

MODULE SPECIFICATION

KEY FACTS

Module name	Child Protection: Managing Risk and Resilience Together
Module code	NMM400
School	School of Health Sciences
Department or equivalent	Division of Nursing
UK credits	15
ECTS	7.5
Level	7

MODULE SUMMARY

Module outline and aims

This child protection module is aimed at any student working professionally with children, young people and/or their families and carers. The main learning objectives will focus on developing students' knowledge and awareness of the safe and ethical implementation in practice of safeguarding policy and legislative frameworks to promote effective inter-agency and collaborative practice in the statutory and voluntary sectors in line with Working together to safeguard children (HM Government, 2006).

This module will examine and evaluate knowledge and skills to understand and identify risks and vulnerability and to consider the concept of resilience and its promotion in line with the emotional well being of the child and its family. The module will be delivered collaboratively from a child health and a child and adolescent mental health perspective.

All professionals have a statutory responsibility of safeguarding children and vulnerable adults.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Analyse and critically evaluate the International evidence base available related to child protection work, policy and inter-professional practice
- Demonstrate enhanced levels of knowledge and conceptual ability in relation to identification, assessment and management of risk in particular to significant harm and emotional well being.
- Critically evaluate and analyse the theories underpinning family systems and parenting variables.
- Identify and analyse the cultural, environmental and economic factors that induce risk or promote resilience in the individual and the family.
- Demonstrate a competent level of knowledge of the legal framework,

investigative processes and professional accountability in the safeguarding of children.

Skills:

- Develop and manage effective local inter-professional partnerships and develop strategies for early identification and intervention in relationship to safeguarding children.
- Explore the complexities and dynamics of conscious and unconscious communication in child protection work with families.
- Participate in developing and disseminating local policies and guidelines relating to the mental health and well-being of the child, young person and their families/carers.

Values and attitudes:

- Recognise the professionals' duty of care to children within their families and the complexities of formal power and how this impacts on practice.
- Develop and sustain collaborative inter-professional relationships including conflict negotiation and management.
- Explore critically through reflection and discussion the factors at an inter-personal, intra-personal and systemic level which can impact on practise delivery, equity of access and parity of service provision across agencies and boundaries.
- Critically analyse the influence of culture and diversity when working within the complexities of the child protection system considering anti-oppressive and anti-discriminatory practice including the perspectives of service users and carers.

HOW WILL I LEARN?

The module will be delivered over 7 study days. Each day will include the following activities:-

- Reflective Practice Seminars
- Lectures
- Journal group seminar

Teaching pattern:

This module will run every year in Term Three (Summer term) over seven consecutive weekly study days, taking place over the first year of the MSc programme.

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Mental	Seminar	14	61	0	75

Health					
Mental Health	Lecture	14	61	0	75
Totals:		28	122	0	150

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

This written assessment comprises of 3000 words and provides you with an opportunity to identify and critically analyse an area of safeguarding risk and evaluate the implications for practice, making recommendations to promote resilience. Specific learning outcomes achieved through assessment of this module are identified in the module handbook

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
3000 Word Essay	<ul style="list-style-type: none"> Written assignment, including essay 	100%	50%	N/A

Assessment criteria

Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

Feedback on assessment

Following an assessment, you will be given your marks and feedback in line with the assessment regulations and policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Assessment Regulations

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

INDICATIVE READING LIST

Bailey, S and Shooter, M (eds.) (2009). *The Young Mind; An essential guide to mental health for young adults, parents and teachers.* Bantam Press.

Barker, J. and Hodes, D. (2007) *The Child in Mind A Child Protection Handbook.* London: City & Hackney Primary Care Trust.

Cairns, K and Stanaway C (2004). *Learn the child: a good practice guide for social workers, carers and teachers.* British Association of Adoption and Fostering

Connolly, M, Crichton-Hill, Y and Ward, T (2005) *Culture and Child Protection: Reflexive Responses.* Jessica Kingsley Publishers.

