

# The summer institute timetable

There is a whole team who design and deliver your learning experience during these five weeks. It's really important to us that this has involved input at multiple stages from experts by experience who's voices and lived experience have helped shape the content to prepare you for working with children and families. We're grateful for the time and energy they share with us.

We take every effort and care to provide you with a safe and inclusive learning environment hearing from a diverse range of voices and lived experience. Please keep in mind that not all diversity that we seek to represent in our teaching days is visible and/or may be disclosed to you.

## Key:

Session type	Colour code
Cohort wide live lecture, talk, or discussion	
Recorded lecture	
Small group workshop	
Independent study with directed learning tasks, e-learning, or reflection time prompts. <i>(Many of these can be completed ahead of schedule or at a time to suit, please check Moodle for details).</i>	

If you have any difficulties reading this document, please contact

[si@thefrontline.org.uk](mailto:si@thefrontline.org.uk)

# House keeping



You'll be given information in most live teaching to aid the smooth running of sessions and help you interact with us. Please listen for instructions from session leads.



You are expected to attend 100% of the teaching provided for you.



Please be punctual and do what you need to avoid distractions that could impact the experience for you, your peers or the presenters, many of which are experts by experience where sharing of their personal stories takes a heavy emotional toll.



We understand that due to the nature of the content it may be essential to leave a session. Regular breaks have been provided and if you need to leave or re-join please do so as discretely as you can. Information about our pastoral care team can be found on every teaching day page on Moodle.



We really hope you enjoy your experience with us and encourage you to immerse yourself in it.

# Summer institute teaching timetable—week one **online**

<b>Day</b>	<b>Day 1</b> Monday 17 July	<b>Day 2</b> Tuesday 18 July	<b>Day 3</b> Wednesday 19 July	<b>Day 4</b> Thursday 20 July	<b>Day 5</b> Friday 21 July
	Introduction to your Frontline programme and summer institute	An introduction to social work	A systemic relational based approach to social work practice	Introducing the paramourncy of the welfare of the child in social work practice	Introducing poverty, social justice and the law
<b>Morning</b>	Your final preparation for the start of summer institute 9:30 to 9:55am	What is social work? 9:30 to 10:45am	Introduction to the evidence-based approach to social work practice 9:30 to 10:45am	Touch point 9:30 to 9:55am	Introduction to social justice 9:30 to 10:45am
	Opening Ceremony 10:00 to 10:45am			Law and Social Work: What the law means to children and young people 10:00 to 11:15am	
<b>Break</b>	<b>10:45 to 11:00am</b>	<b>10:45 to 11:00am</b>	<b>10:45 to 11:00am</b>	<b>11:15 to 11:30am</b>	<b>10:45 to 11:00am</b>
<b>Morning</b>	The start of your social work journey 11:00 to 12:15pm	Live talk with Jenny Molloy 11:00 to 12:15am	Key principles of systemic social work 11:00 to 12:15pm	An introduction to child and family law: The Children Act 1989, the Paramourncy of the Child, and s.17 11:30 to 12:45	Child Poverty 11:00 to 12:15am
			Reflection time 12:15 to 12:45pm		
<b>Lunch</b>	<b>12:15 to 1:15pm</b>	<b>12:15 to 1:15pm</b>	<b>12:45 to 1:45pm</b>	<b>12:45 to 1:45pm</b>	<b>12:15 to 1:15pm</b>
<b>Afternoon</b>	Part 1: What is social work? Part 2: Learning with Frontline 1:15 to 2:30pm	Introduction to social graces 1:15 to 2:30pm	Reflections on E-learning 1:45 to 3:00pm	The Strengths and Vulnerabilities of Children and Children's Rights 1:45 to 3:00pm	Thinking about Neglect and Poverty 1:15 to 2:30pm
		Introduction to Lancaster University, student support and disability services 2:30 to 3:00pm			Week 1 reflection and survey 2:30 to 3:00pm
<b>Break</b>	<b>2:30 to 2:45pm</b>	<b>3:00 to 3:15pm</b>	<b>3:00 to 3:15pm</b>	<b>3:00 to 3:15pm</b>	<b>3:00 to 3:15pm</b>
<b>Afternoon</b>	Learning together 2:45 to 4:00pm	The development of children's social care and risk 3:15 to 4:30pm	Domains of practice through a systemic lens 3:15 to 4:30pm	Applying the law: s.1, s.3, and s.17 3:15 to 4:30pm	Weekly quiz and week 2 preparation 3:15 to 4:30pm
	Readiness for Practice briefing 4:05 to 4:30pm				

