

**MODULE SPECIFICATION**


Part 1: Information			
Module Title	Developing Professional Practice		
Module Code	UZSNM4-30-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Science	Field	Criminology and Sociology
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
<p>This module builds upon level 1 and develops the students understanding of the context of professional practice – considering internal and external factors. The module draws attention to:</p> <ul style="list-style-type: none"> • “Pre-empting behaviours” – recognising behaviours and containing them. What is the worker’s impact on behaviour” • Further theories of group processes and their relationship to role • Understanding Children’s Behaviour as a Communication • Further application of psychodynamic thinking • The role of structured activities for children and young people • How “therapeutic” affects the workers role? • Advanced policy and practice • Practice scenarios - legal, statutory, ethical, organisational, historical, personal perspectives <p>The module is provided through a programme of taught seminars. 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.</p> <p>It is intended that the delivery of this module will be supported by teaching staff from UWE.</p>

Supervised practice is a core component of this module and should include:		
<ul style="list-style-type: none"> • 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		
The first part of the assessment requires students to be observed. This allows them to demonstrate the development of their practice and provides them with the opportunity to demonstrate that learning has been integrated into practice.		
The second part of the assessment requires students to provide a written analysis of a given anonymised practice scenario. The student will be expected to draw upon contemporary legislation, policy and practice and theory which they have learnt through taught group sessions. Students will be expected to demonstrate themselves as reflective practitioners and give an indication of how such a practice scenario would impact them directly.		
All assignments will be run through UWE's plagiarism software. Students will be supported throughout the module by looking at example scenarios as part of group discussions.		
% weighting between components A and B (Standard modules only)		A:
		B: 100%
First Sit		
Component A (controlled conditions) Description of each element		Element weighting (as % of component)
1. Direct observation of professional practice		<i>Pass/fail</i>
Component B Description of each element		Element weighting (as % of component)
1. A Practice Analysis (2,750-3,000 words) of a complex practice scenario		100%
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element		Element weighting (as % of component)
1. Direct observation of professional practice		<i>Pass/fail</i>
Component B Description of each element		Element weighting (as % of component)
1. A Practice Analysis (2,750-3,000 words) of a complex practice scenario		100%
Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will be able to:	
	<ol style="list-style-type: none"> 1. Analyse and evaluate a complex practice scenario ((Component B.) 2. Support colleagues and contribute to team effectiveness (Component A). 3. Plan, organise and manage activities in line with one's professional role (Component A). 4. Take appropriate action in anticipating and containing conflict and/or challenging behaviours (Component A). 5. Act with increasing autonomy within limits of role and authority (Component A). 6. Contribute ideas to decision making forums (Component A). 	

7. Make practice decisions based on understanding and differentiation of the relevant contextual factors (legal, statutory, ethical, organisational, historical, personal) governing and influencing practice (Component B).

Key Information Sets Information (KIS)

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	20	100	180	300	

Contact Hours

The table below indicates as a percentage the total assessment of the module which constitutes a;

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)

Total Assessment

Total assessment of the module:			
Professional Practice assessment		pass/fail	
Coursework assessment percentage		100%	
		100%	

Reading List

Belbin Team roles, <http://www.belbin.com>

Bion, W. (1961), *Experiences in Groups*, London: Tavistock

Campling, P. and Haigh, R. (1999), *Therapeutic Communities – Past, Present and Future*, London: Jessica Kingsley Publishers

Clarkson, P. (2003) *The Therapeutic Relationship – 2nd edition*, London: Wiley Publishers Ltd

Dalrymple J & Burke B (2006). *Anti-Oppressive Practice: Social Work and the Law*. Buckingham, Open University Press.

Fisher, I. (2003) *Deprivation & Discrimination Faced by Traveller Children: Implications for Social Policy & Social Work*. London: Social Work Monographs;

Horn, T. (2012) *Is It Ethical? 101 Scenarios in Everyday Social Work Practice: A Discussion Workbook*. London: White Hat.

Jacobs, M. (2010), *Psychodynamic counselling in action*, 4th edition, London: SAGE

	<p>Kennard, D. (1998), <i>An Introduction to Therapeutic Communities</i>, London: Jessica Kingsley Publishers</p> <p>Lindsey, T. and Orton, S. (2014) <i>Groupwork Practice in Social Work (Transforming Social Work Practice Series)</i>. Learning Matters.</p> <p>McMahon, L. (1995), <i>Developing skills in therapeutic communication in daily living with emotionally disturbed children and young people</i>, <i>Journal of Social Work Practice</i> 9, 2, 199-214</p> <p>Menzies-Lyth, I. (1988), <i>Containing Anxieties in Institutions</i>, London: Free Association</p> <p>Oelofsen, N. (2012) <i>Developing Reflective Practice: A Guide for Students and Practitioners of Health and Social</i>. Banbury: Lantern Publishing.</p> <p>Rendall, S. and Stuart, M. (2012) <i>Excluded From School: Systemic Practice for Mental Health and Education Professionals</i> Kindle Edition. Routledge.</p> <p>Rogers, C.R. (2004), <i>On Becoming a Person</i>, London: Constable</p>
--	--

FOR OFFICE USE ONLY

First CAP Approval Date	2009			
Revision CAP Approval Date	31 May 2017	Version	3	Link to RIA 12342