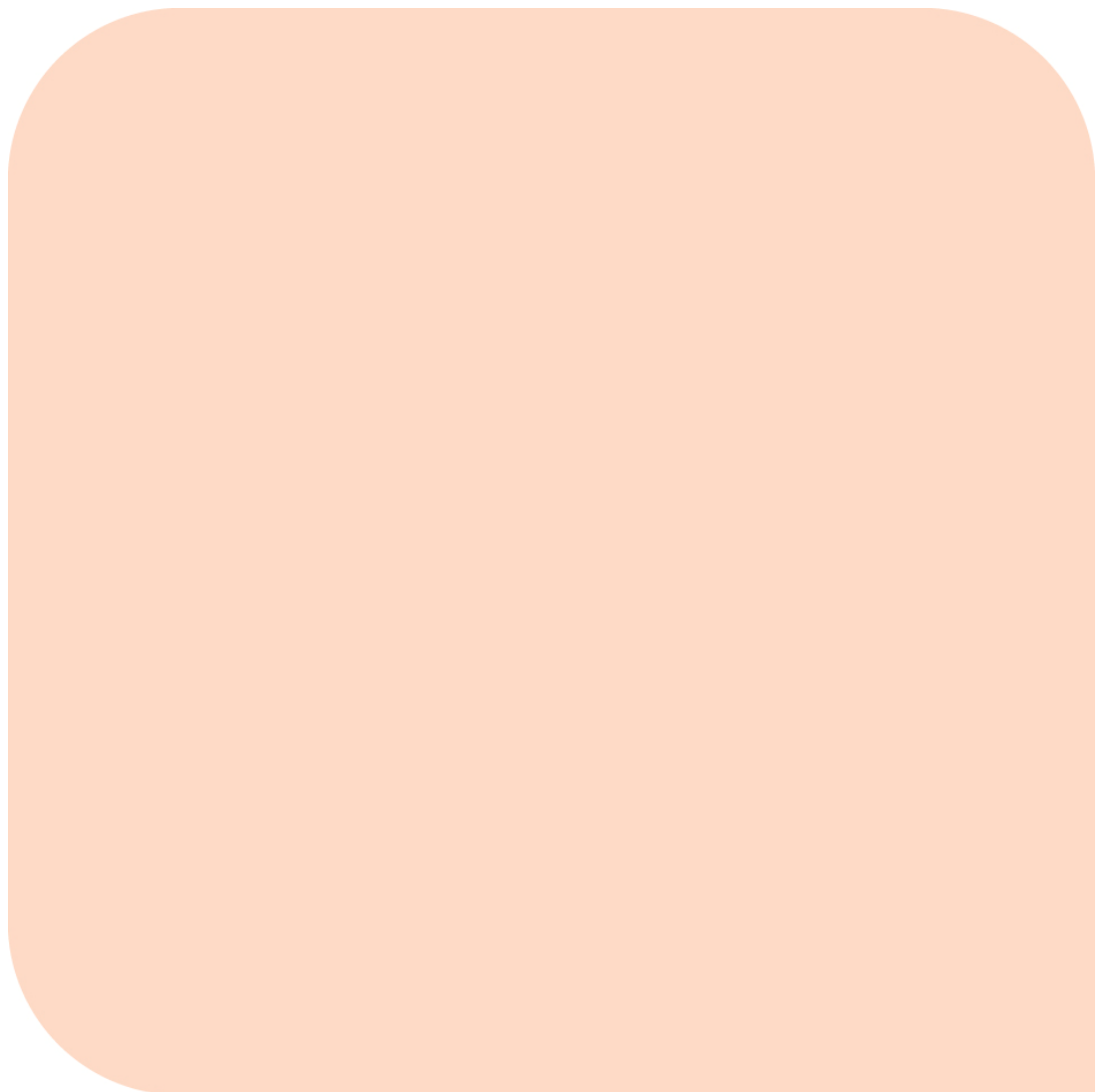


Teaching guide to the Social Work and Law e-learning resources



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1. Introduction

In 2003 Department of Health (DH) allocated resources to the Social Care Institute for Excellence (SCIE) 'to assist the social care community to make the best use of ICTs for teaching and learning to deliver an improved service to users and carers' (DH E-learning Steering Group 2003).

