

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Reflective Practice in Therapeutic Work with Children and Young People		
Module Code	UZSNL8-30-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Science	Field	Sociology and Criminology
Department	Health and Social Sciences		
Contributes towards	FdA Therapeutic Work with Children and Young People - compulsory		
Module type:	Professional Practice		
Pre-requisites	none		
Excluded Combinations	none		
Co- requisites	none		
Module Entry requirements	none		

Part 2: Description

This module will focus on:

- The development of reflective skills in individual supervision & group contexts;
- The application of theoretical knowledge, personal/ professional development, understanding of individual child needs, the group-context to the professional task;
- Development of team skills;
- The development of effective communication skills;
- The development of effective and containing relationships with children;
- The student's awareness and understanding of the importance of personal and professional boundaries;
- Processing the impact of the work on the worker;
- Reflecting on the impact the worker has on the client;
- Understanding group processes;
- Authority and responsibility.

The module will be provided via:

- introductory seminars;
- regular individual and group supervisions, regular reflective groups and/or staff dynamics groups;
- 100 hours of supervised practice.
- Students are required to maintain a reflective diary, though for ethical reasons this will not be submitted

and will be for students' personal development only.

The seminars are provided in conjunction with training workshops, ongoing individual/group supervision, student tutorial's, regular reflective learning groups, attendance at professionals' and team meetings, formal case discussions, peer mentoring, and supervised practice. All of these provide opportunities for students (with supervisors and clinicians) to look at the ways theory and policy is applied and used to both facilitate and understand casework practice and group-living.

It is intended that the delivery of this module will be supported by teaching staff from UWE.

Supervised practice will account for at least 100 hrs hours of professional practice which should include:

- Working in a group setting with children / young people
- Undertaking one to one work on a regular basis
- Directly contributing to professional discussions about the development of packages of therapeutic care for children / young people

Part 3: Assessment

Formative Assessment

- (a) Observation: Students will be observed in their professional practice by an approved observer or member of the teaching team who will use an agreed pro-forma against which to assess practice. (This maps to learning outcomes 2, 3 & 4 and is assessed via pass/fail criteria).

The observation will provide students with the opportunity to demonstrate that learning had been integrated into practice.

- (b) Reflective journal: Students will be required to keep a reflective journal throughout the course of the first year. These journals will provide material for students to reflect upon to recognise themes and links in their work for discussion in seminars and to inform written assessments. Due to issues of confidentiality students will not be required to submit reflective journals, but significant reference to them in their written work will be expected.

Summative Assessment

Students will be required to write two written assessments; one within the first quarter of the course and the other towards the end of the academic year. Students will be required to reflect upon their practice drawing on themes identified from their reflective journal and to identify areas for development. At the end of the course they will be required to reflect upon how practice has developed in relation to these areas.

Identify final timetabled piece of assessment (component and element)	Component B2	
% weighting between components A and B (Standard modules only)	A: Pass/fail	B: 100%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. A direct observation of practice undertaken by a recognised observer set against pre-defined pro-forma.	Pass/fail	
Component B Description of each element	Element weighting (as % of component)	
1. A reflective review focussing on recurring themes from reflective journal (1,500-1,750 words)	50%	

