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| Module Title: | Responsible and Accountable Professionalism – Developing Practitioner 3 | Level: | 6 | Credit Value: | 20 |
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| Module code: | SWK603 | Is this a new module? | YES | Code of module being replaced: | SOC618 |
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| Cost Centre: | GASW | JACS3 code: | L500 |
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| Trimester(s) in which to be offered: | 1, 2 | With effect from: | September 17 |
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| School: | Social & Life Sciences | Module Leader: | Dr Wulf Livingston |
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| Scheduled learning and teaching hours | 36 hrs |
| Guided independent study | 164 hrs |
| Module duration (total hours) | 200 hrs |

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| Programme(s) in which to be offered | Core |
| BA (Hons) Social Work: Qualified Status | ✓ |
| BA (Hons) Social Welfare (exit/alternative award) | ✓ |

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| Pre-requisites |
| None |

Office use only

Initial approval April 17

APSC approval of modification N/A

Version 1

Have any derogations received Academic Board approval?

Yes ✓ No

Module Aims

This module places the aspects of professional decision-making and risk management within the overall context of modern social work practice discourses. It considers how the understanding between social worker and individual are integrated with those of agencies and organisations. The module seeks to enable students to locate their practice within the complexity of factors that determine the nature and focus of service interventions. It brings together material and considerations across the three years in preparing students for the responsibilities of the final practice learning opportunity, and prepares students for post-qualifying practice. Practice is considered across a range of individual experiences: children and families, criminal justice, domestic abuse, mental health, physical and learning disabilities etc.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

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|---|--------------------------------------------------------------------------------------------|-----|-----|
| 1 | Critically examine the knowledge and processes that support professional decision making. | KS1 | KS3 |
| | | KS4 | KS5 |
| | | KS6 | KS8 |
| 2 | Demonstrate a critical understanding of risk management within modern social work practice | KS1 | KS2 |
| | | KS3 | KS5 |
| | | KS8 | |

MODULE SPECIFICATION PROFORMA

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| 3 | Critically explore how organisations impact on social work practice. | KS2 | KS6 |
| | | KS7 | KS8 |
| 4 | Demonstrate a critical understanding of a range of individual experiences that require intervention and support from social workers | KS1 | KS5 |
| | | KS6 | |
| 5 | Demonstrate a critical understanding of different professional social work identities. | KS3 | KS6 |
| | | KS7 | KS8 |
| | | KS9 | |
| Transferable/key skills and other attributes | | | |
| <ul style="list-style-type: none"> • Written, oral and media communication skills • Opportunity, creativity and problem solving skills • Research skills • Intercultural and sustainability skills • Learning to learn (managing personal and professional development, self-management) | | | |

Derogations

Two attempts only at the assessment.

This module must achieve at least 40% pass mark, and is not eligible for compensation.

Assessment:

Assessment 1 – Literature Review: Provide a critical (book) review of identified themes drawn from one text focused on a specific area of social work practice and comparing how these are accounted for with comparable and contemporaneous literature.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|---------------|--------------------|-------------------------------------------|
| 1 | 1, 2, 3, 4, 5, | Literature Review | 100% | | 3,000 |

Learning and Teaching Strategies:

This will include interactive lectures, group work, workshops/seminars, e-learning, the use of case studies, and the use of visiting speakers

Syllabus outline:

- Reflections on the students' developing sense of professional identity
- Exploring the nature of what type of social worker the students are becoming
- Critically examining the knowledge types created and used in practice
- Existential and professional decision-making
- Critical explorations of the choices made by individuals in receipt of services and how these compare, conflict, contrast and support the decisions made by individual professionals and agencies.
- Developing a critical understanding of constructions and management of risk
- Exploring approaches to risk, tools for assessment, processes to support risk taking and minimisation
- Talking Organisations - exploring the nature of how organisational structure, leadership, management and processes of change, influence modern social work practice.
- Development of the students' understanding of and use of supervision to support professional practice
- Critical analysis of how commissioning, performance management and monitoring, impact on professional and agency accountability
- Integration and collaboration
- Potential career pathways – the statutory and third sectors
- Link the final teaching points of qualifying study with expectations of post qualification considerations. (in particular, understanding the role of Continual Professional Development, Care Council for Wales framework for first three years of practice and the broader Continuing Professional Educational and Learning (CPEL) Framework.,
- Support and preparation conversations about applying for first qualifying jobs, including -CVs, writing applications and interviewing

