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Module Code:	EDN610
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Module Title:	Working with Adverse Experiences in Childhood
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Level:	6	Credit Value:	20
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Cost Centre(s):	GAEC	JACS3 code:	X300
		HECoS code:	100456

Faculty	SLS	Module Leader:	Chris Taylor
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Scheduled learning and teaching hours	24 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA(Hons) Working with Children and Families	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only	
Initial approval: 03/04/2020	Version no: 1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

Module Aims

This module aims to examine the role of multi-agency working in relation to childhood and families to enable the student to understand and analyse the process of identification of need and the provision of support. It will specifically focus on Adverse Childhood experiences.

Module Learning Outcomes - at the end of this module, students will be able to

1	Critically evaluate the range and remit of multi-agency services in relation to childhood and families.
2	Develop a detailed understanding of the process required to identify children and families in need of support.
3	Critically analyse the role of multi-agency services in relation to supporting children and families with a specific need for intervention.
4	Develop a specific understanding of the support requirements for children and families facing Adverse Childhood Experiences.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	
Enterprising	
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	
Organisation	A
Leadership and team working	IA
Critical thinking	A
Emotional intelligence	IA
Communication	IA
Derogations	
N/A	

Derogations

Assessment:

Indicative Assessment Tasks:

Participants will be required to complete a report of up to 4000 words.

Report – Build a report based on a case study of a child and family in which the student must detail the process for identification of need, the support services available, the specific intervention required and the desired outcome.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Report	100%

Learning and Teaching Strategies:

A variety of learning and teaching strategies may be used to include a selection from:

- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials
- Directed study tasks

Each module will be supported by a Moodle module space in line with the University minimum requirements.

Syllabus outline:

The following provides an indicative module content:

- Identify the range of multi-agencies as they apply to childhood and examine their remit with regards to the family unit.
- Understand the legislation and guidance which support multi-agency practice.
- Understand the process required to identify children and families in need of support. Critically examine the factors involved in this process, including accessibility, perception and practice.
- Analyse the role of multi-agencies in supporting children and families with an identified need.
- Explore the specific support systems which may be required for children and families with identified Adverse Childhood Experiences.

Syllabus outline:

Please note that 'inclusive practice' is a core theme running throughout all relevant modules. Therefore when delivering your module content please ensure that reference is made to 'inclusivity' within the context of your delivery.

Indicative Bibliography:**Essential reading**

Waite, R. and Ryan, R.A. (2019), *Adverse Childhood Experiences*. Abingdon: Routledge

Walker, G. (2018), *Working Together for Children: A Critical Introduction to Multi-agency Working*. London: Bloomsbury

Other indicative reading

Bellis, M.A., Hughes, K. and Leckenby, N. (2014), *National household survey of adverse Childhood experiences and their relationship with resilience to health harming behaviours in England*. Available from:

<https://bmcmmedicine.biomedcentral.com/articles/10.1186/1741-7015-12-72>

[Electronically accessed 26/02/2020]

Burke-Harris, N. (2018), *The Deepest Well*. New York NY: Houghton-Mifflin Harcourt.

Davies, J. and Smith, M. (2012), *Working in Multi-professional contexts*. London: Sage

Gasper, M. (2010), *Multiagency working in the Early Years: Challenges and Opportunities*. London: Sage.

Leith, L. (2017), *Action steps using ACEs and trauma-informed care: a resilience model*.

Available from:

<https://healthandjusticejournal.biomedcentral.com/articles/10.1186/s40352017-0050-5>

[Electronically accessed 26/02/2020]

Littlechild, B. and Smith, R. (2013), *A Handbook for Interprofessional Practice in the Human Services*. Harlow: Pearson.