

Module Title:	Advocacy
Module Code:	BAEY09H/BAEY49H/BAEY29H
Level:	6
Credits:	15
Pre-requisites:	None

Module Description:

This module offers the opportunity for participants to explore the purpose, principles and models of advocacy. Advocacy is now embodied in legislation relating to children and people with mental health problems. Advocacy is an important method of raising awareness on a variety of issues that may lead to improvements in policy, legislation and service development and delivery.

Advocacy is speaking up for, or acting on behalf of, yourself or another person, who may be a service user from a statutory or voluntary organisation

Advocacy can help service users to:

- Make clear their own views and wishes;
- Express and present their views effectively and faithfully;
- Obtaining independent advice and accurate information;
- Negotiate and resolve conflict.
- Advocacy can enable people to take more responsibility and control for the decisions which affect their lives

Indicative Content:

- Definition and purpose of advocacy
- Principles of advocacy
- Models of advocacy
- Legislation and advocacy
- Children and advocacy
- People with mental health problems and advocacy
- Advocacy and independence

Learning and Teaching Methods:

The module will be delivered through tutor led lectures, seminars and group discussions

Specific Learning Resources:

Bibliography

- Atkinson, D. (1999) [*Advocacy: a review*](#), Brighton: Pavilion.
- Bateman, N. (2000) [*Advocacy Skills for Health and Social Care Professionals*](#), London: Jessica Kingsley.
- Boylan, J. and Dalrymple, J. (2009) [*Understanding Advocacy for Children and Young People*](#), Maidenhead: Open University Press.
- Donnison, D. (2009) [*Speaking to Power: advocacy for health and social care*](#), London: Policy Press. Gray, B. and Jackson, R. (2002) [*Advocacy and Learning Disability*](#), London: Jessica Kingsley.
- Janssen, B. (2011) [*Improving Healthcare Through Advocacy :a guide for the health and helping professions*](#), Hoboken: John Wiley.
- Mitchell, D., Traustadottir, R., Chapman, R., Townson, L., Ingham, N. and Ledger, S. (eds) (2006) [*Exploring Experiences of Advocacy by People with Learning Disabilities: testimonies of resistance*](#), London: Jessica Kinglsey.
- Parrott, L. (2014) [*Values and Ethics in Social Work Practice*](#), 3rd edition, London: Learning Matters. Ryan, T. and Pritchard, J. (2004) [*Good Practice in Adult Mental Health*](#), London: Jessica Kingsley.
- Swain, J. and French, S. (eds) (1999) [*Therapy and Learning Difficulties: advocacy, participation and partnership*](#), Oxford: Butterworth-Heinemann.
- Teasdale, K. (1998) [*Advocacy in Health Care*](#), Oxford: Blackwell Science.
- Thomas, D. and Woods, H. (2003) [*Working with People with Learning Disabilities: theory and practice*](#), London: Jessica Kingsley.

Other Resources/Journals

Disability and Society

[British Journal of Social Work](#)

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

- | | |
|-------------|--|
| LO 1 | Identify and critique the purpose and principles of advocacy |
| LO 2 | Critically examine and compare the various models of advocacy |
| LO 3 | Reflect and critically review the role of advocacy in relation to children and people with mental health problems. |

Assessment Title or element

Weighting (%)

Module Specifications: *School of Health & Social Sciences*

3,000 word written essay

100%

The student can choose to relate their essay to either children or people with a mental health problem*

* All module assessment requires demonstration that the learning outcomes for this module have been achieved.

Information correct at point of publication.