Bibliography:

Essential reading

Davies, M (ed) (2012) *Social work with Children and Families*, Basingstoke: Palgrave Macmillan.

Davies, M (ed) (2012) *Social Work with Adults*, Basingstoke: Palgrave Macmillan.

Glasby, J and Tew, J. (2015) *Mental Health Policy and Practice* (3rd edn) Basingstoke, Palgrave Macmillan.

Ferguson, H. (2011) *Child Protection Practice*, Basingstoke, Palgrave Macmillan.

Other indicative reading

Ferguson, I. (2008) *Reclaiming Social Work: Challenging Neo-liberalism and Promoting Social Justice*. London: Sage.

Frost, N. & Parton, N. (2009) *Understanding Children's Social Care: Politics, Policy and Practice*, London: Sage.

Galvani, S. (2012) *Supporting People with Alcohol and Drug Problems – Making a Difference*, Bristol: Policy Press.

Gambrill, E. (2012) *Critical Thinking in Clinical Practice: Improving the Quality of Judgments and Decisions*, New Jersey: Wiley and Sons.

Graham, J.R. & Shier, M.L. (2010) "The Social Work Profession and Subjective Well-Being: The Impact of a Profession on Overall Subjective Well-Being" *British Journal of Social Work* 40(5), 1553–1572

Hughes, M. & Wearing, M. (2013) *Organisations and management in Social Work* (2nd edn) London: Sage.

Jordan, B. & Drakeford, M. (2012) *Social Work and Social Policy Under Austerity* Basingstoke: Palgrave Macmillan.

Kaudishin, C. (2012) *Understanding Social Networks: Theories, Concepts, and Findings*, Oxford: Oxford University Press.

Lavalette, M. (2011) *Radical Social Work Today: Social Work at the Crossroads*. Bristol: The Policy Press.

Livingston, W. (2014) "Towards a comprehensive typology of knowledge for social work and alcohol. Social Work Education" *The International Journal*, 33(6) pp. 774-787.

Lymbery, M. & Butler, S. (eds) (2004) *Social Work Ideals and Practice Realities*, Basingstoke: Palgrave Macmillan.

Orford, J. (2013) *Power, Powerlessness and Addiction*. Cambridge: Cambridge University Press.

Miller, R. Freeman, T. Davidson, D & Glasby, J. (2015) *An adult social care compendium of approaches and tools for organisational change*. Birmingham University of Birmingham
(http://www.download.bham.ac.uk/socsci/hsmc/hsmc-flip-book/ssrc-hsmc_flip.html#p=136)

Thompson, P. & McHugh, D. (2009) *Work Organisations: A Critical Approach* (4th edn) Basingstoke: Palgrave Macmillan.

Walker, S. (2012) *Effective Social Work with Children, Young People and Families: Putting systems theory into practice*. London: Sage.

Webber, M. (2014) *Applying Research Evidence in Social Work Practice*, Basingstoke: Palgrave Macmillan.

Further Resources

www.scie-socialcareonline.org.uk (Social Care Online –Previously ELSC)

www.rip.org.uk/evidencebank (Research in Practice -Evidence Bank (research reviews – every child matters)

www.ripfa.org.uk (Research in Practice for Adults)

www.practicebasedevidence.com (Mental Health)

www.evidencenetwork.org (ESRC's UK Centre for Evidence Based Policy www.infed.org

www.jrf.org.uk (Joseph Rowntree Foundation)

<http://www.kingsfund.org.uk/> (Kings Fund - Health and Social Care Integration)