1. **Title of the module**

SOCI9230 (SO923) - Social Work Theories, Interventions and Skills

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

Division for the Study of Law, Society and Social Justice (School of Social Policy, Sociology and Social Research)

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

If a module is available at more than one level please indicate this here.

e.g. Level 5 (KV Code), Level 6 (KV Code)

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

15 credits (15 ECTS)

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

Autumn term (term 1)

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

None

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

Social Work MA (compulsory module)

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

8.1 Understand, critically analyse and evaluate underpinning theories, methods and models of, and for, practice with individuals, couples, families, groups and communities;

8.2 Demonstrate a confident knowledge and critical understanding of the social work processes of engagement, assessment, planning, intervention, evaluation and termination and an understanding of this in relation to different theoretical perspectives;

8.3 Use research critically to inform and effectively to sustain and develop effective practice;

8.4 Apply critical reflection and analysis to sustain and develop effective practice;

8.5 Examine and evaluate how respective theoretical approaches can be applied in ethical and anti-oppressive practice with all service users, taking account of differences such as culture, race age, gender, and sexuality;

8.6 Understand and apply a range of theories and interventions to, and in, complex practice situations.

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

9.1 Demonstrate skills commensurate with postgraduate study in relation to linking theory, practice, empirical evidence and argument to social work, drawing on current models of best practice;

9.2 Demonstrating skills relating to the organisation and communication of complex ideas in a clear and effective manner, both verbally and in writing;

9.3 Be able to systematically gather, collate, critically analyse and synthesise material from a wide range of sources;

9.4 Be able to gather library and web-based resources appropriate for postgraduate study; make critical judgements about their merits and use the available evidence to construct a developed argument to be presented orally in seminars and in writing;

9.5 Demonstrate skills in working effectively with others.

1. **A synopsis of the curriculum**

This module will explore and critically reflect on the role of theory in social work and its intersection with the development of interventions and social work skills. Threaded throughout the module will be a focus on the importance of developing a critical understanding of social work processes, including models and methods of assessment, the application of theory in complex social work cases and recognition of social work intervention as a theoretically informed activity. Specific approaches and perspectives will be explored e.g. systemic and therapeutic approaches, and critically reviewed in assessment and intervention with individuals, families, groups and communities. The role and nature of social work models and interventions will be explored, e.g. social constructionist approaches, task centred practice, and students will be encouraged to develop a critical understanding of the importance of groups - including families - in social work practice. The module will facilitate the students’ capacity to critically evaluate theories and methods including an appreciation of practice paradigms and practice related theories within wider social sciences perspectives.

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

Benson J. (2010) *Working more Creatively with Groups,* 3rd Edition, Abingdon: Routledge.

Healey, K (2005) *Social Work Theories in Context: Creating Frameworks for Practice.* Basingstoke: Palgrave Macmillan.

Howe D. (2009) *A Brief Introductory to Social Work Theory,* Basingstoke: Palgrave Macmillan.

Lishman, J (2007) *Handbook for Practice Learning in Social Work and Social Care: Knowledge & Theory*. London: Jessica Kingsley

Milner & O’Byrne (2009*) Assessment in Social Work,* 3rd edition, Basingstoke: Palgrave Macmillan

Payne, M (2005) *Modern Social Work Theory*, 3rd edition, 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 - Case Analysis assignment (3000 words) - 80%

Coursework - seminar presentation (20 minutes) –20%

\*These components are ‘Pass compulsory’ – students must pass the individual assessments in order to pass the module overall.

13.2 Reassessment methods

Like-for-like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| Lectures | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |  |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** |
| Class discussion /seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** |
| Group work | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Assignment -3,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| Presentation – 20 minutes | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division/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 and the specific skills have potential international relevance.

**DIVISIONAL 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 | Original specification | Autumn 2013 | N/A | N/A |
| 09/2021 EAP | Minor | September 2021 | 13 | No |

Revised FSO Feb 2018