

<b>Module Code:</b>	SOC437
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<b>Module Title:</b>	Adverse Childhood Experiences (ACE) and the Protective Environment
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<b>Level:</b>	4	<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>	Emyr Owen
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Placement	N/A hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
Standalone Module – Aligned with FdA Therapeutic Child Care	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<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 students understanding of the impact of adverse childhood experiences (ACEs) upon development throughout the life course. To acquaint students with current explanations of childhood abuse and neglect on long term health outcomes, health risk behaviour, mental health, criminal justice and violence across the life course. To apply emerging research into ACE focusing on trauma informed interventions that promote resilience and well-being.

**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	Demonstrate with clarity how adverse childhood experiences (ACEs) contribute to poor life-course health and social outcomes;	KS1	KS5
2	Use the ACE format to identify critical adverse childhood events that impact child development;	KS3	KS5
3	Understand and describe trauma sensitive interventions to support felt safety and the building of trust;	KS1	KS9
		KS6	
4	Utilise reasoning and argument to clarify understanding of a resilience led approach to practice.	KS9	KS6
		KS8	

**Transferable skills and other attributes**

Demonstrate information management skills including the ability to take different perspectives into account and integrate assessments  
 Explore a range of approaches and perspectives to address problem solving  
 Begin to manage personal and professional development.  
 Demonstrate research and written skills

**Derogations**

None

**Assessment:**

## Indicative Assessment Tasks:

A 3,000 word essay exploring the application of ACE's research within the practical work setting of the student, demonstrating understanding of a trauma informed approach to child development and well-being.

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	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:**

Definition of ACE's  
 Exploring the impacts across the Life Course  
 Explore the populations most effected.  
 Impact of ACE's on health and well-being  
 Explore how ACE's effects can be minimized  
 Explore a range of case studies and research methodologies  
 Trauma theory and research: investigate the role of safe, stable, nurturing relationships (SSNRs)

## Indicative Bibliography:

### Essential reading

Barton, S., Gonzalez, R. and Tomlinson, P. (2012), *Therapeutic residential care for children and young people: an attachment and trauma-informed model for practice*. London: Jessica Kingsley Publishers.

Bellis MA, Hughes K, Leckenby N, (2014) National household survey of adverse childhood experiences and their relationship with resilience to health harming behaviours in England. *BMC Medicine*. Vol. 12 pp.72.

### Other indicative reading

Anda, RF. Butchart, A., Felitti, VJ., Brown DW. (2010), Building a framework for global surveillance of the public health implications of adverse childhood experiences. *AM J Prev Med*. Vol. 39, No. 1, pp.93-8.

Edwards, VJ., Dube SR., Felitti VJ., Anda RF. (2007), It's OK to ask about past abuse. *Am Psych*. Vol. 62, No.4, pp.327–328.

McGee C, Hughes K, Quigg Z, Bellis, MA. Larkin W, Lowey, H. (2015) A scoping study of the implementation of Routine Enquiry about Childhood Adversity (REACH). Liverpool: CPH. Available from <http://www.cph.org.uk/wp-content/uploads/2015/07/REACH-Scoping-Study-BwD.pdf>

Perry, B. and Szalavitz, M. (2006) *The Boy who was Raised as a Dog and Other Stories from a Child Psychiatrist's Notebook. What Traumatized Children Can Teach us About, Loss, Love and Healing*. New York: Basic Books.

Welsh Adverse Childhood Experiences (ACE) Study  
<http://www.cph.org.uk/wp-content/uploads/2016/01/ACE-Report-FINAL-E.pdf>