

MODULE SPECIFICATION FORM

Module Title: Advanced Practice in Therapeutic Child Care	Level: 6	Credit Value: 20
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Module code: SOC608	Cost Centre: GAPE	JACS3 code: L520
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Trimester(s) in which to be offered: 3	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: - Version no: 1
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Existing/ New :	Title of module being replaced (if any):
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Originating Academic Department: Education	Module Leader: Jackie Raven
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Module duration (total hours): 200 Scheduled learning & teaching hours: 48 Independent study hours: 152 Placement hours:	Status: core/option/elective (identify programme where appropriate): CORE
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Programme(s) in which to be offered: BA (Hons) Therapeutic Child Care	Pre-requisites per programme (between levels):
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<p>Module Aims:</p> <p>To critically examine and apply therapeutic methods and approaches. To critically analyse the opportunities and challenges inherent in both individual work with a child and in group-work, within different group care settings.</p>
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Intended Learning Outcomes:

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

1. Critically examine and apply therapeutic methods and approaches (KS1,KS2,KS3,KS5)
2. Synthesise advanced knowledge in relation to an area of particular interest relating to therapeutic child care (KS1,KS2,KS3,KS4,KS5,KS6)
3. Recognise and evaluate the opportunities and challenges inherent in individual work in a group care setting (KS1,KS2,KS3,KS5,KS6)
4. Recognise and evaluate the opportunities and challenges inherent in group-working within a group care setting (KS1,KS2,KS3,KS5,KS6)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:

A 2,000 word case study providing considered examination of a student's own work with an individual or group and a 10 minute presentation of the case study

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2, 3,4	Case Study	100%		2,000 10 mins

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. The module also includes some seminar work, based on prior reading.

Syllabus outline:

Key themes within the therapeutic milieu
Theory and models, Psychodynamic/Systems theory
Trauma informed care
Play as a means of recovery
Groups and groupings
The planned environment, therapeutic management of daily life
Direct work with individuals and groups
Focused approaches: Groupwork, Life Story Work
Managing transitions

Bibliography:Essential reading:

McMahon, L. (2009), *The Handbook of Play Therapy & Therapeutic Play*. Second Edition, London, Routledge
Ryan, T and Walker, R. (2007), *Life Story Work: A Practical Guide to Helping Children Understand their Past*. London, BAAF.
Steele, W. and Malchiodi, C. A. (2012), *Trauma-Informed Practices with Children and Adolescents*. East Sussex, Routledge.

Other indicative reading:

Doel, M. (2006), *Using Groupwork*. London: Routledge
Cattanach, A. (2008), *Narrative Approaches in Play with Children*. London: Jessica Kingsley Publishers.
Geldard, K. and Geldard, D. (2001), *Working with Children in Groups*. Hampshire: Palgrave.
Ward, A. and McMahon, L. (eds) (2001), *Helping Families in Family Centres: Working at Therapeutic Practice*. London: Jessica Kingsley Publishers.
Walker, S. (2005), *Culturally Competent Therapy: Working with Children & Young People*. Basingstoke: Palgrave MacMillan.