

Child and Family Perspectives

Section A: Headline Information	
Module title	Child and Family Perspectives
Module NFQ level (only if an NFQ level can be demonstrated)	Level 7
Module number/reference	TBC
Module Co-ordinator	Lucy Bennett
Parent programme(s)	BA in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 3
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	HET ECTS
Module credit number of units	5 credits
List the teaching and learning modes	Lectures, tutorials,
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 3, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	Sociology 1
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. As experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.
Maximum number of learners per module	120
Duration of the module	1 semester:12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall and IT Room. Library and IT resources required
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: Group project-10 hours Essay -20 hours Case Study 15 hours Self-directed study and reading -56 hours			125 hours
Allocation of marks (within the module)										
		Continuous assessment		Supervised project		Proctored practical examination		Proctored written examination		Total
Percentage contribution		20% Group/individual video 60% Essay 20% Case Study								100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Current developments in the family support sector require Social Care Workers to work as part of or closely with Tusla Child protection and Welfare Teams. The rationale for including this module at Stage 3 is that it provides learners with familiarity with this emerging aspect of social care work.

Module Aims and Objectives	This 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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Describe the key changes and continuities in family structure and in family relationships in Ireland over the past fifty years (MIPLO 3). 2. Analyse the factors that influence the social construction of family life, of childhood, motherhood, fatherhood and grandparenthood (MIPLO 3, 7) 3. Give examples of the challenges which families encounter during key transitions in their life courses (MIPLO 2). 4. Outline principles and models underpinning family support work and locate current services in Ireland within these models (MIPLO 1, 2, 3).
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. 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. Diploma Supplement contains module name, code, stage and ECTS
Module Content, Organisation and Structure	<ul style="list-style-type: none"> • Statistical and historical perspectives on Irish families • Current trends in fertility, co-habitation, marriage, separation • Influences on expectations of mothers, fathers, grandparents, children • Tasks and difficulties families encounter through family lifecycle stages – leaving home, forming relationships, having children, living with adolescents, launching children, older age • Definitions and examples of family support frameworks. Models (e.g. Hardiker, Meitheal, Tusla Pathways for Child Protection and Welfare) and principles (prevention, early intervention, facilitating informal support, building social and community capital) underpinning family support • Introduction to a social care approach and context for working with families.
Module Teaching and Learning Strategy	Lectures typically involve power point presentations, video clips, case studies and guest lecturers from local family support agencies. Some of the learners will have completed placements in family support agencies so this experience can be drawn on in small group discussions during class.
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>One lecturer. Guest lecturers will be invited to present on current skills-based aspects.</p> <p>Staff – learner ratio is typical of a lecture, i.e. 1- 120</p>
Module Summative and Formative Assessment Strategy	<p>Learners will be divided into groups with each individual preparing a two-minute video on one aspect of the title. The composite video will be corrected as a (mainly) formative exercise with feedback being provided on individual sections and on the piece as a whole.</p> <p>The summative exercise will involve each learner submitting an essay (1,500 words) on all aspects of the topic.</p> <p>One case study to be completed in class</p> <p>Weighting Group/individual Video (20%)</p> <p>Essay (1,500 words) based on group presentation (60%)</p> <p>Case study (20%)</p>
Sample Assessment Materials	<p>Examples of a Group Project, linked to Essay</p> <p>Presentation: Work in groups of four Prepare a video (10 minutes) on a family-related topic of the group’s choosing. (Each person to present for about 2 minutes.) Address the topic using the following headings: the social construction of different family roles, changes in the structure and formation of families, challenges experienced by families and the type of supports needed.</p> <p>Essay: Submit a 1,500- word essay on the topic presented by the group.</p> <p>Case Study A case study which located a family in a specific stage of the family life cycle could be given. Learners could be asked to design support strategies for the family. Learners would be encouraged to use examples from their placements, if applicable.</p>
Reading Lists and Other Information Resources	<p>Essential Reading: Carter, R. and McGoldrick, M. (2005). <i>The Expanded Family Life Cycle: Individual, Family and Social Perspectives</i>, (3rd edition). Boston: Pearson Allyn and Bacon.</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>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>Other Reading:</p>

	<p>Bacik, I. (2004). <i>Kicking and Screaming: Dragging Ireland into the 21st Century</i>. Dublin: O'Brien Press.</p> <p>Bernardes, J. (1997). <i>Family Studies: An Introduction</i>. London: Routledge.</p> <p>ESRI/TCD. (2006-). <i>Growing Up in Ireland</i>. Dublin: Department of Children and Youth Affairs</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> <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</p> <p>Internet, Projector/Speakers</p>