# Summer institute teaching timetable—week two **in person**

<b>Day</b>	<b>Day 6</b> Monday 24 July Social work ethics and values	<b>Day 7</b> Tuesday 25 July Processes within statutory child and family social work	<b>Day 8</b> Wednesday 26 July An Introduction to Domestic Abuse in a multi-agency context	<b>Day 9</b> Thursday 27 July Systemically informed statutory social work: Practical application of genograms and hypothesising	<b>Day 10</b> Friday 28 July An Introduction to children who are cared for
<b>Morning</b>	Welcome to week two 9:30 to 10:00am	Child in need meetings 9:30 to 10:45am	Domestic Abuse: Whole family response 9:30 to 10:45am	Genograms and Hypothesising in Social Work Practice 09:30 to 10:45am	An introduction to children who are cared for 09:30 to 11:15am
	Ethics and values 10:00 to 11:00am				
<b>Break</b>	<b>11:00 to 11:30am</b>	<b>10:45 to 11:15am</b>	<b>10:45 to 11:15am</b>	<b>10:45 to 11:15am</b>	<b>11:15 to 11:45am</b>
<b>Morning</b>	Intersecting 'Race', 'Difference' and Marginalisation – Becoming an Anti-Oppressive Social Worker 11:30 to 12:45pm	Children Act 1989 11:15 to 12:30pm	Independent task 11:15 to 12:30pm	Genograms and Hypothesising in Social Work Practice 11:15 to 12:00pm	Experiences of being in care 11:45 to 1:00pm
		Reflection time 12:30 to 1:00pm	Reflection time 12:30 to 1:00pm	Guided reading 12:00 to 1:00pm	
<b>Lunch</b>	<b>12:45 to 1:45pm</b>	<b>1:00 to 2:00pm</b>	<b>1:00 to 2:00pm</b>	<b>1:00 to 2:00pm</b>	<b>1:00 to 2:00pm</b>
<b>Afternoon</b>	Anti-Racism 1:45 to 3:00pm	Working with men and fathers 2:00 to 3:15pm	Impact of domestic abuse on child and adult victims/survivors 2:00 to 3:15pm	Reflection on E-learning 2:00 to 3:15pm	Working with children who are coming into care 2:00 to 3:15pm
<b>Break</b>	<b>3:00 to 3:30pm</b>	<b>3:15 to 3:45pm</b>	<b>3:15 to 3:45pm</b>	<b>3:15 to 3:45pm</b>	<b>3:15 to 3:45pm</b>
<b>Afternoon</b>	Intersectionality and Cultural Humility 3:30 to 4:30pm	Working in partnership with children and families 3:45 to 5:00pm	Working in a multi-agency context 3:45-5:00pm	Experiential Exercise in Safe Uncertainty 3:45 to 5:00pm	Weekly quiz, weekly survey and preparation for week 3 3:45 to 5pm
	Panel discussion 4:30 to 5:00pm				