2. A reflective review demonstrating how the student has developed as a worker throughout the year. (1,500-1,750 words)	50%																																
Resit (further attendance at taught classes is not required)																																	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																																
1. A direct observation of practice undertaken by a recognised observer set against pre-defined pro-forma.	Pass/fail																																
Component B Description of each element	Element weighting (as % of component)																																
1. A reflective review detailing how the student's direct practice has developed with children/young people throughout the module to date (1,500-1,750 words)	50%																																
2. A reflective review demonstrating how the student has developed as a worker throughout the year. (1,500-1,750 words)	50%																																
Part 4: Teaching and Learning Methods																																	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an ability to recognise how reflective practice informs practice (Component B) 2. Demonstrate an ability to reflect on and develop one's own practice in the work setting which shows an awareness of the impact of the work upon oneself and one's interactions upon others (Component A & B). 3. Evaluate one's own practice including strengths and weaknesses in relation to criteria set by one's supervisors (Component A & B); 4. Demonstrate an ability to integrate theoretical knowledge, understanding of principles, values and ethics, and knowledge of statutory regulation and guidelines, and apply to professional task (Component A & B); 																																
Key Information Sets Information (KIS)	<table border="1" data-bbox="518 1310 1428 1697"> <thead> <tr> <th colspan="5" data-bbox="518 1310 986 1346">Key Information Set - Module data</th> <th data-bbox="986 1310 1150 1346"></th> <th data-bbox="1150 1310 1289 1346"></th> <th data-bbox="1289 1310 1428 1346"></th> </tr> </thead> <tbody> <tr> <td colspan="5" data-bbox="518 1346 986 1391"><i>Number of credits for this module</i></td> <td data-bbox="986 1346 1150 1391"></td> <td data-bbox="1150 1346 1289 1391" style="text-align: center; border: 2px solid black;">30</td> <td data-bbox="1289 1346 1428 1391"></td> </tr> <tr> <th data-bbox="518 1391 657 1621">Hours to be allocated</th> <th data-bbox="657 1391 820 1621">Scheduled learning and teaching study hours</th> <th data-bbox="820 1391 986 1621">Independent study hours</th> <th data-bbox="986 1391 1150 1621">Placement study hours</th> <th data-bbox="1150 1391 1289 1621">Allocated Hours</th> <td data-bbox="1289 1391 1428 1621"></td> <td data-bbox="1289 1391 1428 1621"></td> <td data-bbox="1289 1391 1428 1621"></td> </tr> <tr> <td data-bbox="518 1621 657 1657" style="text-align: center;">300</td> <td data-bbox="657 1621 820 1657" style="text-align: center;">20</td> <td data-bbox="820 1621 986 1657" style="text-align: center;">100</td> <td data-bbox="986 1621 1150 1657" style="text-align: center;">180</td> <td data-bbox="1150 1621 1289 1657" style="text-align: center;">300</td> <td data-bbox="1289 1621 1428 1657" style="text-align: center;">✓</td> <td data-bbox="1289 1621 1428 1657"></td> <td data-bbox="1289 1621 1428 1657"></td> </tr> </tbody> </table>	Key Information Set - Module data								<i>Number of credits for this module</i>						30		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours				300	20	100	180	300	✓		
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300	20	100	180	300	✓																												
Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																																

Total Assessment	Total assessment of the module:			
	Professional Practice observation			Pass/Fail
	Written assessment			100%
				100%
Reading List	<p>Indicative sources:</p> <p>Bolton, Gillie (2005) <i>Reflective Practice: Writing and Professional Development</i>. London: Paul Chapman.</p> <p>Boud, D., (2001) Using journal writing to enhance reflective practice. <i>New directions for adult and continuing education</i>, 2001 (90), pp.9-18.</p> <p>Gould, N. and Taylor, I. (1996) <i>Reflective Learning for Social Work: Research, Theory and Practice</i>. Aldershot: Arena.</p> <p>Hardwick, A. and Woodhead, J.(1999) <i>Loving, Hating and Survival - a handbook for all who work with troubled children and young people</i>. Aldershot: Ashgate.</p> <p>Hawkins, P., Shohet, R., (2012). <i>Supervision in the helping professions</i>. 4th ed. Maidenhead: McGraw-Hill Education.</p> <p><i>Reflective Practice: International and Multidisciplinary Perspectives</i> (Journal)</p> <p>Moon, Jenny A. (2004) <i>A Handbook for Reflective and Experiential Learning: Theory and Practice</i>. London: Routledge Falmer.</p> <p>Oelofsen, N., (2012) <i>Developing Reflective Practice—A Guide for Students and Practitioners of Health and Social Care</i>. Banbury: Lantern Publishing Ltd</p> <p>Price, H., (2006). Jumping on Shadows: catching the unconscious in the classroom. <i>Journal of Social Work Practice</i>, 20 (2), pp.145-161.</p> <p>Redmond, Bairbre (2006). <i>Reflection in Action: Developing Reflective Practice in Health and Social Services</i>. London: Ashgate.</p> <p>Schon, D.A (1990) <i>Educating the Reflective Practitioner</i>. San Francisco, CA: Jossey-Bass.</p> <p>Schon, D.A (2011) <i>The Reflective Practitioner – how professional think in action</i>. Farnham: Ashgate.</p> <p>Thompson, K., (2011). <i>Therapeutic Journal Writing: An introduction for professionals</i>. London: Jessica Kingsley Publishers.</p> <p>Ward, A. and McMahon, L. (1998). <i>Intuition is Not Enough: Matching Learning with Practice in Therapeutic Child Care</i>. London: Routledge.</p>			

FOR OFFICE USE ONLY

First CAP Approval Date	2009			
Revision CAP Approval Date	31 May 2017	Version	2	Link to RIA 12342