SCIE carried out an investigation, in collaboration with the Social Policy and Social Work subject centre at Southampton University (SWAP), to identify key topic areas within the social work degree curriculum where interactive e-learning resources could usefully support teaching and learning.

SCIE is now launching the first set of these first interactive e-learning resources to support the Social Work degree, about which the remainder of this guide provides further details.

2. SCIE's e-learning resources on Law and Social Work

Social workers in training often approach law learning with degrees of trepidation, apprehension and scepticism. To address this, SCIE in partnership with two leading experts in the field, Michael Preston-Shoot and Suzy Braye, have developed 10 interactive e-learning resources on Law and Social Work that aim to make this very challenging and complex area of social care accessible and enjoyable.

SCIE's interactive e-learning resources are freely available to all teaching staff and students of the Social Work degree and are designed to engage groups and individuals through simulations, quizzes, games and video and audio, which help bring the topics alive. Moreover, they are supported by evidence based research bringing out key issues and provide full referencing of the legislation. They can be accessed from any internet enabled PC and are fully accessible to users with disabilities.

The e-learning resources can be used in a whole class setting or students can be asked to work through them privately (they are very useful tools for both introducing key concepts and revising).

3. Overview of the Law and social work e-learning resources

3.1 Introduction to law

An introductory resource with an exploration of the importance of law, 4 audio based case studies and a quiz to test knowledge of law

Introduction to law
Introductory case studies

social care institute for excellence scie

You are going to explore 4 case studies, which though 'extreme' cases are based on real-life events. Click on any of the pictures below to begin.

Diane

Jody & Mary

Michael

David

Start page > Introductory case studies

Text only Audio

Teaching / learning aims

Introduction to Law will raise awareness of:

- the importance and relevance of Law
- how interesting Law can be
- the many ways that Law impacts upon our lives and work
- the importance of Law to social work practice
- the connections between Law and social work values.

Curriculum fit

Suitable especially for an opening module, as it provides an orientation into the subject and will stimulate debate on tricky legal and ethical issues.

Full description

'*Why study law?*' asks students to reflect upon how they see the Law through a 10 question quiz. At the end of the quiz there is a summary of the main points. '*Introductory case studies*' presents four audio case studies where difficult decisions have to be made. Students will be asked to make choices based on their own views and the legal implications of choices will be made clearer for them. '*Odd one out*' sets out to test students' knowledge of Law as it relates to Social Work. Students will work through a short quiz and for each try to identify which answer is the odd one out and why.

Please note that there is a text only version of this learning object, which facilitates use of the resource on slow connections or with assistive software.

Time required for self-study

Why study law?: 15-20 min.

Introductory case studies: 20-30 min.

Odd one out: 10-15 min.

Media

Introductory case studies contains audio.

3.2 The body of law

A video based resource that explores the structure of the legal system and the way that the law is made.

The Body of Law
A framework

social care institute for excellence **scie**

What is the framework of the legal rules?

The distinction between legislation and common law, between social work law and social welfare law, and between primary and secondary legislation.

In the video, Gwyneth refers to a **Body of Law**. [Click here to see how this is constructed.](#)

Back Next

Start page > A framework

Text only Audio

Teaching / learning aims

The Body of Law will make students aware of:

- how law is made
- how social issues may be reflected in the legal rules
- how the legal rules reflect the society of which they are a part
- the relationship between national and international jurisdictions
- the role of the judiciary and of case law
- the separation of powers.

Curriculum fit

Suitable especially for an opening module, enabling discussion of the legal system.

Full description

The Body of Law aims to help students understand the structure of the legal system and the way that the law is made. The object presents a series of video interviews with Gwyneth Roberts, Alison Brammer and Stuart Vernon, all of whom have written about social work and law and have taught social workers in training. A full transcript can be seen alongside each video section or a printable version can be downloaded. The object also uses the metaphor of the human body to present a framework for legal rules.

Please note that there is a text only version of this learning object, which facilitates use of the resource on slow connections or with assistive software.

Time required for self-study

Approximately 80 min.


