

Module Code:	SOC504
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Module Title:	Trauma and Resilience
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Level:	5	Credit Value:	20
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Cost Centre(s):	GASW	JACS3 code:	C842
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School:	Social & Life Sciences	Module Leader:	Dr Vivienne Dacre
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

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

Pre-requisites

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 knowledge and understanding of current psychological theories of the impact of trauma on the developing child. To enable students to identify methods which promote resilience and post traumatic growth.

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 explain how trauma impacts a child's emotional development and mental health.	KS1	KS5
2	Apply comprehensive understanding of risk and protective factors in relation to times of stress and adversity.	KS1	KS4
3	Demonstrate comprehensive understanding of why children might develop maladaptive coping strategies and how these can be understood in the therapeutic process of post traumatic growth.	KS1	KS6
4	Utilise critical thinking, reasoning, argument and understanding of a resilience-led approach to practice.	KS1	
5	Demonstrate comprehensive understanding of different ways of promoting resiliency in children in day to day practice.	KS1	KS3

Transferable skills and other attributes

Written skills, IT; Problem solving; Organising; Working to deadlines; Making decisions; Research skills.

Derogations

None

Assessment:

Indicative Assessment Tasks:

Bespoke workbook, including a 1,000 word commentary, focusing on the impact of trauma on a specific child or group of children and the promotion of resilience.

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

Work-based learning: During this module students will be expected to carry out a range of activities in the workplace these are some examples:

- Develop a plan to maximise appropriate opportunities for a child or young person to develop their ethnic and religious identity and discuss this within a team meeting
- In supervision with your line manager discuss three ways that you can encourage a child to take responsibility. Make a list of those things that will promote self-esteem and self – efficacy for a child.
- Observe a contact visit with a child's family and consider how you might support the child to stay connected with key people.

Syllabus outline:

Module Introduction
 Child development/ impact of trauma/attachment/neurodevelopment
 Theories of trauma, neurobiology,
 Stress response system, dissociation, hyper vigilance,
 Adaptive mental and physical responses to trauma: maladaptive coping – self harm
 Application of the theoretical context
 Approaches and practice application
 Trauma and attachment informed models
 Post traumatic growth, strengths perspectives and resilience
 Vicarious trauma, vicarious resilience Vicarious Trauma and Resilience within the Team of Adults

Indicative Bibliography:

Essential reading

Gilligan, R. (2009), *Promoting Resilience: Supporting Children and Young People who are in Care, Adopted or in Need*. London, British Association for Adoption and Fostering.

Steele, W. Malchiodi, C. (2012), *Trauma-Informed Practices with Children and Adolescents*. East Sussex, Routledge.

Other indicative reading

Barton, S. Gonzalez, R. Tomlinson, P. (2012), *Therapeutic Residential Care for Children and Young People. An Attachment and Trauma-Informed Model for Practice*. London, Jessica Kingsley Publishers.

Farragher, B. Yanosy, S. (2005) Creating a trauma-sensitive culture in residential treatment. *Therapeutic Community: The International Journal for Therapeutic and Supportive Organizations* 26(1): 97-113.

Perry, B. 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.