

MODULE SPECIFICATION PROFORMA

Module Title: Risk, Resilience and Recovery	Level: 5	Credit Value: 20
---	----------	------------------

Module Code: EDC 532	Cost Centre: GAEC	JACS3 Code: X300
-------------------------	-------------------	------------------

Trimester(s) in which to be offered: 1/2	With effect from: December 2017
--	---------------------------------

Office use only: To be completed by AQSU:	Date approved: August 2016 Date revised: December 2017 Version no: 2
---	--

Existing/New: Existing	Title of module being replaced (if any):
------------------------	--

Originating Business Division: Social and Life Science	Module Leader: Louise Jones
--	-----------------------------

Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate): Core – BA (Hons) Families and Childhood Studies
Scheduled learning & teaching hours 40	
Independent study hours 135	
Placement hours 25	

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies	Pre-requisites per programme (between levels): None
--	--

Module Aims: To support children, young people and families to manage pressures and demands arising from both daily and significant life events, so as to promote resilience and aid personal recovery.

Intended Learning Outcomes

At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Critique the key principles and factors of personal resilience.
2. Evaluate the concept, models and processes of personal recovery.
3. Evaluate resilience and recovery strategies/therapeutic interventions.
4. Critically discuss how some of these interventions, which do not rely on trained counsellors and mental health professionals, can be used by child/family practitioners within settings.

Key skills for employability () covered by this module:*

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/professional development, self-management) (*)
10. Numeracy

Assessment:

An information booklet aimed at child/family practitioners. This booklet should contain information on the key principles and models of personal 'resilience' and 'recovery' and examples of resilience and recovery approaches, highlighting approximately two to three therapeutic interventions which could be used *in practice* by child/family practitioners.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Practical	100%	4,000c

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, group work, practical activities, external speakers, review of video/DVD material and peer discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- Exploring resilience (principles; psychological; biological and social perspectives; risk factors; capacity- effective/adaptive management)
- Consider the impact certain daily practices and significant life events might have on personal resilience and well-being.
- Key models and processes in personal recovery +(e.g. Risk and Resilience model/Tidal Model)
- Views, perceptions and stigma towards risk, resilience and recovery.
- Interventions (psychodynamic for under 5s; therapeutic; psychotherapy; counselling; cognitive behavioural therapy; systemic family therapy; psychopharmacology).
- Role of agencies (e.g. child and adolescent mental health service)
- Role of child/family practitioner: discussion and practical application of the competencies, skills and approaches required to promote the resilience and well-being of children, young people and families (e.g. ethics, empathy, confidentiality, effective communication, listening and interpersonal skills; reflection; therapeutic/creative interventions).

Bibliography

Essential reading:

Burton, M. Pavord, E. and Williams, B. (2014), *An Introduction to Child and Adolescent Mental Health*. London: Sage

Geldard, K., Geldard, D. and Yin Foo, R. (2013), *Counselling Children*. London: Sage

Pilgrim, D., (2014), *Key Concepts in Mental Health*. Third Edition. London: Sage.

Sawer, E. and Burton, S. (2016), *A Practical Guide to Early Intervention and Family Support*. London: Jessica Kingsley Publications

Other indicative reading:

Daniels, D. Jenkins, P. (2000), *Therapy with Children: Children's Rights, Confidentiality and the Law*. London: Sage

Geldard, K., Geldard, D. and Yin Foo, R. (2016), *Counselling Adolescents*. Fourth Edition. London: Sage

Golding, K. (2014), *Using Stories to Build Bridges with Traumatized Children*. London: Jessica Kingsley Publishers

Homeyer, L.E. and Sweeney, D.S. (2011), *Sand Tray Therapy: A Practical Manual*. Second Edition. East Sussex: Routledge

Malchiodo, C. and Crenshaw, D. (2014), *Creative Arts and Play Therapy for Attachment Problems* New York: Guilford Press

Padmore, J. (2016), *The Mental Health Needs of Children and Young People*. Maidenhead: Open University Press

Prever, M. (2010), *Counselling and Supporting Children and Young People*. London: Sage

Schaefer, C. and Drewes, A. (2013), *The Therapeutic Powers of Play: 20 Core Agents of Change*. Second Edition. New Jersey: John Wiley & Sons

Veale, F. (2013), *Early Years for Level 4 and 5 and the Foundation Degree*. London: Hodder Education.

Journals:

Society and Mental Health

Journal of Mental Health

Journal of Psychiatric and Mental Health Nursing

Mental Health Today

Journal of Mental Health

Children and Society

Journal of Family Issues

Pastoral Care in Education

British Journal of Guidance and Counselling Childhood.

Counselling and Psychotherapy Research (BACP)

Web-sites:

Minded – www.minded.org.uk

Royal College of Psychiatrists – <http://www.rcpsych.ac.uk/expertadvice/youthinfo>

Youngminds – www.youngminds.org.uk

Choice and Partnership Approach (CAPA) – www.camhsnetwork.co.uk

Anxiety UK - www.anxietyuk.org.uk