Media

This resource is video based.

3.3 The Law-Practice Relationship

This e-learning resource explores the two interactive triangular models within Law and their application.


[HOME](#) **The Law-Practice Relationship**
The Law Practice Triangle


social care
institute for excellence 

In the centre of the diagram lie the knowledge, skills and values that inform and drive practice. These may be profiled and configured in different ways, giving rise to three patterns of thinking and decision-making represented by the points of the triangle.

Click on the three sections of the triangle on the right to explore it.

← Back



Start page > The Law Practice Triangle
 Text only

Teaching / learning aims

These materials raise awareness of:

- the complexity of the relationship between law and social work in practice
- the breadth of legal knowledge necessary for effective practice
- the fact that law cannot be seen in isolation from values, and must be subject to critical analysis
- how different options for practice balance legal rules, moral rules and individual and collective rights.

Curriculum fit

Suitable for use in conjunction with e-learning resource 3.8 *Social work intervention* and case studies generally, once students have appreciated the basic framework of the legal rules.

Full description

This learning object presents a triangular model with which students can interact to illustrate three different ways of construing the relationship between knowledge, skills and values in social work law. Additionally, three different approaches to practising social work law (rational/technical, moral/ethical, and rights-based/structural) are presented and explored. A case study is also presented to exemplify different approaches to practice.

Please note that there is a text only version of this learning object, which facilitates use of the resource on slow connections or with assistive software.

Time required for self-study

Approximately 45-60 min.

Media

This resource does not contain video or audio.

3.4 Accountability and intervention

An interactive case study that explores how legal rules influence the process of decision-making and how social work values influence our approach.

Accountability and intervention
Choose an intervention process: Assessment

social care institute for excellence scie

Assessment

Sophie & Celeste Evelyn's parents Evelyn Lawyer

Click on one of the characters to hear their viewpoint and read the legal points involved.

◀ Back to Menu

Start page > Choose an intervention process > Assessment

Text only Audio

Teaching / learning aims

Accountability and intervention explores the impact of law on how social workers work, in particular:

- how legal rules influence the process of decision-making (rather than content)
- how social work values influence our approach.

Curriculum fit

Suitable for use towards the end of law learning but before summative assessment

Full description

This learning object presents a case study where students are asked to listen and read key stakeholders' viewpoints and explore the legal issues involved. Students are then asked to explore a series of dilemmas from practice and explore the differing viewpoints of key stakeholders.

Please note that there is a text only version of this learning object, which facilitates use of the resource on slow connections or with assistive software.

Time required for self-study

Approximately 30-35 min.

Media

This resource contains audio.

3.5 Courtroom skills

A series of video interviews with leading experts that explores messages for effective courtroom practice, different roles in courtroom settings, giving evidence and cross examination.

The screenshot shows an e-learning page titled 'Court room skills' with the subtitle 'Roles of social workers in court'. The page is from the 'social care institute for excellence' (scie). The main heading is 'What roles might social workers have in court?' followed by the question 'How might this vary according to the setting?'. Below this is a table of video clips:

Clip	Description	Play
1	Alison Brammer on the roles of applicant, witness, McKenzie friend and children's guardian.	▶ Play
2	Stuart Vernon on the role of social workers as report writers and evidence givers.	▶ Play
3	Patrick Ayre on the role social workers play in family proceedings courts.	▶ Play
4	Patrick Ayre on the role of children's guardian.	▶ Play
5	Marisa Forbes on the role of childcare practitioner in family proceedings courts.	▶ Play

Below the table is a text box: 'To read more about the types of involvement a social worker may have in courtroom settings, click here.' To the right is a video player showing a man speaking, with a 'download transcript' link below it. Navigation buttons for 'Back' and 'Next' are present. At the bottom, there is a breadcrumb trail 'Start page > Roles of social workers in court' and options for 'Text only' and 'Audio'.

Teaching / learning aims

Court room skills aims to:

- identify messages for effective courtroom practice
- develop students' understanding of the different roles in courtroom settings
- help students manage their authority and role more effectively
- develop students' skills in negotiating out of court and in giving evidence
- develop students knowledge, skills and confidence about cross examination.