Daniel, B. and Wassell, S (2002) *Resilience in the Early Years, the Middle Years, Adolescence (3 vols)* Jessica Kingsley London

Fitzgerald, J. (2000) *Lessons from the past: Experience of inquiries and review.* NSPCC (ed) (2001) *Out of sight, second edition.* London: NSPCC.

Jackson, C., Hill, K. and Lavis, P. (Eds.) (2008) *Child and Adolescent Mental Health Today: A Handbook.* Pavilion Publishing, Brighton, pp. 232. ISBN-10: 1841962260. ISBN-13: 9781841962269

Gilligan, R (2009). *Promoting Resilience;* BAAF, London

Hawkins, P. Shotet, R. (2007) *Supervision in the Helping Professions* Oxford: Open University Press

Harbin, F. and Murphy, M. (eds) (2000) *Substance Misuse and Child Care: How to Understand, Assist and Intervene When Drugs Affect Parenting.* Russell House Publishing.

Helman C (2007) *Culture, Health and Illness.* 5th ed London, Hodder Arnold

Howe, D (2005) *Child Abuse & Neglect, Attachment, Development and Intervention.* Palgrave Basingstoke

Leatherhard, A., (ed) (2003) *Inter-professional Collaboration From Policy To Practice.* London, New York. Routledge.

Madge, M. (2001) *Understanding Difference: The Meaning Of Ethnicity For Young Lives.* London: National Children's Bureau.

Meltzer, H. (2003) *The Mental Health of Looked After Children.* London: Office of National Statistics.

O'Hagan, K. (2007) *Identifying Emotional and Psychological Abuse: A Guide For Childcare Professionals.* Oxford: Open University Press.

Polnay, J. (2001) Child Protection in Primary Care. Oxford: Radcliffe Medical Press.
Schmidt Neven, R. (2010) Core Principles of Assessment and Therapeutic Communication with Children, Parents and families: towards the promotion of child and family wellbeing. Routledge

Southall, A (2005) Consultation in Child and Adolescent Mental Health Services. Radcliffe Oxford

Thompson, S & Thompson, N. (2008). The Critically Reflective Practitioner. Palgrave MacMillan Press

Vlemickx, K. and Smeeding, T. M. (2001) Child Wellbeing, Child Poverty and Child Policy in Modern Nations: What Do We Know? The Policy Press.

Weare, K (2008) Child and Adolescent Mental Health Today: A Handbook Pavilion Brighton

Wilson, J. (1998) Child Focused Practice: A Collaborative Systemic Approach. London: Karnac Books.

Useful Journals

Child and Adolescent Mental Health
Journal of Adolescence
Journal of Child Health Care
Journal of Interprofessional Care

Useful sites

www.ejournals.ebsco.com/Home.asp
www.dfes.gov.uk/everychildmatters
www.dfes.gov.uk
www.tso.co.uk
www.blackwellpublishing.com/journals/camh
www.doh.gov.uk
www.mind.do.uk
www.rcpsych.ac.uk
www.youngminds.co.uk
www.aimh.org.uk
www.aft.org.uk
www.cabinetoffice.gov.uk
www.cebmh.wame.ox.ac.uk
www.eppic.org.uk
www.gsccl.org.uk
www.mentalhealth.org.uk
www.ncvcco.org.uk
www.parenting-forum.org.uk
www.pippin.org.uk
www.rip.org.uk
www.scie.org.uk
www.soton.ac.uk
www.spn.org.uk
www.safeguardingchildren.org.uk
www.waimh.org.uk

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Appendix: see <http://www.hesa.ac.uk/content/view/1805/296/> for the full list of JACS codes and descriptions

CODES

HESA Code	Description	Price Group
B	Subject allied to medicine	

JACS Code	Description	Percentage (%)
B760	Mental health nursing	100%