

MODULE SPECIFICATION FORM

Module Title: Communication Within a Therapeutic Frame	Level: 5	Credit Value: 20
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Module code: SOC503	Cost Centre: GAPE	JACS3 code: C852
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Trimester(s) in which to be offered: 2	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: Vivienne Dacre
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Module duration (total hours): 200 Scheduled learning & teaching hours: 110 Independent study hours: 90 Placement hours	Status: core/option/elective CORE (identify programme where appropriate):
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Programme(s) in which to be offered: FdA Therapeutic Child Care	Pre-requisites per programme (between levels):
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<p>Module Aims:</p> <p>To acquaint students with current theories, models and explanations of communication in therapeutic child care. To develop practice skills in empathetic communication as a core skill of an authoritative parenting style.</p>

Intended Learning Outcomes:

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

1. Demonstrate with confidence the key skills required for effective communication that empowers children to participate in decisions affecting their lives (KS1, KS2)
2. Demonstrate comprehensive understanding of the application of theories of communication to therapeutic child care practice (KS1, KS3)
3. Critically evaluate a range of communication methods essential for communication with children (KS1, KS2, KS3, KS5)
4. Analyse the effectiveness of an authoritative style of communication with children (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:

Students provide a DVD presentation of a ten minute role-play demonstrating their communication skills. Access to recording equipment is clarified in the priming lecture at the start of the module. The recording is accompanied with a 2,000 word commentary which analyses the communication skills demonstrated by the student within their role-play. The commentary must demonstrate comprehensive understanding of theories of communication and include a critical reflection of their learning within this process.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Practical	100%		DVD and 2,000 word commentary

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

Work-based learning:

To meet the learning outcome of this module at a minimum each student will be given the opportunity to

- Undertake observation of children and staff interacting with each other in informal conditions
- Undertake observation of a member of staff conducting formal interviews/ engagements with child/young person
- Undertake direct informal engagement with children and young people
- Undertake direct formal interviews/ engagement with children and young people
- Promote opportunities in which the child can have a say in the service they receive.
- Support a child to voice their opinion within a children's meeting
- Demonstrate empathetic communications and gain feedback from both a colleague and the child

Syllabus outline:

Use of self: Styles and skills –person centred theory– strengths based approaches

Use of self: Styles and skills – theory and research - effective parenting/ managing conflict

Practical application: listening and attending skills

Communication techniques: interviewing/ Life Story/ use of play

Participation: theories and themes

Empathy and empowerment in the healing process: empathic and symbolic communication

Using play and creative arts in communication

Communication across cultural and social differences: Children's rights/ identity/ culture

Bibliography:

Essential reading:

Geldard, K. and Geldard, D. (2008), *Counselling Children. A Practical Introduction*. Third Edition. London: SAGE Publications.

Luckock, B. and Lefevre, M. (eds) (2008), *Direct Work: Social Work with Children and Young People in Care*. London: BAAF.

Ward, A. (2002), Opportunity Led Work: Maximising the Possibilities for Therapeutic Communication in Everyday Interactions. *Therapeutic Communities* Vol. 23 (2) 111-124

Other indicative reading:

Cattanach, A. (2008), *Narrative Approaches in Play with Children*. London: Jessica Kingsley Publishers.

McLeod, A. (2008), *Listening to Children: A Practitioner's Guide*. London: Jessica Kingsley Publishers.

Ryan, T. and Walker, R. (2007), *Life story: Work*. Third Edition. London: BAAF.

Thompson, N. (2009), *People Skills*. Third Edition. Hampshire: Palgrave Macmillan.