# Reflective Social Work Practice 1

**Module Code:** SS784

**Credit Value:** 20

**Level:**

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>X</th>
<th>Level 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Entry Criteria for Registration on this Module:**
Registration on MSc Social Work

**Co-requisite Modules:**
Specify in terms of module codes or equivalent

**Pre-requisites:**
Specify in terms of module codes or equivalent

**Mode of delivery:**

<table>
<thead>
<tr>
<th>Taught</th>
<th>Distance</th>
<th>Placement</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pattern of delivery:**

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Block</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**When module is delivered:**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Throughout year</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Brief Description of Module Content and/or Aims:**

This module introduces students to professional social work practice and links to student learning both on SS785 and SS786. However, it is particularly linked to SS79 1Practise Learning 1, i.e. the 70 days that students spend in practice during the first year, for it is here that module learning is synthesised, applied and integrated in practice.

Using a critical and reflective approach, the module explores social work theory and methods, together with the associated conceptual and practice skills involved when applying this knowledge in practice. The module includes 20 'Developing Skills for Practice' days. Throughout the module the central importance of analysis and evaluation of, and reflection on, own practice with users of services and carers is emphasized. The guidance of The College of Social Work (TCSW) in respect of the Professional Capabilities Framework is explored, as is practice within the requirements of the Health and Care Professions Council’s (HCPC) Guidance on Conduct and Ethics for Students. The development of a sound understanding and application of social work values, ethics and anti-oppressive practice is fundamental, as is the central importance of the perspective and experience of the service user/carer. Learning and teaching on this module contributes to learning and assessment in relation to the College of Social Work’s Professional Capabilities Framework and the Health and Care Professions Councils’
The module supports the development of professionalism, professional identity, accountability and understanding of the role, tasks and practice contexts of social work, including the inter-professional context.

Module team/ author/coordinator(s)
David Watson, Jackie Lelkes, Julia Stroud, Jem Price, Lindsay Hill

School
Applied Social Sciences

Site/ campus where delivered
Falmer

Course(s) for which module is appropriate and status on that course

<table>
<thead>
<tr>
<th>Course</th>
<th>Status (mandatory/ compulsory/ optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Social Work</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

MODULE AIMS, ASSESSMENT AND SUPPORT

**Aims**

The overarching aims of this module are:

- To introduce students to social work and to foster a reflective and critical approach to professional practice
- To enable students to acquire critical understanding of social work theory, methods, skills, values and ethics
- To develop students’ knowledge and conceptual and practice abilities and skills, supporting practice on SS791 Practice Learning 1

Specific aims are to enable students to:

- Reflect critically upon own motivation for social work, the implications of this and explore what it means to develop as a reflective, research-minded professional
- Develop conceptual skills in the critical appraisal, analysis and assessment of practice situations and acquire detailed understanding of core social work theories, methods and skills and their application to social work practice
- Develop an analytic and reflective approach to issues of power and discrimination and an advanced understanding of social work values, ethics, diversity and the meaning of anti-oppressive practice
- Gain a sound and critical understanding of social care and social work organisations and of the delivery of social work services, including the inter-professional/ multi-agency working, in contemporary and changing contexts
- Develop understanding of professionalism; of roles, tasks, authority and accountability in social work; role of HCPC, regulation, standards and of TCSW and PCF: initial exploration of professional leadership;
- Develop knowledge and skills in the processes of intervention and
skills development, including:
- Engagement, communication, observation, interviewing, assessment, planning, monitoring and review; recording, report writing and information sharing
- Appraisal and exploration of the realities of working with risk; resistance; conflict; competing needs and safeguarding / protection

**Learning outcomes**

By the end of the module, successful students will demonstrate the ability to:

1. Appraise and assess complex human situations systematically, holistically and reflectively, synthesising information (sometimes incomplete) from a range of sources in order to guide interventions.

