

MODULE SPECIFICATION

Part 1: Information							
Module Title	Clinical Practice						
Module Code	UZSNN	Л6-30-2	Level	2			
For implementation from	September 2017						
UWE Credit Rating	30		ECTS Credit Rating	15			
Faculty	Health Science	and Applied es	Field	Criminology and Sociology			
Department	Health and Social Sciences						
Contributes towards	FdA Th	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 complements the Professional Practice and Theory modules, but with a particular focus on:

- work undertaken with individual children;
- the continuing development of the practitioner's ability to engage with the children / young people in relation to the specific clinical/ professional tasks defined by their role;
- the practitioner's ability to reflect on and process the ways that he/she relates to and supports the children in the clinical task:
- the ways in which the practitioner engages and links with the wider professional team to address specific clinical tasks;
- the ways the practitioner, as an individual and as part of the wider team, is able to address and meet required outcomes;
 - · The practical, administrative and reflective skills required to enhance and meet clinical outcomes;

The module is provided through a series of case study presentations and analysis by students. These are supported with student tutorials, regular reflective learning groups, attendance at professionals' and team meetings and formal case / clinical discussions. 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.

Supervised practice underpins the module 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

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 present an unprepared piece of their work using the seminar technique model. This supports their development of verbal and presentation skills but more importantly that of giving/receiving feedback and looking at what is happening 'beneath the surface' at an unconscious level. The module is based around this model, and paper, developing students skills at using a work based discussion model of analysing work-based dilemmas and requiring them to evaluate and discuss their role in group situations..

Students are then required to provide a 2000word written analysis of the discussion showing their learning in relation to group processes. This enables students to focus on 'what has happened' rather than 'what was said' and is designed to promote reflection whilst linking their work to theory.

All submitted work will be subject to UWE plagiarism software.

2. Clinical case study analysis (1,750-2,000 words)

Identify final timetabled piece of assessment (component and element)			
	A:	B:	
% weighting between components A and B (Standard modules only)		100%	
First Oil			
First Sit			
Component A (controlled conditions)	Element v	Element weighting	
Description of each element	(as % of co	(as % of component)	
Direct observation of professional practice	Pass	Pass/fail	
Component B		Element weighting	
Description of each element	(as % of co	emponent)	
Presentation of clinical case study for discussion	40	40%	
2. Clinical case study analysis (1,750-2,000 words)	60	60%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions)	Element v	veiahtina	
Description of each element	(as % of co		
Direct observation of professional practice	,	Pass/fail	
Component B Description of each element		Element weighting (as % of component)	
Presentation of clinical case study for discussion		40%	
		0001	

Part 4: Teaching and Learning Methods							
Learning Outcomes	On successful completion of this module students will be able to:						
	Contribute to & achieve specific outcomes in relation to clinical (care/						

60%

treatment/ education) plans (Components A and Component B): Contribute to the development and review of care/ education plans (Component A): Plan, record and report on clinical activities as required by role (Components A and Component B); Engage effectively in and critically evaluate relationships with young people as basis for clinical and professional (Component A); Demonstrate a critical understanding of relevant contextual factors when undertaking clinical work (Components A and Component B); Establish and maintain appropriate and effective personal and professional boundaries around clinical tasks (Component A); Critically analyse impact and meaning of the work on self, and of self on others (Components A and Component B); Work effectively as part of a wider, multi-professional team (Component A); Support individual children and young people in achieving specific goals (Components A); Discuss, challenge the views of others (Components A and Component B); Key Information **Sets Information** (KIS) **Key Information Set - Module data** 30 Number of credits for this module Hours to Scheduled Independent Placement Allocated learning and study hours be study hours Hours allocated teaching study hours 300 300 20 100 180 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 of the module: Professional Practice assessment pass/fail Total Assessment Coursework assessment percentage 40% Practical exam assessment percentage 60% 100% Reading List Indicative sources: Bion, W. (1961), Experiences in Groups, London: Tavistock Davis, Madeleine & Wallbridge, David (1991): Boundary and Space: An Introduction to the Work of D W Winnicott. London: Karnac Books. De Thiery, B. (2016) The Simple Guide to Child Trauma. London: Jessica

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Nash, S. (2016) *Therapeutic Parenting in a Nutshell: Positives and Pitfalls*. London: CreateSpace Independent Publishing Platform.

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