim of this module is to provide learners with a comprehensive theoretical framework for understanding and analysing the needs of children and families. Also, learners should begin to develop skills in working with parents, as well as in working directly with children.

Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of the theoretical bases underpinning methods of working with families (MIPLO 1, 2). 2. Apply social research evidence to a range of family-related problems (MIPLOs 3, 7, 8). 3. Identify the skills and explain the role of Professional Social Care practitioners in work with families in a variety of different contexts (MIPLOs 2, 3).
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	<ul style="list-style-type: none"> • Obligations to care and to 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 • Intimate Partner Violence • Families and Alcohol Misuse • Supporting families in the disability sector • Marital Separation • Working in an inter-agency context • Family Welfare Conferences
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.</p>
Work-Based Learning and Practice-Placement	N/A

E-Learning	Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.
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 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>
Module Summative and Formative Assessment Strategy	This module will be assessed by learners answering 2 out of 4 questions in a 2-hour exam with a weighting of 70%. The content of the questions will change to reflect current cases and concerns but will be linked to assessing each of the Learning Outcomes for the module. Learners will also complete a case study with a weighting of 30%.
Sample Assessment Materials	<p>A sample exam question assessing each LO might be as follows:</p> <ol style="list-style-type: none"> 1. Outline two theoretical approaches to understanding family crises. Use examples to illustrate the different insights which each approach provides and show how these differences impact on the methods of intervention chosen. 2. Refer to the findings from evaluation studies on Family Welfare Conferences to illustrate the merits and limitations of conferencing as a method of resolving family problems. 3. Identify the key characteristics of a social care approach to working with families. Analyse the benefits of this work, using examples from a setting with which you are familiar.
Reading Lists and Other Information Resources	<p>Essential Reading</p> <p>Connolly, L. (Ed.) (2015). <i>The 'Irish' Family</i>, London: Routledge.</p> <p>Canavan, J., Pinkerton, J. and Dolan, P. (2016). <i>Understanding Family Support: Policy, Practice and Theory</i>. London; Philadelphia: Jessica Kingsley Publishers.</p> <p>ESRI/TCD. (2006-). <i>Growing Up in Ireland</i>. Dublin: Department of Children and Youth Affairs</p> <p>Garfat, T. (Ed.) (2004). <i>A Child and Youth Care Approach to Working with Families</i>. New York: Haworth.</p> <p>Gray, J., Geraghty, R. and Ralph, D. (2016). <i>Family Rhythms: The Changing Textures of Family Life in Ireland</i>. UK: Manchester University Press.</p> <p>Loughran, H. (2011). <i>Understanding Crisis Therapies</i>. London: Jessica Kingsley.</p> <p>Other Reading:</p> <p>Bacik, I. (2004). <i>Kicking and Screaming: Dragging Ireland into the 21st Century</i>. Dublin: O'Brien Press.</p>

	<p>Beck, U., and Beck-Gernsheim, E. (1995). <i>The Normal Chaos of Love</i>. Cambridge, UK: Polity Press.</p> <p>Hyland, L. (2016). <i>Marital Separation in Contemporary Ireland: Women's Experiences</i>. Bern: Peter Lang.</p> <p>Inglis, T. (2007). <i>Global Ireland: Same Difference</i>. New York: Palgrave.</p> <p>Lalor, K., deRoiste, A., Devlin, M. (2007). <i>Young People in Contemporary Ireland</i>. Dublin: Gill and MacMillan.</p> <p>O'Connor, T. and Murphy, M. (2006). <i>Social Care in Ireland: Theory, Policy and Practice</i>. Cork: CIT Press.</p> <p>Smart, C. (2007). <i>Personal Life: New Directions in Sociological Thinking</i>. Cambridge: Polity.</p> <ul style="list-style-type: none"> • www.aifs.au (Australian Institute of Family Studies) • Barnardos, Childlinks Journals and website: www.barnardos.ie • www.childandfamilyresearch.ie • www.ceifincentre.ie • www.cso.ie • www.esri.ie • www.tusla.ie • www.welfare.ie
<p>Module Physical Resource Requirements</p>	<p>Lecture hall Internet Projector and Speakers</p>