2. Practise and discuss social work interventions, theories, methods and skills in depth, evaluating critically their application and effectiveness, giving due weight to the strengths and expertise of the user/carer

3. Explain clearly the nature of the organisation where Practice Learning has taken place, (including inter-professional/ multi agency and collaborative working); relevant legal and practice guidance requirements, and evaluate critically the effect of these upon interventions

4. Discuss in detail the professional responsibilities, accountability and boundaries of a social worker and the role of supervision in practice

5. Critically appraise and explore the complexities and realities of practice and promotion of rights; justice and equality in situations where there may be risk; conflict; competing needs; poverty; inequality and issues of safeguarding / protection

6. Systematically and critically appraise issues of power and discrimination when intervening, with advanced discussion of social work values; ethics; anti-oppressive practice; human rights; equality; social inclusion and promotion of economic well-being

7. Analyse, evaluate and reflect upon own practice and development, applying and synthesizing research evidence, identifying own future learning needs and exploring the role of professional leadership

**Content**

- Critical exploration of the nature and demands of contemporary social work practice, within changing social, economic, political and organisational contexts
- The applied knowledge base of social work (social scientific, including sociological, welfare policy; law) and the role of research in evidence based practice
- The range of different practice settings, organisations and contexts of social work, including the inter-professional/ multi-agency context. Organisational policies and working in teams.

- An introduction to professionalism, professional leadership; accountability, confidentiality, information sharing, recording and report writing in social work practice.

- The regulatory and professional frameworks of social work. The Health and Care Professions Council requirements – Standards of Proficiency for Social Work; practice in accordance with the HCPC Guidance on Conduct and Ethics for Students. The College of Social Work, its role and guidance; TCSWs Professional Capabilities Framework

- Social work values and ethics: the experiences, strengths and expertise of service users and carers; the importance of holistic, personalised care; the validity and central importance of user and carer perspectives and promotion, with support of autonomy and self-determination

- Developing Skills for Practice Days

- The nature of social work in a diverse society, the interconnection of issues of power at the structural, cultural, organisational and inter-personal levels and sociological theory and research in relation to these issues; the principles and importance of human rights, social justice, inclusion, equality, anti-oppressive practice, advocacy, and promotion of economic well-being

- The meaning and importance of reflective and critical practice when intervening in complex, conflictual and uncertain human situations; the integration of theoretical and research perspectives to guide intervention and reflection; the role of imagination, creativity and curiosity in practice

- Critical and reflective understanding of, approaches to, and skills development for, interventions in social work – e.g. communication, engagement, observation, interviewing, assessment, planning, monitoring and review; the process of ending work. Initial exploration of assessment and intervention in situations involving risk, vulnerability, safeguarding and protection: self-safety, wellbeing and emotional resilience and the role of supervision in reflective practice

- Developing skills in the critical appraisal, analysis and holistic assessment of complex human situations, gathering and synthesising complex (and sometimes incomplete) data from a range of sources to formulate and guide assessment and intervention

- Critical approaches to social work theory, methods and skills and their synthesis and critical application to interventions (for
example, task centred practice; problem solving models; psycho-social concepts and methods; crisis intervention; cognitive and behavioural approaches; solution focused/ brief therapy; introduction to relevant theories when working with groups, families and systems).

- Appraising and identifying critically appropriate theoretical approaches to aid understanding of practice situations and to guide assessments and interventions. Evaluation of the effectiveness of interventions. Being research minded in practice and using research evidence in understanding situations, informing decision making and in analysis and reflection

### Learning Materials: Introductory Reading


### Indicative Reading

Dorset: Russell House Publishing.
Hugman R (2005) *New Approaches to Ethics for the Caring Professions* Basingstoke: Palgrave
Payne M (2002) *Teamwork in Multi-professional Care* Basingstoke, Macmillan

**Journals**
Ageing & Mental Health
British Journal of Social Work
Child Abuse Review
Child and Family Social Work
Critical Social Policy
Drug & Alcohol Findings
Health Matters
Journal of Inter-professional care
Journal of Social Work
Journal of Mental Health
Openmind
Poverty
Race & Class
## Voluntary Sector

### Indicative Websites
- [www.collegeofsocialwork.org/](http://www.collegeofsocialwork.org/)
- [www.hpc-uk.org/](http://www.hpc-uk.org/)
- [www.dfe.gov.uk](http://www.dfe.gov.uk)
- [www.scie.org.uk](http://www.scie.org.uk)
- [www.kingsfund.org.uk](http://www.kingsfund.org.uk)
- [www.elsc.org.uk](http://www.elsc.org.uk)
- [www.be-evidence-based.com](http://www.be-evidence-based.com)
- [www.communitycare.co.uk](http://www.communitycare.co.uk)

## Teaching and learning activities

### Details of teaching and learning activities

This module supports the development of skills, theoretical knowledge and cognitive abilities for practice. Thus, learning and teaching is intimately linked and integrated with learning on SS791 Practice Learning 1 – where students are required to spend 70 days learning in practice in placement.

