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PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

MODULE SPECIFICATION FORM

Module Title: Working in Practice in the Organisational Context	Level: 6	Credit Value: 40

Module code: SOC618 (if known)	Cost Centre: GASW	JACS2 code*: L590

Semester(s) in which to be offered: 1	With effect from: September 2013

Existing/New: N	Title of module being replaced (if any):	2 (Working in Practice and Working in Organisations)

Originating Subject: Social Work	Module Leader: Wulf Livingston

Module duration (total hours) 400 Scheduled learning & teaching hours 120 (direct) 120 Independent study hours 160 Placement hours 0	Status: core/option/elective (identify programme where appropriate): Core

Percentage taught by Subjects other than originating Subject (please name other Subjects): 0

Programme(s) in which to be offered: BA (Hons) Social Work: Qualified Status BA (Hons) Social Welfare (exit/alternative award only)	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):

Module Aims:

To enable students to analyse and consider how the structures and policy context of organisations impact upon the social work task and role.

To enable learners to identify and critically analyse the wider context of the organisation in terms of styles of policy context, leadership, organisational culture and motivation.

To enable learners to integrate and build on prior learning of social work processes (Assessment frameworks, court work, report writing, case conferences) and accountability in the organisational context with particular reference to the interdisciplinary contexts.

To enable learners to analyse the variety of organisational contexts in working with a variety of different service user groups and the constraints that this may pose.

To enable students to identify the contemporary, themes, issues and debates in the context of wider social issues such as drug and alcohol, domestic abuse, poverty and inequality) in a variety of settings (integrated teams, voluntary, statutory etc) and in the context of different service user groups.

To gain knowledge and develop skills which support an understanding to the complexities of organisational, multi-disciplinary and multi-agency contexts for working with service users and carers and whose needs cross organisational, disciplinary and agency boundaries.

Expected Learning Outcomes
At the end of this module, students should be able to:

Knowledge and Understanding:

1. Critically examine and synthesise organisational theory to demonstrate how structures, styles of leadership, culture and motivation can impact upon the social work role and task.
2. Critically analyse the social work processes and policies that impact on variety of organisational settings
3. Critically evaluate and synthesise literature that discusses successful methods of facilitating change and managing conflict within social work settings.
4. Analyse and evaluate how wider social problems such as alcohol and other drug use, domestic abuse, child abuse and how these pose specific complexities and disadvantages for service users, the agency and professional interagency working.
5. Analyse and critically evaluate the processes of social inequalities, injustice, and oppression and demonstrate a practical commitment to anti-discriminatory and anti-oppressive practice.
6. Critically evaluate how multi-agency practice and organisations impact on the safeguarding of both children and adults.
7. Critically analyse and evaluate the rural and welsh context when working with different service user groups and examine the associated inequalities and disadvantages.

Transferable/Key Skills and other attributes:

Anti-discriminatorey, problem solving skills, skills in personal and professional developement, analysis and synthesis, intervention and application, gathering information.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of <u>indicative</u> assessment tasks must be included***.

Assessment One
- Write a reflective report demonstrating knowledge of organisational theory (key areas, change, conflict, impact upon role and task of social work practice) or (for exit/alternative award only) choose an organisation (voluntary/statutory) and critically analyse the key components of organisational theory.

Assessment Two
-Case study assignment with a variety of service user (different life stages, development and needs) identified. Student can choose which service user group and nature of social and developmental problems (eg, drug and alcohol, domestic violence) **or**
-Book Review on a specific service user group (a book review list of options will be provided to the student group, which ensures that a diversity ages and service user groups can be studied)
The students will be supported by the teaching staff in making a decision about which of the two choices best fits their needs and learning styles, however, both the case study or book review will enable the student to meet the intended learning outcomes.

For students on the BA (Hons) Social Work: Qualified Status programme:
All elements of assessment must be passed;
Two attempts only are permitted for the assessment of this module.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	1,2, 3	Reflective Report	50%		3,000
2	4,5,6	Case Study **or** Book Review	50%		3,000

Learning and Teaching Strategies:

The module will use a variety of methods for teaching & learning, including constructivist and critical dialogue methods. A range of small and large group strategies will be employed to encourage peer learning, formative assessment processes and feedback, as well as visual, didactic and auditory (transmission) teaching methodologies which considers differentiation in student learners and learning preferences.
Module teaching is supported by the utilisation of opportunities for inter-professional learning: both across student population and through a diversity of contributing lecturers/speakers and educators. In this context it explicitly utilises some detailed workshop and case study approaches to enable students to critically consider how learning across all modules of all years contributes to a holistic and integrated approach to health and social care.
As a large generic module, covering children, family and adult service provision, all students will be enagaged in learning across the life cycle, service user groups and

organisational contexts, irrespective of the focus of their written submissions.

Syllabus outline:
Semester One: *Organisational Context theme:* The range of different services provided from social work organisations and the interdisciplinary context. Understanding organisations - structure, style of leadership, culture and motivation and the implications for critical awareness and reflection. Exploring conflict resolution within teams, across multidisciplinary boundaries and between organisations. Understanding how the organisation impacts upon services users, carers and families.