# Summer institute teaching timetable—week three **in person**

<b>Day</b>	<b>Day 11</b> Monday 31 July	<b>Day 12</b> Tuesday 1 August	<b>Day 13</b> Wednesday 2 August	<b>Day 14</b> Thursday 3 August	<b>Day 15</b> Friday 4 August
	The practice of home visiting and an introduction to substance misuse	Applying systemic tools to child and family social work: unit model	An Introduction to Mentalization	Introduction to Motivational Interviewing	Agenda setting and Readiness for Practice (RfP) preparation
<b>Morning</b>	Welcome to week three 9:30 to 10:00am	The Unit Meeting Model at Frontline 9:30 to 10:45am	What is mentalization and where does this idea come from? 9:30 to 10:45	Introduction to motivational interviewing 9:30 to 10:45am	Agenda Setting 9:30 to 10:45am
	Working with parental substance misuse 10:00 to 11:15am				
<b>Break</b>	<b>11:15 to 11:45am</b>	<b>10:45 to 11:15am</b>	<b>10:45 to 11:15am</b>	<b>10:45 to 11:15am</b>	<b>10:45 to 11:15am</b>
<b>Morning</b>	The embodied experience of home visiting 11:45 to 1:00pm	Interactive Demonstration of a Unit Meeting 11:15 to 12:30	Reflective space 11:15 to 11:45am	Engaging in MI and OARS skills (the relational component) 11:15 to 12:30pm	Readiness for practice preparation 11:15 to 12:30pm
		Reflection time 12:30 to 1:00pm	The Mentalizing and Non Mentalizing Stance 11:45 to 1:00pm		
<b>Lunch</b>	<b>1:00 to 2:00pm</b>	<b>1:00 to 2:00pm</b>	<b>1:00 to 2:00pm</b>	<b>12:30 to 1:30pm</b>	<b>12:30 to 1:30pm</b>
<b>Afternoon</b>	Understanding hostile behaviour 2:00 to 3:15pm	Experiential work in units 2:00 to 3:15pm	What is Epistemic Trust? 2:00 to 3:15pm	Focusing, evocation and planning in MI (the technical component) 1:30 to 2:45pm	Readiness for practice preparation continued 1:30 to 2:45pm
					Reflection time 2:45 to 3:15pm
<b>Break</b>	<b>3:15 to 3:45pm</b>	<b>3:15 to 3:45pm</b>	<b>3:15 to 3:45pm</b>	<b>2:45 to 3:15pm</b>	<b>3:15 to 3:45pm</b>
<b>Afternoon</b>	Independent task 3:45 to 4:15pm	Experiential work in units 3:45 to 5:00pm	Mentalization and Multi-Agency Working 3:45 to 5:00pm	Consolidating OARS skills 3:15 to 4:35pm	Weekly quiz, weekly survey and preparation for week 4 3:45 to 5pm
	Lived experience of substance misuse 4:15 to 5:00pm			Reflection time 4:35 to 5:00pm	

# Summer institute teaching timetable—week four **in person**

Day	Day 16 Monday 7 August Child development and child observation in social work practice		Day 17 Tuesday 8 August An introduction to the theory of attachment and trauma		Day 18 Wednesday 9 August Academic study skills CSE: Contextual safeguarding		Day 19 Thursday 10 August Direct work with children and young people		Day 20 Friday 11 August Social Work Practice with Adults:	
Morning	<b>Readiness for Practice Assessments taking place</b>						Direct work with children and young people 9:30 to 10:45am	The Care Act 2014 and The Mental Capacity Act 2005 9:30 to 11:00am		
	Week 3 reflection and survey 9:30 to 10:00am		Reflection time 9:30 to 10:00am		Reflection time 9:30 to 10:00am					
	<b>Cohort A</b> Child development and child observation: messages from practice 10:00 to 11:15am	<b>Cohort B</b> Child development and child observation 9:30 to 1:00pm	<b>Cohort C</b> An Introduction to attachment theory 10:00 to 11:15am	<b>Cohort D</b> An introduction to attachment theory 10:00 to 1:00pm	<b>Cohort E</b> Contextual safeguarding 10:00 to 11:15am	<b>Cohort F</b> Effective approaches to study and social work 10:00am to 1:00pm				
<b>Break</b> 11:15 to 11:45am	<b>Break</b> 11:15 to 11:45am		<b>Break</b> 11:15 to 11:45am		<b>Break</b> 11:15 to 11:45am		<b>Break</b> 10:45 to 11:15am	<b>Break</b> 11:00 to 11:30am		
Morning	<b>Cohort A</b> Child development and child observation 11:45 to 1:00pm		<b>Cohort C</b> An Introduction to Trauma 11:45 to 1:00pm	<b>Cohort E</b> Independent study 11:45 to 1:00pm	Reflection time 11:15 to 11:45am		Thinking reflexively about working with children and young people 11:45 to 1:00pm	Overview of MH Law and Practice 11:30 to 1:00pm		
	<b>Lunch</b> 1:00 to 2:00pm		<b>Lunch</b> 1:00 to 2:00pm		<b>Lunch</b> 1:00 to 2:00pm				<b>Lunch</b> 1:00 to 2:00pm	<b>Lunch</b> 1:00 to 2:00pm
Afternoon	<b>Cohort B</b> Child development and child observation: messages from practice 2:00 to 3:15pm	<b>Cohort A</b> Child development and child observation 2:00 to 4:30pm	<b>Cohort D</b> An introduction to attachment theory 2:00 to 3:15pm	<b>Cohort C</b> An introduction to attachment theory 2:00 to 4:30pm	<b>Cohort E</b> Effective approaches to study and social work 2:00 to 3:15pm	<b>Cohort F</b> Contextual safeguarding 2:00 to 3:15pm	Plan and create a direct work session with a child 2:00 to 3:15pm		Hearing from our Expert by Experience on the MH system 2:00 to 3:15pm	
	<b>Break</b> 3:15 to 3:45pm		<b>Break</b> 3:15 to 3:45pm		<b>Break</b> 3:15 to 3:45pm		<b>Break</b> 3:15 to 3:45pm	<b>Break</b> 3:15 to 3:45pm		<b>Break</b> 3:15 to 3:45pm
Afternoon	<b>Cohort A and B</b> Child development and child observation 3:45 to 5:00pm		<b>Cohort D</b> An introduction to trauma 3:45 to 5:00pm	2:00 to 4:30pm	<b>Cohort E and F</b> Key skills for academic success 3:45 to 5:00pm		Talking with a child or young person 3:45 to 5:00pm	Weekly quiz, weekly survey and preparation for week 5 3:45 to 5pm		

