

Module Details	
Module Title:	Direct Work: Effective Interventions with Children
Module Code:	SOW5011-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Social Sciences
Subject Area:	Social Work
FHEQ Level:	FHEQ Level 5
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	30
Seminar	3
Directed Study	167

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims
To develop your knowledge and critical understanding of effective interventions with children and young people. To apply underlying concepts and principles of working effectively with children and young people to a range of different practice settings.

Outline Syllabus
The social construction of childhood; direct work with children and young people (utilising art, play, role play and other therapeutic techniques for assessment and intervention); engaging with and working in an empowering way with children and young people; culturally appropriate

responses; working with children who have experienced trauma; assessing and dealing with risk; infant determinism; child abuse; child sexual exploitation; principles of early help; substance use by young people; children's mental health and mental distress; children's policy and underpinning ideologies; interventions to support children and young people; looked after children in the care system; reflective practice.

Learning Outcomes

1	Demonstrate knowledge and critical understanding of effective work with children and young people, and of the way in which those principles have developed.
2	Critically evaluate the appropriateness of different approaches to working with children and young people.
3	Evaluate the impact of interpersonal relationships and wider familial context (finance, health, community, housing etc.) on children and young people and their wellbeing.
4	Understand the role of the social and political context in work with children and young people.
5	Analyse the factors and processes that facilitate effective collaboration and partnership working with children, young people and other agencies, recognising the limits of your knowledge and how this influences analyses and interpretations.
6	Apply underlying concepts and principles to a range of practice settings
7	Use analytical skills in relation to a range of practice based scenarios involving children and young people.
8	Develop and present clear, well-informed arguments in writing, drawing upon relevant academic sources.

Learning, Teaching and Assessment Strategy

The module will be taught through a mixture of lectures, seminar groups and group exercises. As you will be learning direct work techniques to undertake with families, we will be practising many of these in class.

In 3 weeks, two hours of lecture will be followed by an hour long seminar where you will be offered formative feedback on your project including direct work materials and underpinning theory.

Guest speakers from relevant agencies and/or professions will also be invited to offer workplace perspectives and to enhance student connections between theoretical and therapeutic approaches.

You will be assessed on your ability to demonstrate that you can:

Interpret and analyse examples of theoretical perspectives and apply them to working with children and young people;

Critically analyse current research and contemporary approaches/interventions to practice work with children and young people;

Develop a project for undertaking direct work with children, including the production relevant materials;

Apply anti-oppressive practice.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Formative	Coursework	Plans for rationale critically analysing underpinning theory and development of direct work materials	Feedback in seminars	%
Summative	Coursework	Portfolio: Development of direct work project including materials for the project and a rationale addressing the key themes and issues in the module.	2000 words rationale plus direct work materials.	100%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html .

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.