



MODULE SPECIFICATION

Part 1: Information			
Module Title	Childhood Disorder and Disordered Childhood		
Module Code	UZSNQP-30-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Sociology and Criminology
Department	HAS Dept of Health & Social Sciences		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Educational Aims: See Learning Outcomes.</p> <p>Outline Syllabus: Disordered childhood and late modernity – The ‘normal’ disorders of childhood:</p> <p>Family ‘disorganisation’, divorce, fatherlessness and loss</p> <p>The child as consumer, the child as sexual subject</p> <p>The medicalisation of ‘disorder’ and controversies in diagnosis</p> <p>Paranoid parenting and the over-regulation of childhood</p> <p>Therapeutic responses to childhood disorder</p> <p>Psychoanalysis and children</p> <p>Attachment Theory Family Therapy</p>

STUDENT AND ACADEMIC SERVICES

Inter-generational transmission of trauma

From child guidance clinics to CAMHS and SureStart – children and families as objects of intervention

Child abuse and its consequences:

Incidence, prevalence and aetiology of child abuse

Child as victim, child as offender

Public and policy responses to child abuse

Case studies in childhood disorder/disordered childhood:

In this part of the syllabus issues will be selected by students and will become the basis of Problem Based Learning presentations and assignments. Students will be invited to select an issue and examine it at three levels:

Sociological dimensions

Therapeutic dimensions

Social policy dimensions

The following list is indicative:

ADHD, dyslexia, autism and Asperger's syndrome

Children, anxiety and depression

Eating disorders

Psychosomatic illness

Children who kill

Bullying

Learning disability

Delinquency

Childhood obesity

'Looked-after' children

Bereavement in childhood

Teaching and Learning Methods: These are designed to meet a range of learning strategies:

Group tutorials are central to learning, teaching and assessment in this module: these will include problem-based learning (PBL) groups as subsets; also

Workshops, designed to facilitate the practical application of sociological principles and precepts,

Directed tasks, including those based on reading in preparation for seminars;

Lectures are essential for giving an overview of syllabus topics, as necessary:

E-learning resources as appropriate, including the use of UWEonline.

In addition, resources allowing, there will be an opportunity for interested students to visit the

STUDENT AND ACADEMIC SERVICES

Mulberry Bush School and for sessions at UWE facilitated by the MBS Training Department.

There are three contact hours per week, a weekly lecture, a weekly seminar and a weekly tutorial slot. In addition, there will be an optional Field Trip to Mulberry Bush School.

Part 3: Assessment

The assessment strategy is designed to ensure students apply their understanding of childhood disorder and 'disordered childhood' in a variety of ways. They approach the material from a top-down perspective using theory (essay) and a bottom-up one reflecting of real life issues affecting children and a real-life case study. In this way, they are given the opportunity to see the ways in which academic material can inform real world issues and a chance to develop some expertise as informed commentators on a range of issues currently affecting children and childhood.

A. a 'real life' case study (2,500 words) in which they are asked to provide expert opinion on whether the child in question is suffering from a childhood disorder and/or disordered childhood

B. a theoretical essay (2, 500 words) which discusses key trends and features of modern childhood in the UK and assesses the extent to which childhood per se is 'disordered'.

Formative feedback is given in group and individual tutorials.

Assessment criteria used are published in the module handbook and are consistent with the HASS departmental assessment criteria.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	2500 word essay
Case Study - Component A	✓	50 %	2,500 word case study
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		50 %	2500 word essay
Case Study - Component A	✓	50 %	2,500 word case study

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	Reference
	A critical understanding of the impact of childhood disorder/disordered childhood on children, families, society and policy	MO1
	A sociological and psychosocial understanding of a variety of theoretical approaches to childhood disorder/disordered childhood	MO2
	A critical appreciation of the variety and complexity of issues (sociological, methodological, ethical, and political) raised by the study of childhood disorder/disordered childhood	MO3
	The ability to locate contemporary social and therapeutic practices involved in working with disordered children within a broad theoretical framework of understanding	MO4

STUDENT AND ACADEMIC SERVICES

	Research and presentation skills	MO5
	The ability to present material to a group, take part in discussions and make use of feedback	MO6
	An ability to develop and present a coherent, analytical, well-reasoned argument in essay form	MO7
Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	234
	Total Independent Study Hours:	234
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	66
	Total Scheduled Learning and Teaching Hours:	66
	Hours to be allocated	300
	Allocated Hours	300
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/uzsnqp-30-3.html</p>	

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Sociology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Sociology [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

Criminology and Sociology [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

Psychology with Sociology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Criminology with Sociology [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

Sociology with Criminology [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

Criminology [Sep][FT][Alexander][3yrs] BA (Hons) 2018-19