#### University Based Module Learning and Teaching

University based learning in Term 1 prepares students for the beginning of SS791 Practice Learning 1, which commences at the end of this phase. A significant component of this University based learning is the **Developing skills For Practice Days** (see below) – the majority of these 20 days occur in Term 1 with remaining days occurring late in the module. Learning and teaching during this phase includes formal lectures and presentations to introduce and promote ongoing development of theoretical knowledge; these are supported by directed reading made available via studentcentral. Small group work, using problem based and experiential learning methods, promotes (i) the development of skills in critical appraisal and analyses of, and reflection on, case material (on complex inter and intra-personal situations) and (ii) a critical approach to the process of social work intervention and development of associated skills (engagement, communication, observation, interviewing, assessment, planning, monitoring and review). Some shared sessions with students from other disciplines on core common areas take place (e.g. on teamwork; the experiences of the user of services/ carer; the service delivery context).

#### Developing skills For Practice Days and Observation/ Shadowing of a Social Worker

In line with the guidance of The College of Social Work (TCSW), these 20 days help students develop skills and apply knowledge in relation to TCSW Readiness for Practice Capabilities; skills are then developed further in placement and in later learning on this module (in line with the guidance of TCSWs End of First Placement Capabilities). These days include skills learning in relation to:

- Communication
- Engagement
- Observation
- Interviewing
- Assessment
- Recording/report writing
- Care planning/ management
- Skills regarding relationships in social work and ending professional relationships
- Monitoring, reviewing and evaluating interventions.
- **2 days spent observing/shadowing a social worker**, offering the student the opportunity to build on observational skills and observe direct social work practice and to understand the practical organisation of social work agencies. Reflection on the experience of observing/shadowing practice will take place in the University.

**Developing skills For Practice Days** have been planned with in partnership with local social work employers and users of services and carers. As above, the majority of days occur in term 1 (minimum 15), with the remainder being delivered via Practice Tutorials across Term 2 and 3. Practitioners, service users and carers are involved in the delivery of these days and extensive use is made of role play, case studies and video material. Video is also used to enable students to review their skill development. A Virtual Learning Environment (a full equipped flat with observational facilities) is also available.

**Practice Tutorials and Blended Learning**
These two learning and teaching strategies support and promote the on-going development of students’ skills, knowledge and conceptual skills across the year and facilitate a link to the synthesis, integration, application of this that occurs in direct practice on **SS791 Practice Learning 1**

**Practice Tutorials**
These small groups meet monthly and are facilitated by the Tutor (a qualified and registered social worker with Stage 1 PEPS), and when **SS791 Practice Learning 1** starts, by a qualified Practice Educator with Stage 2 of PEPS). The Practice Tutorials provide opportunities for group practice learning:
- Structured, on-going learning on social work theory, methods and skills and the synthesis and application of this to students’ practice
- The review, support and analysis of students’ learning and experiences on **SS791 Practice Learning 1**, making links to and developing further the theoretical, research and skills base

**Note:** **Regular Individual Tutorials with the Tutor ensures specific and personal links are made:** to student’s practice learning in the agency, and with other academic learning. Students also receive individual supervision with the Practice Educator

**Directed, distance learning**
Directed, distance learning, involving web based material utilising studentcentral, are also used to develop students’ critical understanding of social work theory, methods, skills, and relevant research evidence. The organisation of this learning material is scheduled to the teaching and learning undertaken in **Practice Tutorials**

**Inter professional Learning and Contributions from Users of services, Carers and Practitioners**
Sessions with students from other professions address key topics and practice skills and direct teaching sessions involve contributions from users of services, carers and practitioners
**Allocation of study hours (indicative)**

<table>
<thead>
<tr>
<th></th>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHEDULED</strong></td>
<td></td>
</tr>
<tr>
<td>Lectures, workshops and small group work</td>
<td>30</td>
</tr>
<tr>
<td>Practice Tutorials</td>
<td>30</td>
</tr>
<tr>
<td>Developing Skills For Practice/ Shadowing Days</td>
<td>100</td>
</tr>
<tr>
<td><strong>GUIDED INDEPENDENT STUD</strong></td>
<td>40</td>
</tr>
<tr>
<td>Directed and Private Study</td>
<td></td>
</tr>
<tr>
<td><strong>PLACEMENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL STUDY HOURS</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

**Assessment tasks**

There are 2 parts to the Assessment of this module:

1. **Assessment of Students’ Readiness for Practice Capabilities (TCSW 2012)** which takes place before students start Practice Learning in Term 2, and is marked Pass/ Fail by the Tutor (moderated and agreed by the Practice Assessment Panel), and

2. **4000 word Reflective Practice Study** – awarded a percentage mark for credit by the Tutor (practice verified by the Practice Educator) and included in the Practice Portfolio for SS791.