Working in Practice Theme (Child): Child protection, intervention and prevention teams (integrated services), Critical Analysis and observation in assessment and risk assessment processes in working with children, therapeutic and preventative models in working with families with a range of diverse needs. Asylum seekers and refugee support for children and families: key issues. Analysis of literature of practice issues and implications. Planning and commissioning in children services. (Adult): adult protection, person centred planning, Care Programme Approach, Care Management, assessment and risk assessment frameworks and complexities, dual diagnosis, planning and commissioning, asylum seekers needs and services, rural context of services and implications.

Drug and Alcohol Theme: Critical analysis and awareness of the relationship of the complexity of social problems leading to inequality and disadvantage, such as alcohol and drug use, domestic violence and child abuse. Exploring how different working models for interpreting behaviour and outcomes for example; disease, functional, problem, harm minimisation, criminal justice have facilitated different policy and service provision contexts. Analysis of different intervention models with particular regard to those looking at integrated and familial based approaches. Explore the role of service user and care perspectives and involvement in the construction of alternative perspectives for practice. Critically analyse key policy guidelines, research (with regard to minority and excluding populations) and additional grey literature.

Bibliography

Essential reading:

Davies, M. (ed) (2012) *Social work with children and families* Basingstoke Palgrave Macmillan

Davies, M. (ed) (2012) *Social work with adults* Basingstoke Palgrave Macmillan

Ferguson, I. (2008) *Reclaiming social work, challenging neo-liberalism and promoting social justice.* London, Sage.

Forrester, D. and Harwin, J. (2011) *Parents Who Misuse Drugs and Alcohol: Effective Interventions in Social Work and Child Protection.* Chichester, West Sussex: Wiley-Blackwell.

Frost, N. and Parton, N. (2009), *Understanding children's social care : politics, policy and practice.* London: Sage

Galvani, S. (2012) *Supporting people with alcohol and drug problems. Social Work in Practice series.* Bristol: Policy Press.

Hugman, R. (2010) *Understanding international social work, a critical analysis.* Basingstoke, Palgrave Macmillan.

Kirton, D. (2009), *Child social work policy and practice.* London: Sage.

Lymbery, M and Butler, S. (2004) *Social work ideals and practice realities* Basingstoke, Palgrave Macmillan

Morgan, G. (2006), *Images of organisation.* London: Sage.

Newton, S. (2006), Adult Placement – An introduction to the principles and practice of Adult Placement. BASW.

Penhale, B and Parker J (2008) *Working with vulnerable adults* London, Routledge

Thom, B., Sales, R. and Pearce, J. (2007), *Growing up with risk.* Bristol: The Policy Press.

Thompson, P. and McHugh, D. (2009), *Work organisations a critical approach, 4th ed.* Basingstoke: Palgrave Macmillan.

.Other indicative reading:

Barnard, M. (2007), *Drug Addiction and Families.* London: Jessica Kingsley.

Carnwath, T. and Smith, I. (2002), *Heroin Century.* London: Routledge.

Collins, S. and Keene, J. (2000), Alcohol *Social Work and Community Care.* Birmingham: Venture Press.

Coushed. V. and Mullender, M. (2006), *Management in Social Work,* 3rd ed. Hampshire: Palgrave Macmillan.

Crawley, H and Crimes, T. (2009), *Refugees living in Wales: A survey of skills, experiences and barriers to inclusion.* Cardiff: National Assembly Government.

Handy, C. B. (1985), *Understanding Organizations.* Harmondsworth: Penguin Books.

Healy, K. and Darlington, Y. (2009), Service user participation in diverse child protection contexts: Principles for practice, *Child and Family Social Work,* 14 (4) pp. 420 – 430.

Mullender ,A., Humphreys, C. and Saunders, H. (1998), *Domestic Violence and Child Abuse: Policy and Practice Issues for Local Authorities and Other Agencies.* Local Government Association.

Neale, J. (2002), Drug Users in Society. Basingstoke: Palgrave.

Ogbonna, E. and Harris L. C. (2000), *Leadership style, organizational culture and performance: empirical evidence from UK companies.* International Journal of Human Resource Management, 11 (4), pp.766-788.

Pugh, R. (2000), *Rural Social Work.* Dorset: Russell House.

Pugh, D.S and Hickson, D.J (1989), *Writers on Organizations*, 4th ed. London: Penguin.

Shaw, S., Cartwright, A., Sprately, T. and Harwin, J. (1978), *Responding to Drinking Problems.* London: Croom Helm.

Thompson, P. and McHugh, D. (2009), *Work Organisations a Critical Approach, 4th ed.* Basingstoke: Palgrave Macmillan.

Welsh Government (2013) A Framework for Delivering Integrated health and Social Care, For Older People with Complex Needs, Welsh Government, Cardiff.

Welsh Government (2012) *Shared purpose –Shared delivery Guidance on integrating Partnerships and Plans Version 2*, Welsh Government, Cardiff.

Welsh Government (2011a) *Together for Health. A Five Year Vision for the NHS in Wales*, Welsh Government, Cardiff.

Welsh Government (2011b) *Sustainable Social Services for Wales: A Framework for Action*, Welsh Government, Cardiff.

Wood, M. (2009), 'Mixed ethnicity, identity and adoption: research, policy and practice', *Child and Family Social Work,* 14 (4) pp. 431-439.