Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Entering the Profession - Developing Practitioner 1	**Level**:	4	**Credit Value**:	20

Module code:	SWK401	**Is this a new module?**	YES	**Code of module being replaced**:	SOC414

Cost Centre:	GASW	**JACS3 code**:	L500

Trimester(s) in which to be offered:	1, 2	**With effect from:**	September 17

School:	Social & Life Sciences	**Module Leader:**	Dr Wulf Livingston

Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core
BA (Hons) Social Work: Qualified Status	✓
BA (Hons) Social Welfare (exit/alternative award)	✓

Pre-requisites
None

Module Aims
This module aims to develop students' understanding of the distinction between social care and social work as they explore the implications of entering a regulated profession. Students will have an opportunity to interrogate the potential challenges, opportunities, pressures, stresses, strains, and rewards of social work and begin to develop their initial responses. In view of this, emotional intelligence as a social work skill will be introduced, as will the concept of resilience within professional practice. In addition, students will discover links between the knowledge and theoretical base and practice.

Intended Learning Outcomes		

Key skills for employability

KS1   Written, oral and media communication skills

KS2   Leadership, team working and networking skills

KS3   Opportunity, creativity and problem solving skills

KS4   Information technology skills and digital literacy

KS5   Information management skills

KS6   Research skills

KS7   Intercultural and sustainability skills

KS8   Career management skills

KS9   Learning to learn (managing personal and professional development, self-management)

KS10   Numeracy

At the end of this module, students will be able to		Key Skills	
1	Demonstrate an understanding of the implications of social work being a regulated profession	KS1	KS9
2	Demonstrate an awareness of individual responses to the potential challenges of roles within the profession.	KS2	KS3
		KS7	
3	Analyse personal qualities and areas for further professional development with reference to the university's personal development planning processes.	KS1	KS3
		KS7	KS8
		KS9	
4	Analyse approaches and methods that support the use of emotional intelligence and resilience in social work practice	KS1	KS5

5	Demonstrate an understanding of the core knowledge and theoretical underpinnings of social work.	KS7	KS8

Transferable/key skills and other attributes
- Written, oral and media communication skills   - Team working skills   - Learning to learn (managing personal and professional development, self-management)

Derogations
Two attempts only at each assessment. All assessments must be passed at 40% or above This module cannot be trailed to the next level

Assessment:
Assessment 1 - Learning Log – students will be required to keep and present a learning log. This will be kept throughout the academic year. It will demonstrate how and why the student has developed an increased understanding of what constitutes professional social work, and their initial areas of self-identified professional development. **Assessment 2 -** Group Project –students will work in small groups to provide collated and annotated resource lists and key messages with regards to emotional intelligence, resilience and theoretical frameworks to take into their first practice learning opportunity **Assessment 3 -** Attendance – students are normally required to achieve a minimum of 85% attendance to pass the module

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,	Learning logs/journals	50%		1,500
2	4, 5	Group Project	50%		1,500
3	1,2,3,4,5	Attendance	Pass/Fail		N/A

Learning and Teaching Strategies:
This will include interactive lectures, group work, workshops/seminars, e-learning, the use of case studies, and the use of visiting speakers

Syllabus outline:
- Personal Development Planning;   - Exploring the distinction between social care and social work, taking the starting point of entering the programme and reflecting upon pre-entry social care experiences and how these might differ from future social work roles;   - Introducing the regulated profession; personal professional registration, role of the regulatory body (Social Care Wales), and concepts of on-going professional development;   - Exploring the possibilities and realities of everyday practice experiences: challenges, opportunities, pressures, stresses, strains, and rewards of social work. Within this context exploring students' initial resources, strengths and areas for development;   - Understanding responses to the demands of the profession with specific regard to emotional intelligence and resilience;   - Clarifying the codes of practice, rules and regulations of social work;   - Definitions of abuse and neglect and responsibilities for reporting;   - Sharing information and confidentiality;   - Introduction to the knowledge and theoretical base for social work; distinctions between formal and informal knowledge, psychological and sociological platforms;   - Joint sessions with Occupational Therapy programme (Professional Studies module at level 4) at GU to explore social work in the context of multi and inter-disciplinary working and learning.

Bibliography:
Essential reading
British Association of Social Workers (2016) Professional Capabilities Framework https://www.basw.co.uk/pcf/   Care Council for Wales (2015) Codes of Professional Practice, Cardiff, CCW   Collins, S. (2008) Statutory Social Workers: Stress, Job Satisfaction, Coping, Social Support and Individual Differences *British Journal of Social Work* 38 (6): 1173-1193.   Howe, D. (2008) *The Emotionally Intelligent Social Worker,* Basingstoke, Palgrave Macmillan.
Other indicative reading
Beckett, C. & Horner, N. (2016) *Essential Theory for Social Work Practice* (2nd edn) London, Sage.   Bogg, D, & Challis, M. (2013) *Evidencing CPD: A Guide to Building Your Social Work Portfolio*, St Albans, Critical Publishing.   Carson, E., King, S. & Papatraianou, L.H. (2011) "Resilience Among Social Workers: The Role of Informal Learning in the Workplace", *Practice*, 23(5), 267-278

Collins, S. (2007) "Social Workers, Resilience, Positive Emotions and Optimism", *Practice* 19(4) 255-269.

Davies, M. (ed.) (2013) *The Blackwell Companion to Social Work* (4th edn) Chichester, Wiley-Blackwell.

Duschinsky, R., Lampitt, S. & Bell, S. (2016) *Sustaining Social work: Between Power and Powerlessness,* Basingstoke, Palgrave Macmillan.

Hodgins, M., Fleming, P. & Griffiths, J. (2016) *Promoting Health and Well-being in the Workplace,* Basingstoke: Palgrave Macmillan.

Howe, D. (2009) *A brief Introduction to Social Work Theory,* Basingstoke, Palgrave Macmillan.

Thompson, N. (2015) *Understanding Social Work; Preparing for Practice* (4th edn) Basingstoke, Palgrave Macmillan.

Thompson, N. & Livingston, W. (2016) "Promoting Well-being" *Illness, Crisis & Loss*, (http://icl.sagepub.com/content/early/2016/04/13/1054137316643445.full.pdf+html)

Journals and Magazines

British Journal of Social Work

Community Care

Social Work Education