1. **Title of the module**

SOCI7240 (SO724) – Social Work with Adults

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)**

Level 5

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)

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

None (all stage 1 and 2 modules on the BA Social Work course are compulsory)

1. **The course(s) of study to which the module contributes**

Social Work BA Honours (compulsory module)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate knowledge of the impact of poverty, injustice, discrimination, social inequalities and oppressive social relations on the lives of adult service users
3. Demonstrate critical understanding of different models of disability including medical and social models and the role of social construction in defining ‘need’ and ‘eligibility’
4. Demonstrate critical understanding of concepts of personalisation and person-centred practice and how these relate to processes of self-directed support and individual budgets as ways of delivering services
5. Understand key terminology including, ‘learning disability’, ‘physical disability’, ‘old age’ and ‘carer’
6. Demonstrate awareness of personal attitudes to disability, old age and other social categories and recognition of the role these play in influencing practice
7. Demonstrate knowledge of the practical and emotional support needs of carers and the complexity of the social work role in relation to carers
8. Demonstrate knowledge of the key procedures involved in safeguarding/adult protection and the role of the social worker in this context including awareness of the importance of balancing rights with risk in decision-making.
9. Describe the main risk indicators, types and patterns of incidence of abuse affecting adult service users and develop appropriate strategies for safeguarding those who may be vulnerable
10. Demonstrate knowledge of the main legal and professional responsibilities of a qualified social worker with adult service users and their families.
11. Demonstrate understanding of the purpose and contexts for the involvement of people who use services and carers in developing social work services, social work theory and social work training
12. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
13. Organise information clearly and coherently in written form
14. Think critically and consider alternative perspectives in analysing and solving problems
15. Manage their own learning and deploy time management skills.
16. **A synopsis of the curriculum**

The overall aim of this module is to equip students with knowledge and understanding of social work with key adult service user groups and family carers. Specific knowledge and information about adult service users’ needs and lives and the issues that bring them to the attention of social workers will be addressed alongside exploration of key concepts such as ‘safeguarding’ and ‘personalisation’.

The policy and legal context of social work with adults will be explored and awareness of the changing responsibilities of social workers in adult services highlighted. The module will also facilitate appreciation of the impact of health problems, injustice, social inequalities, marginalisation and discrimination on the lives of adult service users. The Professional Capabilities and the ‘Knowledge and Skills Statement for Social with Adults’ will be woven into the module.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Adams, R., Dominelli, L and Payne, M. (Eds) (2009) *Social Work: Themes, Issues and Critical Debates,* Palgrave Macmillan: Basingstoke
* Banks, S. (2014) *Ethics,* *Critical and Radical Debates in Social Work*, Policy Press: Bristol
* Carr, H and Goosey, D. (2017) *Law for Social Workers,* OUP:Oxford
* Davies, M. (2012) *Social work with adults: Policy, law, theory, research and practice*. Palgrave Macmillan: Basingstoke
* Fook, J. (2016) *Social work: A critical approach to practice, 3rd edition,* Sage: Los Angeles
* Koubel, G (2013) *Social Work with Adults*. Maidenhead: Open University Press
* Oliver, M., Sapey, B and Thomas, P. (2012) *Social Work with Disabled People,* Palgrave Macmillan: Basingstoke
* Ray, M. and Phillips, J. (2012) *Social Work with Older People*, Palgrave Macmillan: Basingstoke
* Sheldon, B. and Macdonald, G. (2009) *A Textbook of Social Work*, Routledge: London

## Trevithick, P. (2012) *Social Work Skills and Knowledge*, 3rd edition, Open University Press: Maidenhead

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 – essay (2000 words) - 70%\*

 Coursework- response to a legal problem (1250 words) – 30%\*

\* These components are ‘Pass compulsory’ – students must pass BOTH 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 (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 | 8.10 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x | x | x | x | x |
| lectures | x | x | x | x | x | x | x | x | x | x |  | x | x |
| Seminars | x | x | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay (2000 words) | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Legal problem (1250 words) |  |  |  |  |  |  | x | x | x |  | x | x | x |

1. **Inclusive module design**

The Division 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**

This module is largely domestically focussed due to the nature of the professionally accredited programme to which it contributes. However, students will develop a range of skills that are transferable to international contexts*.*

**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) |
| 24/03/17 | Minor | January 2018 | 5,11,13 | No |
| 08/10/2019 | Minor | September 2019 | 13.1 | No |
| 09/2021 EAP | Minor | September 2021  | 13.1  | No |

Revised FSO/SSPSSR Feb 2018 under Competition and markets Authority compliance project