



## **Module Specification**

### **Children with Complex Emotional Needs**

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## Part 1: Information

**Module title:** Children with Complex Emotional Needs

**Module code:** UZSNL6-30-1

**Level:** Level 4

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Sociology and Criminology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** 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.

**Features:** Not applicable

**Educational aims:** See Learning Outcomes.

**Outline syllabus:** 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 and 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.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** 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.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrate an ability to identify and use relevant concepts and theoretical models for purposes of reflection upon issues under study

**MO2** Demonstrate an awareness of the core, prescribed literature

**MO3** Demonstrate an awareness of the relationship between theory and practice

**MO4** 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

**MO5** Demonstrate an understanding of the emotional, education and social needs of the children and young people as individuals

**MO6** Demonstrate awareness and sensitivity on matters relating to children and young people's psychosexual development

**MO7** Demonstrate a basic understanding of the key psychodynamic concepts relevant to understanding of groups, institutions and systems and their relevance to the clinical workplace

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 100 hours

Placement = 180 hours

Face-to-face learning = 20 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

## **Part 4: Assessment**

**Assessment strategy:** 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.

**Assessment tasks:**

**Practical Skills Assessment** (First Sit)

Description: Direct observations of professional practice

(Pass/Fail)

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4

**Written Assignment (First Sit)**

Description: Essay on an aspect of theory of therapeutic work. 2500 - 3000 word

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Practical Skills Assessment (Resit)**

Description: Direct observations of professional practice

(Pass/Fail)

Weighting:

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4

**Written Assignment (Resit)**

Description: Essay on an aspect of theory of therapeutic work. 2500 - 3000 word

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

