

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Children with Complex Emotional Needs		
Module Code	UZSNL6-30-1	Level	1
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 - compulsory		
Module type:	Professional Practice		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

This module continues the themes introduced in *Foundation to Therapeutic Work with Children and Young People* (UZSNL6-30-1) by introducing students to key psychodynamic theories of development and treatment and to the concepts and principles underpinning these. Students will examine a range of child and human development models including Bowlby's attachment model, Piaget's cognitive model; Freud's topographical and structural models; Erikson, Winnicott and Klein's object relations theories and consider how these impact on children who have experienced early years trauma, loss or abuse.

Syllabus Outline:

- The role of attachment
- Child development (Erikson, Piaget, Vygotsky, Freud, Klein & Winnicott)
- Communicating with children and young people
- Understanding psychosexual development
- Working with sexually harmful behaviour
- Resilience
- Loss and endings
- Equality and Diversity
- Rights and Ethics of the Looked after Child
- Containment and Emotional Holding
- Models of Therapeutic Assessment and Planning

The module is provided through a programme of 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.

Supervised practice will account for at least 40hrs hours of professional practice 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

Formative Assessment

Observation: Students will be observed in their professional practice by an approved observer or member of the teaching team who will use an agreed pro-forma against which to assess practice. (This maps on to learning outcomes 1, 3, and 4 and is assessed via pass/fail criteria).

The observation will provide students with the opportunity to demonstrate that learning had been integrated into practice.

Summative Assessment

Students will be required to write an essay of 2,500 – 3,000 words showing how theoretical concepts can be understood through their direct practice with children and young people. Students will have the opportunity to choose from a small selection of ideas which have been taught on the course and will demonstrate their understanding through reference to academic texts and examples from their day to day work.

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

First Sit

Component A (controlled conditions)	Element weighting (as % of component)
Description of each element	
1. Direct observation of professional practice	Pass/Fail
Component B	Element weighting (as % of component)
Description of each element	
A 2,500 - 3,000 word essay on an aspect of theory of therapeutic work	100%
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting (as % of component)
Description of each element	
1. Direct observation of professional practice	Pass/Fail
Component B	Element weighting (as % of component)
Description of each element	
A 2,500 - 3,000 word essay on an aspect of theory of therapeutic work	100%

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. Demonstrate an ability to identify and use relevant concepts and theoretical models for purposes of reflection upon issues under study; (Component A & B). 2. Demonstrate an awareness of the core, prescribed literature (Component B); 3. Demonstrate an awareness of the relationship between theory and practice (Component A & B); 4. Demonstrate an awareness of the impact of the children’s early life experiences and their significance in relation to their emotional, social and educational development (Component A & B). 5. Demonstrate an understanding of the emotional, education and social needs of the children and young people as individuals (Component B). 6. Demonstrate awareness and sensitivity on matters relating to children and young people’s psychosexual development (Component B). 7. Demonstrate a basic understanding of the key psychodynamic concepts relevant to understanding of groups, institutions and systems and their relevance to the clinical workplace (Component B). 																				
Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center; border: 2px solid black;">30</td> </tr> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 20%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 25%;">Allocated Hours</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> </tr> </tbody> </table>	Key Information Set - Module data					<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>																				
Total Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <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;">100%</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Total assessment of the module:			Professional Practice assessment		pass/fail	Coursework assessment percentage		100%			100%								
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Reading List	<u>Key Texts</u>																				

- Ward, A. & McMahon, L. (Editors) (1998): *Intuition is not Enough: Matching Learning with Practice in Therapeutic Child Care*. London: Routledge
- Ward, A., Kasinski, K., Pooley, J., Worthington, A.,(2003) *Therapeutic Communities for Children & Young People*. London: Jessica Kingsley Publishers
- Useful texts:**
Students will be guided towards current legislation.
- Allen, B. (2012) *Risk Assessment for Behaviour Management* Salfords: Steaming Publishing
- Geddes, H (2005) *Attachment in the Classroom: The links between children's early experience, emotional well-being and performance in school: A Practical Guide for Schools*. London: Worth Publishing.
- Dockar-Drysdale, B. (1990) *The Provision of Primary Experience*. London: Free Association
- Douglas, H., (2007). *Containment and reciprocity: Integrating psychoanalytic theory and child development research for work with children*. London: Routledge.
- Fortin, J. (1998). *Children's Rights and the Developing Law* London: Butterworth
- Guest, Y., (2012). Reflections on resilience: A psycho-social exploration of the life long impact of having been in care during childhood. *Journal of Social Work Practice*, 26 (1), pp.109-124.
- Greenhalgh, P. (1994). *Emotional Growth and Learning* London: Routledge
- Hardwick, A. and Woodhead, J.(1999) *Loving, Hating and Survival - a handbook for all who work with troubled children and young people*. Aldershot: Ashgate
- Hill. M. (2001). 'The residential child care context' and 'Inclusiveness in residential child care' in M. Chakrabarti and M. Hill. (eds). Residential child care: International perspectives on links with families and peers. London: Jessica Kingsley Publishers. p 9 - 66. . (held at UWE Glenside library)
- Kay, Janet (2000). *Good Practice in Child Care* London: Continuum.
- Kegerreis, S. (2013) Freud and Klein in the Lion King. *Journal of Child Psychotherapy*, 39 (3). pp. 334-345.
- Stevens, R (1996) *Understanding the Self* London: SAGE Publications
- Ward, A (2007) *Working in Group Care – Social Work and Social Care in Residential and Day Care Settings* Bristol: Policy Press

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