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**


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.


**Journals**

Journal of Social Work Values and Ethics
British Journal of Social Work
British Medical Journal

**YouTube** Critical Thinking – A look at some of the principles of critical thinking (QualiaSoup)

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