

<b>Module Code:</b>	SOC629
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<b>Module Title:</b>	The Therapeutic Environment
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<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GASW	<b>JACS3 code:</b>	C880
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Dr Vivienne Dacre
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BA (Hons) Therapeutic Child Care (Top Up)	✓	<input type="checkbox"/>

<b>Pre-requisites</b>

**Office use only**

Initial approval: 11/01/2018

Version no: 1

With effect from: 01/09/2019

Date and details of revision:

Version no:

## Module Aims

To develop student's knowledge and understanding in relation to theories of group living as a therapeutic milieu. To critically examine relationship-based approaches to support therapeutic group living in residential childcare settings and foster care.

## 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	
1	Critically analyse theories about groups as they relate to group living with children and young people.	KS1	KS5
		KS6	
2	Critically analyse theories about how the physical environment can support well-being in a group setting.	KS2	KS5
		KS6	
3	Explain in detail theories about organisational structures that support therapeutic relationships and post traumatic growth within a group setting.	KS4	KS5
		KS6	
4	Demonstrate critical reflection of the impact of the team's practice and behaviour on children and young people's experience of group living.	KS2	KS5
		KS3	KS8
5	Evidence personal critical reflection on the impact of own practice and behaviour on children and young people's experience of group living.	KS3	KS5
		KS8	

**Transferable skills and other attributes**

Written skills, IT; Problem solving; Organising; Working to deadlines; Making decisions; Research skills, career management skills, professional development.

**Derogations**

None

**Assessment:**

Indicative Assessment Tasks:

A critical reflection on group living as a therapeutic approach to support post traumatic growth.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5.	Essay	100%		3,000

**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.

**Syllabus outline:**

Trauma informed care and psychologically informed environments;  
 Psychodynamic and group-analytic approaches for understanding behaviour;  
 Ecological and systems theory and structures of support;  
 Boundary and space: Emotional containment, principles for group living;  
 Establishing and maintaining safe relationships, concern, preoccupation, attunement and emotional involvement;  
 Structure and routines;  
 The role of personal commitment and personal involvement in therapeutic child care;  
 Formal support structures and mechanisms, the quality and cohesiveness of the staff team;  
 External boundaries and the role of consultation.

**Indicative Bibliography:**

**Essential reading**

Steele, W. Malchiodi, C. (2012), *Trauma-informed practices with children and adolescents*. East Sussex: Routledge.

Ward, A. (2006) *Working in a group care setting: social work and social care in residential and day care settings*. Second Edition. BASW/Policy Press Bristol

**Other indicative reading**

Berridge, D., Biehal, N. and Henry, L. (2012), 'Living in children's residential homes: Research report' (DFE-RR201). London: Department for Education.

De-Lucia-Waak (2006), *Leading psychoeducational groups for children and adolescents*. Sage Publications Ltd

Dorrer, N., McIntosh, I., Punch, S., Emond, R. (2010), 'Children and food practices in residential care: Managing ambivalence in the institutional home', *Children's Geographies*, Vol. 8 No. 3, pp.227-232.

Jack, G. (2010), 'Place matters: The significance of place attachments for children's wellbeing', *British Journal of Social Work*, Vol. 40, pp.755-771.

Kornerup, H. (Ed.) (2009), "*Milieu Therapy*" with children: *Planned environment therapy in Scandinavia*. Lejre: Forlaget Perikon.

Menzies-Lyth, I. (1988), *Containing anxieties in institutions: Selected Essays Vol 1*. London: Free Association Books.

Walker, S. (2005), *Culturally competent therapy: working with children & young people*. Palgrave McMillan.