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| **UNIT SPECIFICATION** | | | | | | | | | | |
| **Unit title** **PROFESSIONAL REASONING AND JUDGEMENT IN HEALTH AND SOCIAL CARE** | | | | | | | | | | |
| **Level** | | Level 7 | | Credit value | | 20 (10 ECTS) | | | | |
| **Is this a common unit?** | | | | No | | **Expected contact hours for unit** | | | 18 | |
| **Pre and co-requisites**  None | | | | | | | | | | |
| Aims To enable qualified practitioners in health and social care to develop sound professional reasoning and judgement, by making critical use of a wide range of knowledge, research and practice-based experience to inform complex decision making 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; * Critical understanding of sound practical reasoning, judgement and decision making processes; * Critical appreciation of the range of knowledge that informs expertise in professional practice * Practical reasoning skills involving both analytical and intuitive dimensions; * Critical thinking skills; * The ability to critically reflect on the professional self, role and task to advance professional practice in complex situations. | | | | | | | | | | |
| **Intended learning outcomes (ILOs)**  Having completed this unit the student is expected to demonstrate:   1. Critical understanding and evaluation of sound practical reasoning, judgement and decision making processes 2. Application of critical, analytical thinking 3. Critical awareness of the factors that inform and influence professional reasoning and judgement 4. Holistic appreciation of the range of knowledge that informs expertise in professional practice 5. Professional values, ethics, and moral 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.  Teaching for this unit will take place online, physically or in a hybrid mode, depending on the requirements of the purchasing employer. | | | | | | | | | | |
| **Assessment** | | | | | | | | | | |
| **Formative assessment/feedback**  Oral formative feedback on students’ thinking so far will be provided on day 3 (of 4 contact days) when the assignment requirements /guidance etc. are discussed. Students with individual/ additional needs will be encouraged to contact the unit lead via e-mail to arrange a 1 to1 meeting. | | | | | | | | | | |
| **Summative assessment**  ILOs 1-3 will be assessed by 100% course work | | | | | | | **Indicative assessment**  Coursework equivalent to 3,000 words. | | | |
| **Indicative unit content**   * Practical reasoning and judgement processes * Developing expertise in decision making * Evidenced based professional practice * Analytical and intuitive dimensions of thinking * Critical appraisal and critical action in complex practice * Critical thinking skills | | | | | | | | | | |
| **Indicative learning resources**  Core texts\*  Adair, J., 2010. *Decision making and problem solving strategies.* London: Kogan Page  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.  Bondi, L., Carr, D., Clark, C., Clegg, C., 2011. *Towards professional wisdom. Practical deliberation in the people professions*. Farnham: Ashgate.  Coles, C., 2002. Developing professional judgement. *The Journal of Continuing Education in the Health Professions,* 2, 3-10.  Dadds, M., 1997. Continuing professional development: nurturing the expert within. *Journal of in-Service Education*, 23 (1), 31-38.  Dunne, J., and Pendlebury, S., 2003. Practical reason. In: Blake, N., Smeyers, P., Smith, R., and Standish, P. eds. *The Blackwell guide to the philosophy of education*. Oxford: Blackwell Publishing, 194-211.  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.  Gambrill. E., 2012. *Critical thinking in clinical practice.* *Improving the quality of judgments and decisions.* 3rd ed. London: Wiley.  Gambrill. E., 2013. *Social work practice. A critical thinker’s guide.* 3rd ed. Oxford: OUP  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.  Kahneman, D., 2011. *Thinking, fast and slow.* London: Penguin Books Ltd  Kinsella E. A. and Pitman A., 2012. Engaging phronesis in professional practice and education. In: E. A. Kinsella and A. Pitman A. (eds) *Phronesis as professional knowledge. Practical wisdom in the professions.* Rotterdam: Sense Publishers, pp 1-12  Klein, G., 2004. *The power of intuition*. New York: Currency Books  \*Klein, G., 2011. *Streetlights and shadows. Searching for the keys to adaptive decision making*. Massachusetts: MIT.  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.  Mirza, N.A., Akhtar-Danesh, N., Noesgaard, C., Martin, L., and Staples, E., 2014. A concept analysis of abductive reasoning. *Journal of Advanced Nursing*. 70 (9), 1980-1994.  O' Sullivan, T., 2011 *Decision making in social work*. 2nd ed. London: Macmillan.  Punzi, E., 2015. ‘These are the things I may never learn from books’ Clinical psychology students’ experiences of their development of practical wisdom. *Reflective Practice: International and Multidisciplinary Perspectives.* 16 (3), pp 347-360.  Rutter, L., and Brown, K., 2015. *Critical thinking and professional judgment in social work.* 4th ed. London: Sage Learning Matters.  Standing, M., ed. 2010. *Clinical judgement and decision-making in nursing and interprofessional healthcare.* Maidenhead: Open University press  Taylor, B.J., 2012. *Models for professional judgement in social work.* London: Sage; Learning Matters  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.  Thompson, C and Dowding, D., eds. 2002. *Clinical decision making and judgement in nursing.* London: Churchill Livingstone  Thompson, N., and Thompson, S., 2008. *The critically reflective practitioner*. London: Palgrave Macmillan.  **Journals**  Students will be directed to a variety of journals as appropriate.  **Web-based sources**  <http://www.leadershipacademy.nhs.uk/>  [http://www.kingsfund.org.uk](http://www.kingsfund.org.uk/sites/files/kf/field/field_pdf/Library-reading-list-NHS-leadership-Jan2013.pdf)/  <http://www.scie-peoplemanagement.org.uk/>  <http://www.scie-socialcareonline.org.uk/> | | | | | | | | | | |
| **Unit number** |  | | **Version number** | | 1.2 | | | **Date effective from** | | Jan 2022 |