

MODULE DESCRIPTOR

Module Title

Adversity and Resilience 2 (Residential Child Care)

Reference	SS3072	Version	5
Created	February 2017	SCQF Level	SCQF 9
Approved	January 2016	SCQF Points	15
Amended	February 2017	ECTS Points	7.5

Aims of Module

To enable students to understand the rationale for therapeutic interventions and to be able to select appropriate interventions with children. To develop the knowledge and skills required to develop a relationship based intervention with children and young people. To develop personal and professional awareness around development of the social pedagogical role.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Appraise the rationales and theoretical frameworks for therapeutic work in the context of abuse and associated trauma with children.
- 2 Assess therapeutic needs and techniques and strategies to draw on strengths, aid recovery and develop resilience in children.
- 3 Evidence awareness of the dynamics of relational work and management of the personal and professional impact of working with abuse and trauma.

Indicative Module Content

Theoretical basis of creative therapeutic approaches. Traditions of relational models of practice. Communication. Upbringing. Care. Working with the short and long term impact of adversity. Assessment of needs and strengths. Creative therapeutic approaches. Therapeutic relationships with children. Involving families. Safe care. Lifespace and group care. Interprofessional practice. Health and wellbeing. Professional and personal competencies. Assessment, planning and review. Reflective practitioners. Evidence based practice. Values. Codes of practice.

Module Delivery

This module is based on directed and private study supplemented by lectures, seminars and tutorials. Introductory lectures are linked to course materials.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	N/A	20
Non-Contact Hours	N/A	90
Placement/Work-Based Learning Experience [Notional] Hours	N/A	40
TOTAL	N/A	150
<i>Actual Placement hours for professional, statutory or regulatory body</i>		40

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3
Description:	All learning outcomes will be assessed by essay.				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

This Module is assessed by a single component essay. To pass this module, students must obtain a minimum grade of D.

Module Grade	Minimum Requirements to achieve Module Grade:
A	A
B	B
C	C
D	D
E	E
F	F
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	Satisfactory completion of all Stage 2 modules or equivalent.
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

- 1 MURPHY, D., and JOSEPH, S., 2013. Eds. Trauma and Therapeutic Relationship: Approaches to process and Practice. London: Palgrave Macmillan.
- 2 MUSIC, G., 2011. Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development. Hove: Psychology Press.
- 3 PETRIE, P., 2011. Communication Skills for Working with Children and Young People: Introducing Social Pedagogy. London: Jessica Kingsley.
- 4 PETRIE, P., BODDY, J., CAMERON, C., HEPHINSTALL, S., MCQUAIL, S., SIMON, A. and WIGFALL, V., 2005. Pedagogy: A holistic, personal approach to work with children and young people across services. London: Thomas Coram Research Unit.
- 5 UNGAR, M., 2005. Ed. Handbook for Working with Children and Youth: Pathways towards Resilience Across Cultures and Contexts.