

Module Code:	SOC532
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Module Title:	Sexual Development and the Impact of Abuse
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Level:	5	Credit Value:	20
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Cost Centre(s):	GASW	<u>JACS3</u> code:	C842
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School:	Social & Life Sciences	Module Leader:	Dr Vivienne Dacre
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
FdA Therapeutic Child Care	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: 11/01/2018
 With effect from: 01/09/2019
 Date and details of revision:

Version no: 1

 Version no:

Module Aims

To acquaint students with current theories, models and explanations of therapeutic child care in relation to working with children who have been sexually abused.
 To increase awareness and understanding regarding safe working practices and to learn useful strategies and skills when working with children who may be vulnerable and / or display sexually harmful behaviour.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Understand the legislative and policy framework for safeguarding and protecting children from abuse, including sexual exploitation;	KS1	KS4
2	Critically evaluate the impact of sexual abuse upon child development;	KS1	KS4
		KS3	KS9
3	Understand the importance of sexual health and education for children and young people who have been sexually abused;	KS1	KS3
		KS4	KS9
4	Critically evaluate risk behaviours in children within a resilience-based intervention model.	KS1	KS3
		KS4	KS9

Transferable skills and other attributes

Written skills, IT; Problem solving; Organising; Working to deadlines; Making decisions; Research skills.

Derogations

None

Assessment:

Indicative Assessment Tasks:

1. Undertake a ten-minute presentation answering one out of a choice of questions
2. Accompany this with a 2,000-word essay related to the topic.

Indicative question:

'Why is it important that children looked after receive sexual health and relationship education; justify your answer with reference to research reports.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 4.	Presentation	40%		10 mins
2	2,3.	Essay	60%		2,000 words

Learning and Teaching Strategies:

The module will be taught through a blended learning approach of face to face classroom sessions and e learning. Tutors will engage with students through the medium of the VLE. Additional support will be accessed through group or individual tutorials.

Work-based learning: During this module students will be expected to carry out a range of activities in the workplace these are some examples:

- Observe and intervene in situations where the child displays sexualised behaviours. Complete a reflective commentary, which identifies your thoughts, feelings and actions. Discuss what you have learned about yourself, the child and the organisation within supervision.
- Research the agency policy in relation to sexual health and relationships. Examine role boundaries regarding sexual health education. Clarify your understanding within supervision.
- Attend a PSHE (personal, social, health and economic) education session and evaluate this in relation to the needs of a child or young person or attend a case discussion, which includes a child's PSHE plan.
- In supervision explain three ways that a worker can support a child to develop strategies for making safe choices

Syllabus outline:

Revision related to policy, law and organisational contexts regarding the role of the State in protecting and safeguarding children from sexual abuse
 Sexual development theoretical perspectives
 Psychoanalytic theory of personality and psychosexual development
 Cognitive development
 Moral development
 Assessment of high risk behaviours
 Attitudes and beliefs in relation to sexuality and sexual abuse of children
 Resilience led models of intervention.
 Protective factors, safer choices
 Promoting trusting and respectful relationships
 Sexual orientation and sexual identity
 CSE: Screening and assessment
 Evidenced based models – The good lives model
 Models of grooming

Indicative Bibliography:

Essential reading

Daniel, B., Wassell, S. and Gilligan, R. (2010), *Child Development for Child Care and Protection Workers* (2nd edition). London: Jessica Kingsley Publishers.

Pearce, J. (2009), *Young People and Sexual Exploitation: 'its not hidden you just aren't looking'*. London: Routledge

Other indicative reading

Burtney, E., Duffy, M. (Eds) (2004), *Young People and Sexual Health: Individual, Social, Policy Contexts*. Basingstoke: Palgrave Macmillan.

Chaffin M. (2008), 'Our minds are made up—Don't confuse us with the facts: Commentary on policies concerning teen and preteen juvenile sex offenders', *Child Maltreatment*, Vol.13, pp.110-121.

Lussier, P., Blokland, A. (2013), 'The adolescent-adulthood transition and Robins's continuity paradox: Criminal career patterns of juvenile and adult sex offenders in a prospective longitudinal birth cohort study', *Journal of Criminal Justice*, Vol.42, pp.153-163.