**Note**

- Both parts of the Assessment must be passed in order for the student to pass the module and achieve credit
- All the components of the Assessment of Students Readiness for Practice Capabilities identified below must be satisfactory to achieve a pass in that aspect of the assessment
- The Assessment of Students’ Readiness for practice capabilities must be passed before students commence SS791 Practice Learning 1 – the full requirements for Assessment of Students Readiness for Practice are set out in the Course Regulations (see MSc Social Work Programme Specification).

1. **Assessment of Students’ Readiness for Practice Capabilities**

As part of the assessment of students’ readiness for practice capabilities’, students will be required:

i. To make **video recording** of their practice skills demonstrating satisfactory skills in engaging and communicating with, and interviewing service users, demonstrated through a role play scenario.

ii. To complete a structured, **Reflective Shadowing Log** of their experience of observing/ shadowing a social worker –
   - Reporting the main examples of practice observed while shadowing a social worker
   - Demonstrating initial understanding of the –
   - Legal and policy frameworks relevant to the practice where observation/ shadowing of a social worker took place, and
   - Lifespan development issues in relation to the needs of a
service user encountered/ discussed while undertaking observation/shadowing, and
- Reflecting on issues of diversity, equality, rights and anti-discriminatory and anti-oppressive practice
- Identifying and reflecting on learning from the experience of shadowing
- Containing a Statement of Satisfactory Conduct during shadowing from the Social Worker shadowed

2. 4,000 word Reflective Practice Study

All learning outcomes must be demonstrated through analysing and reflecting on an example of the student’s own direct practice with users of services/ carers, with reference to relevant theory, research and practice requirements.

Note: For inclusion in the SS791 Practice Portfolio, the Reflective Practice Study is also cross-referenced by the student, against the nine domains of the Professional Capability Framework – End of First Placement Level Capabilities (TCSW, 2012).

| Types of assessment task | % weighting
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</td>
<td>(or indicate if component is pass/fail)</td>
</tr>
<tr>
<td>WRITTEN</td>
<td>Written exam</td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>Assessment of Students’ Readiness for Practice Capabilities (Video Recording and Reflective Shadowing Log)</td>
</tr>
<tr>
<td></td>
<td>Pass/ Fail</td>
</tr>
<tr>
<td></td>
<td>4,000 word Reflective Practice Study:</td>
</tr>
<tr>
<td></td>
<td>Percentage mark for credit (100% weighting)</td>
</tr>
<tr>
<td></td>
<td>Both parts of the assessment must be passed in order to pass the module and achieve credit</td>
</tr>
<tr>
<td>PRACTICAL</td>
<td></td>
</tr>
</tbody>
</table>

**EXAMINATION INFORMATION**

<table>
<thead>
<tr>
<th>Area examination board</th>
</tr>
</thead>
<tbody>
<tr>
<td>SASS Qualifying Social Work Combined AEB/CEB</td>
</tr>
</tbody>
</table>

Refer to Faculty Office for guidance in completing the following sections

**External examiners**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
</table>

1 Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.
<table>
<thead>
<tr>
<th><strong>Module descriptor template</strong></th>
<th>updated Aug 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Kim Bown</td>
<td>Portsmouth University</td>
</tr>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>October 2013</td>
</tr>
</tbody>
</table>

### QUALITY ASSURANCE

<table>
<thead>
<tr>
<th><strong>Date of first approval</strong></th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only complete where this is not the first version</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Date of last revision</strong></th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only complete where this is not the first version</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Date of approval for this version</strong></th>
<th>March 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q&amp;S published (not edited) August 2016</td>
</tr>
</tbody>
</table>

| **Version number**                                       | 3        |

<table>
<thead>
<tr>
<th><strong>Modules replaced</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify codes of modules for which this is a replacement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Available as free-standing module?</strong></th>
<th>Yes</th>
<th>No</th>
<th>X</th>
</tr>
</thead>
</table>