



PRIFYSGOL GLYNDŴR WRECSAM  
GLYNDŴR UNIVERSITY WREXHAM

### MODULE SPECIFICATION FORM

Module Title: <b>Completing the Circle of Participation – listening to the voices of service users and carers</b>	Level: 6	Credit Value: 20
---	----------	------------------

Module code: SOC 619 (if known)	Cost Centre: GASW	JACS2 code: L310
------------------------------------	-------------------	------------------

Semester(s) in which to be offered: 1 & 2	With effect from: 2012
---	------------------------

<b>Office use only:</b> To be completed by AQSU:	Date approved: Sept 2011 Date revised: Sept 2013 Version no: 2
---	--

Existing/New: New	Title of module being replaced (if any): N/A
-------------------	--

Originating Subject: Social Work	Module Leader: Liz Lefroy and Outside In
----------------------------------	--

Module duration (contact hours/ 80 directed/directed 40 private study: 80	Status: core/option/elective (identify programme where appropriate):	Core for Social Work, (possibly elective for Nursing, Mental Health Nursing)
--	---	---

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):
---	--	---

<b>Module Aims:</b>
---------------------

- To explore the emergence of the service user and carer participation movement and its impact on social work, social care and health services
- To enable students to develop their communication skills, in particular listening to and understanding the needs and views of service users and carers both at individual and community levels
- To increase students' understanding of both the uniqueness of, and the commonalities shared by service users, their carers and families, and to demonstrate the social work values which underpin these
- To ensure students achieve module learning outcomes through partnership working and learning between students, service users, carers, lecturers and practitioners

### **Expected Learning Outcomes**

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

Knowledge and Understanding:

1. Critically analyse the variety of forms of and stages of lives within which service user and carer participate, their origins and underpinning ideologies
2. Evaluate the intended and actual outcomes of the service user and carer participation movement, including the positive impacts on personal growth, skills acquisition and development.
3. Analyse the impact of the presence, or absence of, social work values in practice, in particular values of partnership, empowerment, respect, equality and mutuality
4. Reflect on and appraise the strengths and constraints of using creative approaches in working alongside service users and carers

Transferable/Key Skills and other attributes:

- Communication skills
- Skills in working with others
- Skills in personal and professional development
- Anti-discriminatory practice
- Gathering and Evaluating Information and Intervention.

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

A single assessment which combines: a narrative account derived from collaboration with service user(s)/carer(s) presented in creative form: prose, film, poetry, poster, digital story, etc. This will be accompanied by a related reflective commentary, taking the form of an essay, which accounts for the development of the narrative and sets it within the context of the service user and carer participation movement.

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, 2, 3 & 4	Narrative account in creative form accompanied by reflective commentary / essay	100%		3,000 words and/or equivalent

#### Learning and Teaching Strategies:

The module will be co-led by the service user and carer focus group, Outside In. The emphasis is on learning in partnership so the group will invite practitioners and lecturers from social work, nursing and other disciplines to take an active and collaborative part in delivering teaching through:

Role play; experiential learning through case studies; drama; group work; lectures; workshops; using examples of narratives from service users and carers and service user groups (film, short story, narrative accounts, etc). The emphasis on service user and care narratives enables the consideration of the importance of making sense of life events through their telling and the way that the narrative approach used shapes the story. A number of approaches are used – some linear (film making, as an e.g.) and some circular or momentary (mask making, as an e.g.).

#### Syllabus outline:

##### **Semester one:**

Service user and carer participation: its history and impact; working in partnership: mutuality and respect, boundaries and empathy; communication skills and their relationship to specific service user and carer needs; service user and carer narratives of marginalisation and inclusion; creative approaches to working with service users and carers; goal setting and planning.

##### **Semester two**

Problem solving collaboratively, reflective practice, evaluation of narrative project, task

completion, giving feedback, endings.

## **Bibliography**

### **Essential reading:**

Bolton, G. (2010), *Reflective Practice*. London: Sage.

Care Council for Wales (2005), *Standards on Involving Service Users and Carers in the degree in social work in Wales*. Cardiff: Care Council for Wales.

McPhail, M. (2007), *Service User and Carer Involvement – Beyond Good Intentions*. Edinburgh: Dunedin Academic Press.

### **Other indicative reading:**

Abbott, H.P. (2008), *The Cambridge Introduction to Narrative*, 2nd ed. Cambridge: Cambridge University Press.

Anderson, L. (2006), *Creative Writing: A Workbook with Readings*. Abingdon: Routledge.

Beresford, P. (2010), *A Straight Talking Introduction to Being a Mental Health Service User*. Ross-on-Wye: PCCS Books.

Bolton, G., Howlett, S., Lago, C. and Wright, J. (eds) (2004), *Writing Cures: An introductory handbook of writing in counselling and psychotherapy*. Hove: Brunner-Routledge.

Care Council for Wales (2007), *Service User and Carer Participation Strategy*. Cardiff: Care Council for Wales.

Doel, M. and Best, L. (2007), *Experiencing social work – learning from service users*. London: Sage.

Gubrium, J.F. & Holstein, J.A. (2009), *Analyzing Narrative Reality*. London: Sage.

Hunt, C. and Sampson, F. (2006), *Writing: Self and Reflexivity*. Basingstoke: Palgrave.

Kemshall, H. and Littlechild, R. (2000), *User Involvement & Participation in Social Care*. London: Jessica Kingsley.

Tighe, C. (2005) *Writing and Responsibility*. Abingdon: Routledge.

Welsh Assembly Government (2004) *A Commissioner for Older People in Wales*, Welsh Government, Cardiff.

Welsh Government (2012) *Action on Independent Living*, Welsh Government, Cardiff.