



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Clinical Practice		
Module Code	UZSNM6-30-2	Level	2
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	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	<i>None</i>		
Excluded Combinations	<i>None</i>		
Co- requisites	<i>None</i>		
Module Entry requirements	<i>None</i>		

Part 2: Description
<p>This module complements the Professional Practice and Theory modules, but with a particular focus on:</p> <ul style="list-style-type: none"> <li>· work undertaken with individual children;</li> <li>· 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;</li> <li>· the practitioner's ability to reflect on and process the ways that he/she relates to and supports the children in the clinical task;</li> <li>· the ways in which the practitioner engages and links with the wider professional team to address specific clinical tasks;</li> <li>· the ways the practitioner, as an individual and as part of the wider team, is able to address and meet required outcomes; <ul style="list-style-type: none"> <li>· The practical, administrative and reflective skills required to enhance and meet clinical outcomes;</li> </ul> </li> </ul> <p>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.</p> <p>Supervised practice underpins the module which should include:</p> <ul style="list-style-type: none"> <li>· Working in a group setting with children / young people</li> <li>· Undertaking one to one work on a regular basis</li> <li>· Directly contributing to professional discussions about the development of packages of therapeutic care for</li> </ul>

children / young people			
<b>Part 3: Assessment</b>			
<p>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.</p> <p>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..</p> <p>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.</p> <p>All submitted work will be subject to UWE plagiarism software.</p>			
Identify final timetabled piece of assessment (component and element)			
% weighting between components A and B (Standard modules only)		<b>A:</b>	<b>B:</b>
			<b>100%</b>
<b>First Sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b> <i>(as % of component)</i>	
1. Direct observation of professional practice		<i>Pass/fail</i>	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> <i>(as % of component)</i>	
1. Presentation of clinical case study for discussion		40%	
2. Clinical case study analysis (1,750-2,000 words)		60%	
<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b> <i>(as % of component)</i>	
1. Direct observation of professional practice		<i>Pass/fail</i>	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> <i>(as % of component)</i>	
1. Presentation of clinical case study for discussion		40%	
2. Clinical case study analysis (1,750-2,000 words)		60%	
<b>Part 4: Teaching and Learning Methods</b>			
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Contribute to &amp; achieve specific outcomes in relation to clinical (care/</li> </ul>		



	<p>Kingsley.</p> <p>Harre, R. and Moghaddam, F. (2003), <i>The Self and Others: Positioning Individuals and Groups in Personal, Political, and Cultural Contexts</i>, Westport, USA: Praeger Publishers</p> <p>Hoxter, S (1983), <u>Some feelings aroused in working with severely deprived children</u>, in Boston, M &amp; Szar, R (eds) (1983) <i>Psychotherapy with severely deprived children</i>, London : Routledge and Kegan Paul</p> <p>Mattinson, J. (1975). <i>The Reflection Process in Casework Supervision</i>. London: Tavistock Martial Studies Institute.</p> <p>Nash, S. (2016) <i>Therapeutic Parenting in a Nutshell: Positives and Pitfalls</i>. London: CreateSpace Independent Publishing Platform.</p> <p>Peace, S. (2017) <i>The Theory and Practice of Democratic Therapeutic Community Treatment</i>. London: Jessica Kingsley.</p> <p>Tomlinson, P. (2004), <i>Therapeutic Approaches in Work with Traumatized Children and Young People</i>, London: Jessica Kingsley Publishers</p>
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First CAP Approval Date	2009			
Revision CAP Approval Date	31 May 2016	Version	3	<a href="#">Link to RIA 12342</a>