

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	The Application of Psychodynamic Theory to Therapeutic Work with Children and Young People		
Module Code	UZSNM5-30-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Criminology and Sociology
Department	Health and Social Sciences		
Contributes towards	FdA Therapeutic Work with Children and Young People – optional		
Module type:	Professional Practice		
Pre-requisites	<i>None</i>		
Excluded Combinations	<i>None</i>		
Co- requisites	<i>None</i>		
Module Entry requirements	<i>None</i>		

Part 2: Description

This module follows the previous theory module which will have introduced the student group to psychodynamic theory, its key concepts, models of child development and group process.

This module will develop the students' understanding of key concepts and models, with an emphasis on their application and relevance to the different areas of the therapeutic tasks via relevant papers, literature and research. The seminars will provide opportunities for the exploration of clinical issues arising in relation to both individual and group work, in the contexts of care, education and treatment of the young people, and the meaning of the work for the practitioner.

Areas of practice that will be particularly explored will include:

- Defining and clarifying the nature of therapeutic and clinical work with children with complex needs;
- Working with children who have been abused;
- Facilitating relationships and attachments;
- Containment and holding;
- The relationship between emotional and cognitive development in children's educational development;
- The group as therapeutic agent.
- Working with families.

The module is provided through a programme of taught seminars. The seminars are provided in conjunction with training workshops, ongoing individual/group supervision, student tutorial's, regular reflective learning groups, attendance at professionals' and team meetings, formal case discussions, peer mentoring, and supervised practice. All of these provide opportunities for students (with supervisors and clinicians) to look at the ways theory and policy is applied and used to both facilitate and understand casework practice and group-living.

It is intended that the delivery of this module will be supported by teaching staff from UWE.

Supervised practice is a key component of this module which should include:

- Working in a group setting with children / young people
- Undertaking one to one work on a regular basis
- Directly contributing to professional discussions about the development of packages of therapeutic care for children / young people

Part 3: Assessment

The first part of the assessment requires students to be observed. This allows them to demonstrate the development of their practice and provides them with the opportunity to demonstrate that learning has been integrated into practice.

The second part of the assessment requires students to bring a prepared piece of their work for discussion with peers showing their understanding of how psychodynamic principles impact their direct work with children and families. The discussion should further show the students development of verbal and non-verbal communications and presentation skills and support the development of work-based presentation skills.

Students are subsequently required to provide a 200 word written analysis of the discussion with attention being given to the psychodynamic principles of the discussions. The presentation and analysis enable students to apply theory to their work in both group settings and in their written work whilst enabling them to match theory to practice.

All submitted work will be subject to UWE plagiarism software.

Identify final timetabled piece of assessment (component and element)	
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% weighting between components A and B (Standard modules only)	A:	B:
		100%

First Sit

Component A (controlled conditions)	Element weighting
Description of each element	(as % of component)
1. Direct observation of professional practice	Pass/fail

Component B	Element weighting
Description of each element	(as % of component)
1. 20 min Presentation to seminar group for discussion examining relationship between theory and practice / application of theory to practice	50%
2. Essay of 1,750-2,000 words providing analysis and evaluation of presentation / discussion.	50%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions)	Element weighting
Description of each element	(as % of component)

1. Direct observation of professional practice	<i>Pass/fail</i>
Component B Description of each element	Element weighting (as % of component)
1. 20 min Presentation to seminar group for discussion examining relationship between theory and practice / application of theory to practice	50%
2. Essay of 1,750-2,000 words providing analysis and evaluation of presentation / discussion.	50%

Part 4: Teaching and Learning Methods

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse the relationship between psychodynamic concepts and theory and its practical application (Components A and Component B); 2. Apply critical awareness and thinking skills to a range of clinical and practice issues (Components A and Component B); 3. Demonstrate a critical awareness of the literature and its relevance to different therapeutic work with children and young people (Component B); 4. Identify and discuss different contextual factors that influence practice, both in relation to groups and individual work (Components A and Component B); 5. Demonstrate a critical awareness of key ethical issues associated with both group and individual work with young people (Components A and Component B);
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Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: right;"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black;">30</td> <td></td> </tr> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 15%;">Scheduled learning and teaching study hours</th> <th style="width: 15%;">Independent study hours</th> <th style="width: 15%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> <th></th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">20</td> <td style="text-align: center;">100</td> <td style="text-align: center;">180</td> <td style="text-align: center;">300</td> <td style="text-align: center;"></td> </tr> </table>	<i>Number of credits for this module</i>				30		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	20	100	180	300	
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>
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Total Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Professional Practice assessment</td> <td></td> <td style="text-align: center;">pass/fail</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Total assessment of the module:			Professional Practice assessment		pass/fail	Coursework assessment percentage		50%	Practical exam assessment percentage		50%			100%
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Reading List	<p>Couper, D. (2000) <i>The impact of the sexually abused child's pain on the worker and the team</i>. Journal of Social Work Practice, Vol 14 No 1 pp 9-16.</p> <p>Dartington , T. (2010) <i>Managing Vulnerability: The underlying dynamics of systems of care</i>. London: Karnan.</p> <p>Dockar-Drysdale, B. (1990) <i>The Provision of Primary Experience</i>. London, Free Association.</p> <p>Edmond, R. (2016) <i>A Guide to Therapeutic Child Care</i>. London: Jessica Kingsley</p> <p>Fonagy, P. (2001). <i>Attachment Theory and Psychoanalysis</i>. New York: Other Press.</p> <p>Flaskas, C. (2005) <i>Psychoanalytic Ideas and Systemic Family Therapy: Revisiting the Question 'Why Bother?'</i>. ANZJFT (26:3)</p> <p>Frosch, S. (1987) <i>Issues for men working with sexually abused children</i>. British Journal of Psychotherapy, Vol. 33 p.481-498.</p> <p>Greenhalgh, P. (1994). <i>Emotional Growth and Learning</i> London: Routledge.</p> <p>Hughes, D. (2017) <i>Building the Bonds of Attachment: Awakening Love in Deeply Traumatized Children (3rd edition)</i>. Maryland. Rowman & Littlefield Publishers</p> <p>Kornerup, H. (ed) (2010) <i>Milieu-Therapy with children – Planned Environment Therapy in Scandinavia</i>. London: Karnac.</p> <p>Lanyado, M. (2004) <i>The Presence of the Therapist</i>. London: Routledge.</p> <p>Parkes, C.M. et al (1996), <i>Attachment across the Life-Cycle</i>, London: Routledge</p> <p>Ruch, G. (ed) (2010) <i>Relationship-based Social Work</i>. London: Jessica Kingsley.</p> <p>Sudbery, J., Shardlow, S. M. and Huntington, A. E. (2009) <i>To Have and to Hold: Questions about a Therapeutic Service for Children</i>. British Journal of Social Work, Vol. 40 (5), P. 1534-1552.</p> <p>Thomas, K (1996) "The Defensive Self: A Psychodynamic Perspective" in Stevens, R (1996) <i>Understanding The Self</i>. London: SAGE Publications.</p> <p><i>International Journal of Therapeutic Communities</i>.</p>
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FOR OFFICE USE ONLY

First CAP Approval Date	2009			
Revision CAP Approval Date	31 May 2017	Version	3	Link to RIA 12342