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| Module Title: | Children and Families | |
| Language of Instruction: | English | |
| Credits: | 5 | |
| NFQ Level: | 7 | |
| Module Delivered In | 2 programme(s) | |
| Teaching & Learning Strategies: | The learning outcomes detailed above will be achieved through the following teaching methodologies; • Lectures - communication of knowledge and ideas from the lecturer to the student. • Problem Solving Exercises – students will work as part of a team and will work together to resolve various social care scenarios. • Class Discussion/Debate/ Case Studies - Students will be encouraged to actively participate in the class sessions which will develop their analytical and communication skills. • E-Learning – It is envisaged that the module will be supported with on-line learning materials. • Self-Directed Independent Learning – the emphasis on independent learning will develop a strong and autonomous work and learning practices. | |
| Module Aim: | The aim of this module is to support learners to develop an awareness of social care work with children and families. The module will explore the value of working with children and families from various theoretical perspectives. Students will get the opportunity to appraise the range of interventions and ongoing support frameworks utilised in working with children and families. | |
| Learning Outcomes | | |
| On successful completion of this module the learner should be able to: | | |
| LO1 | On completion of the module students will be able to demonstrate an understanding of the theoretical frameworks for working with children and families across the lifespan. D1 - P19,23. D2- P,12,17. D3 - P,1,2,4,5,6,10. D5- P1,2,3,6,7,8,9,10,11,12,13,15. | |
| LO2 | Understand the role and purpose of building and maintaining relationships with children and families to effectively implement a range of practical, technical and practice interventions. D1 - P1,2,3,5,6,9,14,17,19,22. D2- P,6,12,13,17. D3 - P,1,2,4,5,6,7,8,10,13. D4- P,5. D5- P,6,8,9,10,11,12,15. | |
| LO3 | Develop an awareness of their own characteristics, values and practice on their interactions with service users D1 - P 22. | |
| Pre-requisite learning | | |
| Module Recommendations <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i> | | |
| 9947 | DISB C2701 | Disability and Positive Ageing |
| 9986 | PRTC C2702 | Supervised Professional Practice 1 |
| Incompatible Modules <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i> | | |
| No incompatible modules listed | | |
| Co-requisite Modules | | |
| No Co-requisite modules listed | | |
| Requirements <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i> | | |
| No requirements listed | | |

Module Content & Assessment

Indicative Content

Theories of the Family.

Students will explore the different theoretical approaches to studying family dynamics to include; Family systems; Developmental, Family Stress, Coping & Adaptation Theories: Conflict and Resilience theory; Stages of Change theory & Motivational Interviewing; Hardiker model. D1 P-19,23,D - P 12,17,D3- P1,2,4,5,6,10. D5 - P1,2,3,6,7,8,9,10,11,12,13,15,

Practice Frameworks:

Partnership approach with families and other professionals using the following frameworks, the Childs World; Use of parenting programmes eg Strengthening families, Parents Plus, Triple P; Buckley's Assessment framework. Use of professional supervision as a worker. D1- P 1,2,3,5,6,9,14,17,19,22. D2 - P6,12,13,17. D3- P1,2,4,5,6,7,8,10,13. D4- P5. D5- P,6,8,9,10,11,12,15.

Interventions, Services and Supports for families,

Working within Social Policy for example TUSLA (eg Prevention, Partnership and Family Support PPFN), and using interdisciplinary work like the Child and Youth Family Support Services. Using the 'Whatworks' framework. Planning and the process of direct work with children and families. Dealing with separation & loss. Trauma informed practice. D1- P1,2,3,4,5,6,9,10,14,15,17,19,22. D2- P1,,6,12,13,15,17. D3- P1,2,4,5,6,7,8,10,13. D4- P,5,D5,6,8,9,10,11,12,15.

| Assessment Breakdown | % |
|-----------------------|---------|
| Continuous Assessment | 100.00% |

Continuous Assessment

| Assessment Type | Assessment Description | Outcome addressed | % of total | Assessment Date |
|-----------------|--|-------------------|------------|-----------------|
| Case Studies | Case study will provide the student with the opportunity to demonstrate their ability to analyse and evaluate the use of social care theory, select an appropriate intervention, method and approach and apply to work with children and families. D1 - P1,2,3,4,5,6,9,10,14,15,17,19,20, 22,23. D2 - P1,6,12,13,15,17. D3- P1,2,4,5,6,7,8,10,13. D4 - P5. D5- P 1,2,3,6,7,8,9,10,11,12,13,15. | 1,2,3 | 100.00 | n/a |

No Project

No Practical

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

Module Workload

| Workload: Full Time | | |
|----------------------------|--------------------|--|
| <i>Workload Type</i> | <i>Frequency</i> | <i>Average Weekly Learner Workload</i> |
| Lecture | 12 Weeks per Stage | 3.00 |
| Independent Learning | 15 Weeks per Stage | 5.93 |
| Total Hours | | 125.00 |

Module Delivered In

| Programme Code | Programme | Semester | Delivery |
|----------------|--|----------|-----------|
| CW_HWPSC_B | Bachelor of Arts (Honours) in Applied Social Studies in Professional Social Care | 5 | Mandatory |
| CW_HWPSC_D | Bachelor of Arts in Applied Social Studies in Professional Social Care | 5 | Mandatory |