Curriculum fit

Suitable for a module or learning opportunity on working in courts.

Full description

Court room skills consists of a series of video extracts designed to enable students to feel more confident and effective when consulting and working with others, and more competent when exercising social worker powers and responsibilities.

An on screen text transcript of the video sections is available as is a printable version which can be downloaded.

Please note that there is a text only version of this learning object, which facilitates use of the resource on slow connections or with assistive software.

Time required for self-study

Approximately 100-120 min.

Media

This resource contains video.


3.6 Courtroom scenario

This resource prepares users for court through a courtroom case study with a social worker, Lottie Goode, and other key personnel involved in the case of “Charlotte Hughes”.


HOME **Courtroom scenario**
Giving evidence

social care institute for excellence **scie**

Question 1 of 6 1 2 3 4 5 6

 Solicitor: "Could you give your full name, your profession and your professional address, and tell the court when you first became involved with this case?"

Click on the best answer for Lottie.

 A. Lottie continues to look at the solicitor and gives her name only. "Your Honour, my name is Lottie Goode."

B. Lottie turns to the judge and gives her name only. "Your Honour, my name is Lottie Goode."

C. Lottie turns to the judge and gives her name, qualifications, and length of time in practice as a qualified social worker. "Your Honour, my name is Lottie Goode. I qualified as a social worker in 1999 since when I have completed post-qualifying awards in child care and worked throughout for E-Learning County Council. I was allocated this case on 5th June 2002."

[← Back](#)

Start page > Giving evidence [Text only](#) [Audio](#)

Teaching / learning aims

Courtroom scenario will enable students to:

- perform confidently in relation to court processes and systems
- appreciate good practice when giving evidence in chief
- develop understanding of, and skills in responding to cross-examination
- identify involvement in the court room as a positive element of practice.

Curriculum fit

Suitable for a module or learning opportunity on working in courts.

Full description

Courtroom scenario introduces students to a social worker, Lottie Goode, and other key personnel involved in the case of “Charlotte Hughes”.

The resource takes students through Lottie’s preparation for court with a solicitor and then as she enters court and is questioned by both the solicitor representing the local authority and is cross examined by the solicitor representing Charlotte’s family.

This e-learning resource consists of four sections. In the first section students will prepare with Lottie for court and acquaint themselves with her *statement*, *the case chronology* and *the care plan*. The second section gives students pointers on basic court etiquette. In the third section students will be asked to choose the best reply to a series of questions from the solicitor representing the local authority. In the fourth and final section students will be asked to choose the best reply to a series of questions from the solicitor representing Charlotte’s family.

Please note that there is a text only version of this learning object, which facilitates use of the resource on slow connections or with assistive software.

Time required for self-study

Approximately 80-100 min.

Media

This resource contains audio.

3.7 Win a million

Learners can test their knowledge of law and social work in five categories in a quiz based on the format of 'Who wants to be a millionaire?'

Win a million!
HOME Legal Systems

social care
institute for excellence scie

Question 1

The primary source of law is ...?

50:50

A Legislation/statute

B Codes of practice

C Regulations

D Judicial decisions

12	£1,000,000
11	£500,000
10	£250,000
9	£125,000
8	£64,000
7	£32,000
6	£16,000
5	£8,000
4	£4,000
3	£2,000
2	£1,000
1	£500

Start page > Legal Systems

Text only

Teaching / learning aims

Win a million! will help students to:

- acquire and consolidate knowledge of specific legal rules
- develop a critical perspective on those rules
- describe the location of specific legal rules.

Curriculum fit

Suitable as a summative assessment of knowledge about law and social work.

Full description

Win a million! is a fun game similar in structure to the TV show 'Who wants to be a Millionaire?'. It tests users knowledge of Law applied across five areas of social work practice:

- Social work practice
- Legal systems
- Child care
- Adult services
- Mental Health and Capacity

To win a million students have to answer 12 questions correctly. They have three 'life lines' to help them (students can use each of these only ONCE):

- 50:50 which takes away 2 of the wrong answers
- Get an expert's opinion which allows students to see which answer an expert would have chosen
- See what the audience thinks which allows students to see what the audience would have chosen

The game will also give students two chances in each game to get an answer wrong and have another go. If they click on more than two wrong answers the game is over. After correct answers explanations are revealed. Students can also download a full list of the questions and answers).