# Summer institute teaching timetable—week five **online**

<b>Day</b>	<b>Day 21</b> Monday 14 August Personal Genogram Contextual safeguarding	<b>Day 22</b> Tuesday 15 August Familial Sexual Abuse	<b>Day 23</b> Wednesday 16 August Considering Domestic Abuse through an Intersectional Lens	<b>Day 24</b> Thursday 17 August Understanding organisational and vicarious trauma	<b>Day 25</b> Friday 18 August Getting ready for practice
<b>Morning</b>	Welcome to week five 9:30 to 10:00am	Touchpoint 9:30 to 10:00am	Introduction to the day 9:30 to 9:45am	Introduction to the day 9:30 to 9:45am	Understanding assessment 9:30 to 10:45am
		Introduction to the day 10:00 to 10:50am			
	Independent task – guided reading 10:00 to 11:00am	Obstacles in practice 10:55 to 11:15am	Mridul Wadhwa: Domestic Abuse through an intersectional lens 9:45 to 10:45am	Understanding organisational and vicarious trauma 9:45 to 10:45am	
			Reflection time 10:45 to 11:15am		
<b>Break</b>	<b>11:00 to 11:15am</b>	<b>11:15 to 11:30am</b>	<b>11:15 to 11:30am</b>	<b>10:45 to 11:00am</b>	<b>10:45 to 11:00am</b>
<b>Morning</b>	Personal genogram 11:15 to 12:00	'The impact of child sexual abuse' and Susan's story 11:30 to 12:00	Evie Muir: Domestic Abuse through intersectional lens 11:30 to 12:45pm	Using supervision for good practitioner wellbeing 11:00 to 12:15pm	Exploring risk and practicing assessment 11:00 to 12:15pm
	Developing reflexivity 12:00 to 12:45pm	The impact of sexual abuse and Susan's story 12:05 to 12:30			
<b>Lunch</b>	<b>12:45 to 1:45pm</b>	<b>12:30 to 1:30pm</b>	<b>12:45 to 1:45pm</b>	<b>12:15 to 1:15pm</b>	<b>12:15 to 1:15pm</b>
<b>Afternoon</b>	Independent task 1:45 to 3:00pm	Signs and Indicators 1:30 to 2:45pm	Reflecting on your learning 1:45 to 3:00pm	Self-care from an intersectional lens 1:15 to 2:30pm	Reflection, weekly quiz and SI survey 1:15 to 1:45pm
					Closing ceremony 1:45 to 3:00pm
<b>Break</b>	<b>3:00 to 3:15pm</b>	<b>2:45 to 3:00pm</b>	<b>3:00 to 3:15pm</b>	<b>2:30 to 2:45pm</b>	
<b>Afternoon</b>	Independent task 3:15 to 4:30pm	Childrens disclosures 3:00 to 3:50pm	Raising concerns with families 3:15 to 4:30pm	Relational practice and social worker wellbeing 2:45 to 4:00pm	
		Communicating with children 3:50 to 4:15pm			
		Summary and Q & A 4:15 to 4:30pm		Writing a letter to the future self 4:00 to 4:30pm	