

Module specification

1. Factual information			
Module title	NC5208: A Focus on Trauma		
Module tutor	Alex Morfaki	Level	5
Module type	Taught	Credit value	5
Mode of delivery	100% face-to-face		
Notional learning hours	50 notional hours, made up of: Lectures: 5 hours Guest speakers: 2 hours Independent study: 43 hours		

2. Rationale for the module and its links with other modules
<p>Trauma can be experienced by any child, and thus it is important that a nanny is equipped with the skills to respond and support children and families. Building on learning from NC4203: Keeping Children Safe: Safeguarding and Child Protection, NC4205: Principles of Equality, Diversity, and Inclusion and NC5205: Promoting Health in Practice, this module will provide an opportunity to look more closely at what constitutes trauma and the impact that this will have on families.</p>

3. Aims of the module
<p>The purpose of this module is to explore the impact of adverse childhood experiences in detail, applying theory and understanding of trauma and its impacts. Students will also consider how they might -within a nanny role - support children who may have experienced trauma.</p>

4. Pre-requisite modules or specified entry requirements
None.

5. Is the module compensatable?
No.

6. Learning, teaching and assessment strategy for the module
Lectures Independent research activity



6. Learning, teaching and assessment strategy for the module
Group tasks

7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Critically explore adverse childhood experiences and their impact
2. Apply concepts to demonstrate how children who have experienced trauma can be supported effectively

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf>.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2; A3	B1	C1	D2

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

Week 1: Adversity, childhood experiences and trauma: physiological, neurological and psychological implications

Week 2: Fostering security, attachments and resilience through practice: supporting children and families

9. Assessment

Assessment rationale

Students will create a written response to a case study of a child who has experienced trauma and how the child within the case study can be supported. By applying theoretical understanding, students will have knowledge that can be taken into future practice.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
Blog post: Individual blog post in response to case study related to trauma	100%	TBC	%	All

9. Assessment

- 750 words				
- Reference list				

10. Teaching staff associated with the module

Name and contact details
Alex Morfaki alex.morfaki@norland.ac.uk
Tom Parsons tom.parsons@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Brooks, R.	2019	<i>The Trauma and Attachment-Aware Classroom: A Practical Guide to Supporting Children Who Have Encountered Trauma and Adverse Childhood Experiences.</i>	London	Jessica Kingsley publishers
Colker, L.J, Erdman, S. & Winter, E.	2020	<i>Trauma and Young Children: Teaching Strategies to Support and Empower.</i>	Washington DC	The National Association for the Education of Young Children
Thierry, B. de & Reeves, E.	2021	<i>The simple guide to collective trauma: what it is, how it affects us and how to help.</i>	London	Jessica Kingsley publishers

12. Other indicative text (e.g., websites)

Appleyard, K. and Osofsky, J. D. (2003). 'Parenting after trauma: Supporting parents and caregivers in the treatment of children impacted by violence.' <i>Infant mental health journal</i> . [Online] 24 (2), 111–125
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Bürgin, D., Anagnostopoulos, D., the Board and Policy Division of ESCAP, Doyle, M., Eliez, S., Fegert, J., Fuentes, J., Hebebrand, J., Hillegers, M., Karwautz, A., Kiss, E., Kotsis, K., Pejovic-Milovancevic, M., Råberg Christensen, A. M., Raynaud, J.-P., Crommen, S., Çetin, F. Ç., Boricevic, V. M., Kehoe, L., & Radobuljac, M. D. (2022). Impact of war and forced displacement on children’s mental health—multilevel, needs-oriented, and trauma-informed approaches. *European Child & Adolescent Psychiatry*, 31(6), 845–853. <https://doi.org/10.1007/s00787-022-01974-z> [Accessed: 18 May 2023]

Capo, K. et al. (2019). Creating safe spaces for children’s voices to be heard: supporting the psychosocial needs of children in times of trauma. *Journal of early childhood teacher education*. [Online] 40 (1), 19–30.

Dye, H. (2018). The impact and long-term effects of childhood trauma. *Journal of Human Behavior in the Social Environment*, 28(3), 381–392. <https://doi.org/10.1080/10911359.2018.1435328> [Accessed: 18 May 2023]

Glazer, D. (2023). An experience beyond words: Trauma-informed ideas for Child and Adolescent services supporting Ukrainian refugees. *Clinical child psychology and psychiatry*. [Online] 28 (1), 15–20.

Margolius, M., Pufall Jones, E., & Hynes, M. (2020). Creating Cultures of Care: Supporting the Whole Child through Trauma-Informed Practice. America’s Promise Alliance Report.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed



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