

Assessment & Intervention – Skills For Practice

Unit Title	Assessment & Intervention – Skills For Practice		
Unit Code			
Unit Abbreviation			
Level of Study	7		
Credit Value	30	ECTS Value	15
Home Department	Department of Social Care and Social Work		
Home Faculty	Faculty of Health, Psychology and Social Care		
Unit Co-ordinator	Samantha Baron		
Key Words	Assessment, intervention, change, complexity, risk, resistance, professional practice.		

Unit Description

Brief Summary	<p>The overall aim of this unit is to provide a systematic and critical exploration of areas of practice that relate to the assessment and intervention in working with children, adults, families and communities. The focus is upon skill development underpinned by theoretical knowledge and application within and across a range of contexts and service user groups. The unit will focus upon models of assessment and intervention and focus upon defined skill areas relating to defined areas of practice. It aims to enable recognition of the contribution, and begin to make use of, research informed practice and will focus upon utilising critical thinking and evidence based decision making to understand assessment and intervention across a range of service settings in addition to focusing upon forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and their application to practice. It considers assessment and intervention within an inter professional and intra organisational context and considers how practice and organisational cultures can shape and impact upon practice. The areas identified are linked to TCSW Professional Capabilities Framework level descriptor -Social Worker and Experienced Social Worker</p>
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Indicative Content	<p>The content will allow practitioners to develop their practice further, post qualification and learning from consolidation in practice. The curriculum will address a number of specific areas. Underpinning these areas will be the key themes of inter-professional working and service user and carer participation.</p> <p>The curriculum will include:</p> <ol style="list-style-type: none"> 1. Understanding generic and defined models of assessment tools and frameworks and examination of decision making within the assessment process. 2. A range of defined intervention models relating to social work practice that achieves change for vulnerable people and their families. 3. The application of critical thinking and critical analysis to law, policy, practice guidance and research and their application to assessment and intervention in working with vulnerable people. 4. Exploration of factors impacting on assessment and decision making and the relationship to empirical evidence 5. Critically evaluate models of intervention which apply to forms of harm and their impact on people, the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, safeguarding and their application to practice 6. Critically evaluate professional development as a qualified Social Worker/experienced social worker in light of the above
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Learning Outcomes

Unit Learning Outcomes	<p>On successful completion of this unit students will be able to:</p> <ol style="list-style-type: none"> 1. Critically consolidate their learning post qualification with a critical understanding and awareness of key concepts, models and frameworks relating to assessment and intervention. 2. Critically synthesize knowledge in practice in relation to empirically based assessment and intervention in defined professional areas. 3. Critically understand and apply the use of evidence and research in relation to professional decision making in relation to assessment and intervention. 4. Critically analyse concepts of strength, resilience, vulnerability, risk and resistance in the protection and safeguarding of vulnerable adults and children. 5. Critically evaluate their professional development in line with TCSW Professional Capabilities Framework level descriptor.
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Assessment

Summative Assessment	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #e0e0e0;">Element</th> <th style="background-color: #e0e0e0;">Type</th> <th style="background-color: #e0e0e0;">Weighting</th> <th style="background-color: #e0e0e0;">Learning outcomes assessed</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Element	Type	Weighting	Learning outcomes assessed				
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	1	Written assignment	60%	2,3,4(and including all employability and sustainability outcomes)
	2	Presentation	40%	1,5(and including all employability and sustainability outcomes)
Employability & Sustainability Outcomes	Outcomes			Element of Assessment
	Employability			
	apply skills of critical analysis to real world situations within a defined range of contexts;			1&2
	demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self-management;			1&2
	express ideas effectively and communicate information appropriately and accurately using a range of media including ICT			1&2
	develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives;			1&2
	manage their professional development reflecting on progress and taking appropriate action;			1&2
	find, evaluate, synthesise and use information from a variety of sources;			1&2
	articulate an awareness of the social and community contexts within their disciplinary field.			1&2
	Sustainability			
	Use systems and scenario thinking.			
	Engage with stakeholder/interdisciplinary perspectives.			
Description of each element	The unit is assessed by 1) completion of a summative 3,000-word assignment 2) a 30-minute presentation outlining the key areas identified in the written assignment, supported by a formative			

<p>of Assessment</p>	<p>assessment, which is based on a case study application of theory to practice.</p> <p>Within the summative assignment, students will be required to demonstrate a critical ability to reflect upon practice in relation to models and frameworks for assessment and intervention and critically analyse how the use of evidence and empirical evidence supports decision making in assessment and intervention in professional practice. The assignment will relate to the students chosen area of practice and will focus upon a critical understanding of the selection and application of evidence, with evaluation of how this informs practice.</p> <p>Within the summative presentation, students will be required to present an outline of current research in relation to theories and methods that apply to their chosen area of practice. The presentation will focus upon current knowledge and research in direct assessment and intervention within social work practice.</p> <p>The summative assessments will be supported by a formative task whereby students will be required to examine 'evidence' and critically appraise 'evidence' and its application to practice utilising a case study approach to facilitate application of learning to practice.</p> <p>The unit assessment enables students to demonstrate understanding of the requirements for social workers or experienced social workers as outlined in TCSW level descriptor.</p>
<p>Mandatory Learning & Teaching Requirements</p>	<p>N/A</p>
<p>Minimum Pass Mark</p>	

Learning Activities

<p>Breakdown of Student Learning Activity</p>	<p>Type of Activity</p>	<p>%</p>
	<p>Summative Assessment</p>	<p>25</p>
	<p>Directed Study</p>	<p>25</p>
	<p>Student-centred Learning</p>	<p>50</p>

Learning Resources

Books recommended for purchase by students	<p>Gray, M. Webb, S (2009) <i>Social Work Theories and Methods</i>, Sage. London</p> <p>Parker, J. (2010) <i>Social Work Practice: Assessment, Planning and Review</i>. Learning Matters, Exeter</p> <p>Trinder, L. & Reynolds, S. Eds (2000) <i>Evidence-Based Practice</i>. Oxford, Blackwell Science</p>
Essential Reading/ Resources	<p>Adams, R. Dominelli, L. Payne, M. (2009) <i>Practising Social Work in a Complex World</i>, Palgrave Macmillian. London</p> <p>Brown, K. (2010) <i>Vulnerable adults and Community Care</i>. Learning Matters, Maidstone</p> <p>Healey, K. (2005). <i>Social Work Theories in Context</i>. Basingstoke. Palgrave Macmillan. London</p> <p>Scragg, T., Mantell, A (2011) <i>Safeguarding Adults in Social Work</i>. Learning Matters. Maidstone.</p> <p>Taylor, B. <i>Professional Decision Making in Social Work</i>. Learning Matters. Maidstone.</p> <p>Thompson, N. <i>Theorizing Social Work Practice</i>. (2010) Palgrave Macmillian. London.</p> <p>Trevithick, P. (2012) <i>Social Work Skills and Knowledge: A Practice Handbook</i>. Open University. Maidenhead.</p>
Further Reading/ Resources	<p>Journals</p> <p>Journal of Social Work Education</p> <p>British Journal of Social Work</p> <p>Websites:</p> <p>Social Care Institute for Excellence http://www.scie.org.uk</p> <p>Health Care Professions Council http://www.hpc-uk.org/</p> <p>The College of Social Work http://www.collegeofsocialwork.org/</p>
Specialist ICTS Resources	None
Additional Requirements	None

Administration

JACS Code	L500
HESA Academic Cost Centre	
Date of Approval	12 June 2014

Date of Most Recent Consideration	
Unit External Examiner	
Unit Assessment Board	