

## Module Information

2022.01, Approved

### Summary Information

Module Code	5010SWA
Formal Module Title	Working with Adults with Care and Support Needs
Owning School	Nursing and Allied Health
Career	Undergraduate
Credits	20
Academic level	FHEQ Level 5
Grading Schema	40

### Teaching Responsibility

LJMU Schools involved in Delivery
Nursing and Allied Health

### Learning Methods

Learning Method Type	Hours
Lecture	24
Seminar	16

### Module Offering(s)

Display Name	Location	Start Month	Duration Number Duration Unit
JAN-CTY	CTY	January	12 Weeks

### Aims and Outcomes

Aims	The aim of this module is to explore the different dimensions of working with adults with care and support needs.
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**After completing the module the student should be able to:**

## Learning Outcomes

Code	Number	Description
MLO1	1	Understand the development of organisational framework and service provision in relation to adults.
MLO2	2	Apply knowledge of social sciences, law and social work practice theory in relation to social work with adults
MLO3	3	Apply social work ethical principles and values to guide professional practice with adults.
MLO4	4	Analyse the duties and powers of social workers and the range of interventions required to promote independence, provide support and prevent harm, neglect and abuse.

## Module Content

Outline Syllabus	<ul style="list-style-type: none"> <li>• Theory and practice related to social work with adults</li> <li>• Safeguarding adults with care and support needs</li> <li>• Key theoretical concepts in working with adults with care and support needs</li> <li>• Understanding the legal mandate and key social policy in social work with adults</li> <li>• Assessment procedures in social work with adults</li> <li>• Ethical standards and anti-oppressive practice in a contemporary social work setting</li> <li>• Working in partnership with service user and carers</li> <li>• Working with older people</li> <li>• Working with people living with physical disabilities</li> <li>• Working with people living with mental ill-health</li> <li>• Working with people with learning disabilities</li> <li>• Social pedagogy and adults</li> </ul>
Module Overview	
Additional Information	<p>This module is mapped to the following standards for social work education</p> <p><b>Apprenticeship Standards</b></p> <p><b>Professional values and ethics</b></p> <p><b>Skills</b> – must be able to:</p> <ul style="list-style-type: none"> <li>• ensure professional ethical standards are developed, maintained and promoted</li> <li>• take responsibility for your decisions and recommendations</li> <li>• ensure the highest standard of person centred approach, so that people are treated with dignity and their rights, values and autonomy are respected</li> <li>• practise in a non-discriminatory manner</li> </ul> <p><b>Knowledge</b> – must know and understand:</p> <ul style="list-style-type: none"> <li>• the importance of maintaining, and the limits of, confidentiality</li> <li>• current legal and ethical frameworks</li> <li>• Views of people who use services, carers and families</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• promote the best interests of people who use services, carers, their families and communities</li> <li>• hear the views of people who use services, carers, their families and communities, recognise their expertise, and enable their views to have validity and influence</li> <li>• work with people to enable them to make informed decisions and exercise their rights</li> <li>• work to promote individual growth, development and independence</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• the concepts of participation, advocacy, co-production, involvement and empowerment</li> <li>• the contribution that peoples' own resources and strengths can bring to social work</li> </ul> <p><b>Evidence-based decision making and analysis</b></p> <ul style="list-style-type: none"> <li>• undertake assessments of need and/or capacity</li> <li>• initiate resolution of issues and use initiative</li> <li>• gather, analyse, critically evaluate and use research information and knowledge in your practice to develop an understanding of the individual's situation</li> <li>• make and receive referrals appropriately</li> <li>• use social work methods, theories and models to enable individuals to identify actions to achieve change and improve life opportunities</li> <li>• manage and weigh up competing/conflicting values or interests to make reasoned professional judgement</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• the value of research and analysis and be able to evaluate evidence to inform practice</li> <li>• that experiences and feelings affect behaviour in interactions</li> </ul> <p><b>Personal and professional development</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• keep your skills, knowledge and ongoing professional development up to date</li> <li>• show an awareness of current and relevant legislation</li> <li>• use a range of research methodologies to inform your practice</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• social work theory, models and interventions; human growth and development across the lifespan and the impact of key developmental stages and transitions</li> <li>• the impact of injustice, demography, social inequality, policies and other issues which affect the demand for social work services</li> <li>• the scope and limits of practice and when/how to seek advice from a range of sources</li> <li>• your employer's organisational context and systems and the impact on your practice</li> </ul> <p><b>Safe professional practice and safeguarding</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• balance appropriate levels of autonomy within a complex system of accountability</li> <li>• respond appropriately to unexpected situations, identify and challenge practices which present a risk to, or from, people you are working with, their carers or others in order to uphold professional requirements</li> <li>• respond appropriately to signs of harm, abuse and neglect</li> <li>• establish and maintain personal and professional boundaries</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• signs of harm, abuse and neglect and the importance of professional curiosity when these are observed and the appropriate risk assessment tools and processes to use</li> <li>• the role of the Social Worker and roles of others within safeguarding, appropriate to levels of skills and experience</li> </ul> <p><b>Communication</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• communicate in English at the level required by the HCPC</li> <li>• communicate in a way which is engaging, respectful, motivating and effective, even when dealing with conflict or resistance to change</li> <li>• exercise professional curiosity</li> <li>• have difficult conversations with empathy</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• the range of factors that affect effective communication e.g. age, capacity, learning ability and physical ability</li> </ul> <p><b>Working with others</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• engage effectively</li> </ul>

## Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Module Learning Outcome Mapping
Portfolio	Completion of 3 assessments	100	0	MLO1, MLO2, MLO3, MLO4

## Module Contacts

Module Leader

Contact Name	Applies to all offerings	Offerings
Elaine Aspinwall-Roberts	Yes	N/A

**Partner Module Team**

Contact Name	Applies to all offerings	Offerings
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