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ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Childhood Disorder and Disordered Childhood					
Module Code	UZSNQP-30-3		Level	3	Version	2
Owning Faculty	Health and Applied Sciences		Field		Sociology and Criminology	
Contributes towards	BA (Hons) Sociology BA (Hons) Criminology BA (Hons) Sociology and Criminology BA (Hons) Sociology with Criminology BSc (Hons) Sociology with Psychology BSc (Hons) Psychology with Sociology BA (Hons) Criminology with Sociology BA (Hons) Criminology with Psychology					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
Valid From	September 2014		Valid to	September 2020		

CAP Approval Date	28/03/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to demonstrate: • A critical understanding of the impact of childhood disorder/disordered childhood on children, families, society and policy, (Components A and B) • A sociological and psychosocial understanding of a variety of theoretical approaches to childhood disorder/disordered childhood, (Components A and B) • A critical appreciation of the variety and complexity of issues (sociological, methodological, ethical, and political) raised by the study of childhood disorder/disordered childhood, (Components A and B) • The ability to locate contemporary social and therapeutic practices involved in working with disordered children within a broad theoretical framework of understanding, (Components A and B) • Research and presentation skills, (Component B, element 2) • The ability to present material to a group, take part in discussions and make use of feedback, (Component B, element 2) • An ability to develop and present a coherent, analytical, well-reasoned argument in essay form. (Component B, element 1)

Syllabus Outline	**Disordered childhood and late modernity – The 'normal' disorders of childhood**
	• Family 'disorganisation', divorce, fatherlessness and loss
	• The child as consumer, the child as sexual subject
	• The medicalisation of 'disorder' and controversies in diagnosis
	• Paranoid parenting and the over-regulation of childhood
	• Therapeutic responses to childhood disorder
	• Psychoanalysis and children
	• Attachment Theory Family Therapy
	• Inter-generational transmission of trauma
	• From child guidance clinics to CAMHS & 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:
	1. Sociological dimensions
	2. Therapeutic dimensions
	3. 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
Contact Hours	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.
Teaching and Learning Methods	These are designed to meet a range of learning strategies; 1. Group tutorials are central to learning, teaching and assessment in this module: these will include problem-based learning (PBL) groups as subsets; also

	2. workshops, designed to facilitate the practical application of sociological principles and precepts, 3. directed tasks, including those based on reading in preparation for seminars; 4. Lectures are essential for giving an overview of syllabus topics, as necessary: 5. 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 Mulberry Bush School and for sessions at UWE facilitated by the MBS Training Department.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		50%
Coursework assessment percentage		25%
Practical exam assessment percentage		25%
		100%

Reading Strategy	. **Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

	Access and skills The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. Corsaro, W.(2005). *The Sociology of Childhood.* Thousand Oaks, CA: Pine Forge Press. Emanuel, L. & Bradley, B. (2008) *What Can the Matter Be? Therapeutic Interventions with Parents Infants and Young Children*. London: Karnac Books. Furedi, F. (2001) *Paranoid Parenting*. London: Allen Lane. Jenks, C.ed. (2005) *Childhood.*(2nd ed. London: Routledge. Geissman, C. and Geissman, P. (1997) *A History of Child Psychoanalysis*. London: Routledge. Prout, A. (2005) *The Future of Childhood. Towards the Interdisciplinary Study of Children*. London: Routledge Farmer. Prout, A. and Hallett, C.eds. (2003) *Hearing the Voices of Children: Social Policy for a New Century*. London: Routledge Farmer. Qvortrup, J. et al. eds.(1994) *Childhood Matters. Social Theory, Practice and Politics*. Aldershot: Avebury Publishing. Postman, N. (1982) *The Disappearance of Childhood.*London: Allen Lane. Turmel, A. (2008) A *Historical Sociology of Childhood*. Cambridge: Cambridge University Press. Winnicott, D.W. (1971) *Therapeutic Consultations in Child Psychiatry*. London: Hogarth Press.

Part 3: Assessment	
Assessment Strategy	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 (presentation and exam). 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 in which they are asked to provide expert opinion (exam) on whether the child in question is suffering from a childhood disorder and/or disordered childhood b. a theoretically essay which discusses key trends and features of modern childhood in the UK and assesses the extent to which childhood per se is 'disordered' . This essay is 2,000 words c. a group presentation based on a current (newspaper) article on an issue affecting children. Students are asked to identify the issues raised in terms of their knowledge of and understanding of themes, literature and critical questions raised by the course. A collective mark is allocated for the group presentation

	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 at level 3 Presentations are held in term 2 in class time.
	The exam paper is pre-seen. The exam takes place under controlled conditions

Identify final assessment component and element		
	A:	**B**:
% weighting between components A and B (Standard modules only)	30	70

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Seen exam (1.5 hours, case study material)	100
2.(etc)	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay (2000 words)	50
2. Group presentation (20 minutes)	50

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Seen exam (1.5 hours, case study material)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay (2000 words)	50
2. Presentation (15 minutes)	50

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.