

CRITICAL THINKING IN ADVANCED PRACTICE

Version 1

Level M

Credit value 20 (ECTS equivalent credit value 10)

PRE-REQUISITES AND CO-REQUISITES

None

AIMS

To enable qualified practitioners in health and social care to develop their expertise in critical thinking; making critical use of evidence from research and practice experience to inform complex judgements and decisions when working at an advanced level of professional practice.

The aim of this unit is to enable students to develop:

- A holistic understanding of the complexity, ambiguity and uncertainty that characterises complex professional practice;
- Understanding of how knowledge and skills inform a systematic approach to judgment and decision making;
- Intuitive, practical and analytical reasoning skills;
- The ability to critically reflect on the professional role and task to advance professional practice in complex situations;
- Understanding of the inter-relationship between critical thinking, critical action and critical practice

INTENDED LEARNING OUTCOMES

Having completed this unit the student is expected to:

1. Demonstrate the ability to think critically and analyse how for example legislation, policy, practice development and theoretical perspectives inform expertise in professional practice.
2. Demonstrate critical self awareness of impact of professional interventions and adjust role accordingly to promote rights, justice and economic well being
3. Demonstrate intuitive, practical and critical analytical thinking skills and understand how these are used in the decision making process
4. Demonstrate professional values, ethics, reasoning and judgement in complex practice

LEARNING AND TEACHING METHODS

The taught component uses a variety of methods building on students' professional experience, skills and knowledge. Learning and teaching methods include lectures, discussion groups, reflection on practice and guided independent study. Unit guides and specific reading materials will be designed to enable students to continue in the professional development of their existing knowledge base and maximise

opportunities to advance their professional practice. Core text, and encouragement to read widely, will also provide foundation knowledge for students to analyse and advance their professional practice. Bournemouth University's online learning resources will be used for student learning and support. Other sources of information will include programme handbook and regulations.

ASSESSMENT

Summative Assessment

ILOs 1 to 4 will be met by 100% coursework equivalent to 5,000 words.

Indicative Assessment Information

Coursework will focus on an analysis of the students practice within the organisation and at an individual level and evidences critical thinking in professional practice.

INDICATIVE CONTENT

- Critical thinking skills
- Developing effective analysis and practical reasoning skills
- Developing expertise in decision making
- Evidenced based professional practice
- Conscious logical thinking and intuitive understanding: the fusion of experience, skills and knowledge
- Critical appraisal and critical action in complex practice

INDICATIVE KEY LEARNING RESOURCES

Adams, R., Dominelli, L., and Payne, M. eds., 2009. *Critical practice in social work*. 2nd ed. Basingstoke: Palgrave Macmillan.

Balen, R., and White, S., 2007. Making critical minds: Nurturing not-knowing in students of health and social care. *Social Work Education*, 26 (2), 200-206.

Brookfield, S.D., 1987. *Developing critical thinkers*. Milton Keynes: Open University Press.

Fisher, A., 2001. *Critical thinking: An introduction*. Cambridge: Cambridge University Press.

Fook, J., 2002. *Social work. Critical theory and practice*. London: Sage.

Fook, J., and Gardner, F., 2007. *Practising critical reflection. A resource handbook*. Maidenhead: Open University Press and McGraw Hill.

Fook, J., Ryan, M., and Hawkins, L., 2000. *Professional expertise: Practice, theory and education for working in uncertainty*. London: Whiting and Birch Ltd.

Fraser, S., and Matthews, S. eds., 2008. *The critical practitioner in social work and health care*. London: Sage.

Gibbs, L. and Gambrill, E., 1999. *Critical thinking for social workers*. London: Pine Forge Press.

Gray, M. and Gibbons, J., 2007. There are no answers, only choices: teaching ethical decision making in social work. *Australian Social Work*, (60) 2, 222-238.

Lizzio, A., and Wilson, K., 2007. Developing critical professional judgment: The efficacy of a self-managed reflective process. *Studies in Continuing Education*, 29 (3), 277-293.

Mingers, J., 2000. What is it to be critical? Teaching a critical approach to management undergraduates. *Management Learning*, 31 (2), 219-237.

O' Sullivan, T., 2011 *Decision making in social work*. 2nd ed. London: Macmillan.

Osmo, R and Landau, R., 2001. The need for explicit argumentation in ethical decision-making. *Social Work Education*, 20 (4), 483-492.

Rolfe, G., Freshwater, D., and Jasper, M., 2001. *Critical reflection for nursing and the helping professions*. Basingstoke: Palgrave.

Rutter, L., and Brown, K., 2011. *Critical thinking and professional judgment in social work*. Exeter: Learning Matters.

Taylor, C. and White, S., 2000. *Practising reflexivity in health and welfare. Making knowledge*. Buckingham:Open University Press.

Taylor, C. and White, S., 2001. Knowledge, truth and reflexivity: the problem of judgment in social work. *Journal of Social Work*, 1 (37), 37-59.

Taylor, C. and White, S., 2006. Knowledge and reasoning in social work: educating for humane judgement. *British Journal of Social Work*. 36, 937-954.

Thompson, N., and Thompson, S., 2008. *The critically reflective practitioner*. London: Palgrave Macmillan.

Van de Luitgaarden, G.M.J., 2009. Evidence based practice in social work: lessons from judgment and decision making theory. *British Journal of Social Work*, 39, 243-260.

Journals

Journal of Social Work Values and Ethics

British Journal of Social Work

British Medical Journal

You Tube Critical Thinking – A look at some of the principles of critical thinking
(QualiaSoup)

u@50 Lost Generation