Please note that there is a text only version of this learning object, which facilitates use of the resource on slow connections or with assistive software.

Time required for self-study

Approximately 15 -20 min.

Media

This resource does not contain audio or video.

3.8 Social Work intervention

Social Work intervention is a simulation of interventions (initial referral and screening, assessment and care planning and review and re-assessment) in two related case studies.

The screenshot shows the 'Social Work Intervention' simulation interface. At the top, it says 'Social Work Intervention Case Menu: Evelyn: Initial referral and screening' and includes the 'social care institute for excellence scie' logo. The main content area is divided into two columns: 'Consult one family member:' and 'Consult two professionals:'. Under 'Consult one family member:', there are three options: 'Evelyn', 'Richard and Betsy', and 'Sophie and Celeste'. Under 'Consult two professionals:', there are seven options: 'Youth worker', 'Education welfare officer', 'General practitioner', 'Occupational therapist', 'Housing officer', 'Schools', and 'Psychologist'. A 'Back' button is located at the bottom left of the main content area. At the bottom of the page, there is a breadcrumb trail: 'Start page > Case Menu > Evelyn: Initial referral and screening' and a 'Text only' link.

Teaching / learning aims

Social Work intervention will raise awareness of:

- the legal rules that create the framework for social work intervention
- the different points of intervention – initial referral and screening, assessment and care planning and review and re-assessment.

Curriculum fit

Suitable for use once students have appreciated the basic structure and content of the legal rules, which can be applied to a case.

Full description

In *Social Work intervention* students will be asked to work through two related case studies considering the different points for intervention - initial referral and screening, assessment and care planning and review and re-assessment.

As students work through the stages of initial referral and screening, assessment and care planning, review and re-assessment they will be asked to make choices as to what data sources should be consulted, what legislation and guidance will be of most relevance and which stakeholders should be consulted. Students will be then given feedback on their decisions.

Please note that there is a text only version of this learning object, which facilitates use of the resource on slow connections or with assistive software.

Time required for self-study

Approximately 40 -60 min.

Media

This resource doesn't contain audio or video.

3.9 Experts by experience

A series of video interviews with four service users and carers.

The screenshot shows the 'Experts by Experience' website interface. At the top left, there is a 'HOME' button and the text 'Experts by Experience Charlotte's story'. At the top right, there is a logo for 'social care institute for excellence' and 'scie'. The main content area features a video player for 'Charlotte's story'. On the left side of the video player, there is a list of five questions, each with a 'Play' button. The questions are:

- What organisation are you involved with and which services do you have knowledge and experience of?
- What personal experience have you had of how social workers use the law in their work? What happened at that time?
- Did the social workers do anything that you think is an example of good practice in applying the law?
- Did the social workers do anything that you think is an example of poor practice in applying the law?
- Do you have any key messages for social workers in training on what is really important for service users and carers when legal interventions are being made?

The video player on the right shows a woman with glasses and a purple top. Below the video player, there are controls for play, pause, and volume, along with a 'download transcript' link and a 'Next' button. At the bottom of the page, there is a breadcrumb trail 'Start page > Charlotte's story' and a toggle for 'Text only' and 'Audio'.

Teaching / learning aims

Experts by experience will:

- introduce students to how service users and carers have experienced legal interventions by social workers
- identify how experts by experience identify good and poor practice by social workers
- present what experts by experience suggest are the essential knowledge, skills and values that social workers should have and how they should use them
- present key messages for social workers on what is really important for service users and carers when legal interventions are being used.

Curriculum fit

Suitable throughout law learning.

Full description

Experts by experience presents a series of video interviews with four service users and carers, each of which is divided into five questions. In the four video sections, we have provided a full transcript of each video segment on each video screen. Students can also download a printable version.

Please note that there is a text only version of this learning object, which facilitates use of the resource on slow connections or with assistive software.

Time required for self-study

Approximately 60 -80 min.

