1. **Title of the module**

SOCI9190 (SO919) - Critical and Reflective Practice

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term (term 2) and summer term (term 3)

1. **Prerequisite and co-requisite modules**

None (All stage 1 modules of the MA must have been successfully completed prior to taking stage any 2 modules including this module).

1. **The programmes of study to which the module contributes**

Social Work MA (compulsory stage 2 module)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Critically analyse the differential impact of the changing economic, political, inter-professional and organisational context on social work practice and the experience of those who use services;

8.2 Evaluate the contested nature of social work practice in a diverse society, the use of power and authority in social work, and how this has been understood in a tradition of radical social work practice;

8.3 Evaluate and apply models of partnership and participation, recognising their complex nature;

8.4 Critically analyse dilemmas and conflicts that can arise when balancing competing needs, risks, rights and responsibilities of individuals, carers and other agencies;

8.5 Critically evaluate research-based evidence to inform social work professional judgement in complex and uncertain situations;.

8.6 Demonstrate advanced knowledge and understanding of common sources of ‘error’ in decision-making in professional practice including the rule of optimism, attribution error and the uses/misuses of intuition;

8.7 Recognise and reflect upon the potential impact of personal feelings and emotions on thinking, decision-making, and professional behaviour in social work and appreciate the debates about their proper role;

8.8 Understand the challenges of emotionally demanding work in complex and uncertain situations and reflect upon the actions and supports needed to promote their own emotional resilience, including the use of professional supervision;

8.9 Critically reflect on their own practice and professional development, and identify areas for future development.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Ability to synthesise and integrate complex knowledge, theoretical perspectives and evidence from different schools and disciplines of enquiry in order to construct an organised and coherent argument in writing;

9.2 Skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in the use of research and empirical data;

9.3 Capacity to gather and evaluate library and web-based resources (e-journals and other on-line resources) appropriate to postgraduate study, make critical judgments about their merits, and use materials to construct a developed argument;

9.4 Ability to interact with others in a group context and articulate and defend opinions based on critical reasoning, logic and evidence

1. **A synopsis of the curriculum**

The curriculum will address the nature, dimensions and aims of critical, reflective and ethical practice in social work. It will incorporate the organisational, political, demographic and ideological context of contemporary social work practice and the impact of critical perspectives on the nature and delivery of social work in a diverse society. Service user perspectives and roles, models of partnership and participation, and the significance of power, language, knowledge, social justice, and relationship based practice will be explored. The role of effective inter-professional working and team working, and perspectives on risk and risk management will also be explored as will professional judgement and decision making in social work, including the role of emotion and sources of ‘error’ in decision-making and evaluating multiple hypotheses. The management of dilemmas and challenges involved in balancing competing needs, rights, risks and accountabilities will be addressed alongside dealing with working with anxiety and uncertainty in complex, unpredictable and emotionally demanding situations. The possibilities for creative and transformative practice in social work will be explored and the importance of leadership, professional authority, and continuing personal and professional development will also be discussed.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Adams, R., Dominelli, L. & Payne, M. (2009) *Critical Practice in Social Work*, 3rd Edn. Basingstoke: Palgrave Macmillan

Barnes M and Cotterell P (Eds) (2011*) Critical Perspectives on User Participation.* Bristol: Policy Press

Fook, J. (2012) *Social Work: A Critical Approach to Practice*, *2nd Edn. London: Sage*

*Gray, M. & Webb, S. (eds) (2013) The New Politics of Critical Social Work.* Basingstoke: Palgrave Macmillan

Jones, K., Cooper, B. and Ferguson, H. (2008) *Best Practice in Social Work: Critical Perspectives,* Basingstoke: Palgrave Macmillan

Littlechild, B. & Smith, R. (eds) (2013) *A Handbook for Inter-professional Practice in the Human Services: Learning to work together*. Harlow: Pearson

Lymbery, M. & Butler, S. (2004) *Social Work Ideals and Practice Realities*. Basingstoke: Palgrave Macmillan

O’Sullivan, T. (2011) *Decision Making in Social Work*. 2nd Edn. Basingstoke: Palgrave Macmillan

Ruch, G., Turney, D. & Wards, A. (eds) (2010) *Relationship-Based Social Work: Getting to the Heart of Practice.* London: Jessica Kingsley

Rutter, L. & Brown, K. (2012) *Critical Thinking and Professional Judgement for Social Work* 3rd edition Exeter: Learning Matters

Thompson, N. And Thompson, S. (2008) *The Critically Reflective Practitioner.* Basingstoke: Palgrave Macmillan

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework assignment - placement case study (4000 words) – 100%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *8.9* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |  |  |
| Seminars/ group work | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment -4,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

The module is designed to meet the requirements of UK professional registration. The range of generic skills which will be developed are applicable to international contexts, the specific skills have potential international relevance and reference may be made to learning from practice and policies from other countries.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| June 2013 | N/K | January 2015 | N/K | N/K |
|  |  |  |  |  |

Revised FSO Feb 2018