Media

This resource contains video.

3.10 All in a day's work

A self-assessment tool that will help students to reflect on what approach, or combination of strategies, they adopt to being a social work law practitioner.

HOME **All in a day's work**
2. Tricky Situations

social care
institute for excellence **scie**

Now you need to decide what to do in this situation. Drag the numbers below to the Action box in order of preference – 1 being your most preferred action. When you are satisfied with your order, click on NEXT. This will record your choices and take you to the test your knowledge question for this situation.

1 3
2 4

Do you follow what the local authority advises about co-operation with police officers and about applications for anti-social behaviour orders?

Do you argue that section 17, Children Act 1989 is the appropriate way to intervene with this family?

Do you discuss whether sufficient evidence exists for an application for anti-social behaviour orders?

Do you suggest that anti-social behaviour orders in this situation are not a proportional intervention?

◀ Back To read the situation again, please use the BACK button Reset Next ▶

Start page > 2. Tricky Situations Text only Audio

Teaching / learning aims

All in a day's work will:

- help students to reflect on what approach, or combination of strategies, they adopt to being a social work law practitioner
- enable students to undertake an assessment of their social work law knowledge.

Curriculum fit

Suitable as a summative assessment on practising social work law.

Full description

All in a day's work presents a series of tricky situations. For each students will have to decide what action they would take. Their knowledge of the Law as it relates to each situation will also be tested.

At the end students will be able to see what orientations to practice their results display and they will be able to read about each of the orientations presented.

Please note that there is a text only version of this learning object, which facilitates use of the resource on slow connections or with assistive software.

Time required for self-study

Approximately 50-60 min.

Media

This resource contains audio.

4. About the authors

Michael Preston-Shoot is Professor of Social Work and Dean, Faculty of Health and Social Sciences at the University of Bedfordshire. He has held various academic appointments since 1988 and has specialised in teaching and researching the interface between law and social work. In 2005 he was awarded a National Teaching Fellowship by the Higher Education Academy for his work in this field. From 1993 to 2006 he was Editor of *Social Work Education*. More recently he has been Managing Editor of the *European Journal of Social Work* and a Founding Editor of *Ethics and Social Welfare*. He is currently Chair of the Joint University Council Social Work Education Committee.

Suzy Braye is Professor of Social Work and Head of the Department of Social Work at the University of Sussex. She has written widely in the field of social work and the law, community care provision and professional values, and is currently Editor of the *European Journal of Social Work*. As a practitioner, she has worked in mental health, community care, staff development and children's services management. Her recent and current research includes the relationship between law and social work practice and the legal and policy content of social work decision-making; professional and interprofessional learning; and the participation of service users and caregivers in social work policy, practice, education and research.

5. Acknowledgements

SCIE would like to thank all who helped contribute to the development of these learning materials:

The four experts by experience, Grace, Charlotte, John and Jill.

The experts interviewed in 'Courtroom Skills' and 'The Body of Law', Patrick Ayre, Alison Brammer, Stuart Vernon, Marisa Forbes and Gwyneth Roberts.

The four peer reviewers of the materials, Carole Smith, Robert G. Johns, Janice West and Louise Brown.

We also would like to thank the British Association for Adoption and Fostering for permission to draw on their pack "Developing your court skills: resource for professionals working with children" edited by Vivien Biggs and Jenny Robson, when constructing 'Courtroom scenario', and Cumbria County Council for permission to adapt training materials on courtroom skills also for use in 'Courtroom scenario'.

6. How to access SCIE's e-learning resources

The 10 resources on Law and Social Work can be downloaded directly to the classroom by teaching staff who wish to conduct whole class work using a data projector or interactive whiteboard. Alternatively, students can be instructed to visit the resources themselves on SCIE's web site. Institutions can also decide to download the resources and include them in its own virtual learning environment (VLE).

To access or download SCIE's e-learning resources in one of the three ways above, visit www.scie.org.uk

7. Forthcoming SCIE e-learning publications

Please note that SCIE will be launching a further 10 interactive e-learning resources on the topic of 'Assessing the Mental Health of Older People' in 2007 and 'Poverty and Social Exclusion' in early 2008.