



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Skills for Relationship-Based Practice		
Module Code	UZVSMC-30-1	Level	Level 4
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Health, Community and Policy Studies
Department	HAS Dept of Health & Social Sciences		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	Developing Professional Social Work Practice 2020-21		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> See Learning Outcomes.</p> <p><b>Outline Syllabus:</b> Understanding the self in context:            Life experience and its impact on practice;            The individual in context – family and group;            Identification of personal attitudes, beliefs and values and their relevance to practice;            Awareness and identification of emotional responses in interaction with others.</p> <p>Understanding others:            Hearing the service user/carer voice;            The service user in context – family and group;            Anti-discriminatory and anti-oppressive principles in direct practice.</p> <p>Relationship-based practice:            Characteristics of relationship-based and reflective practice;            Developing skills for being a reflective practitioner;            Understand the role of relationship-based and reflective practice in making sense of peoples' lives;            Recognise factors that can impede /promote relationship-based practice;</p>

## STUDENT AND ACADEMIC SERVICES

Relationship-based practice and the 'use of self'.

Communication skills:

The ingredients of effective communication;

Empathy, authenticity and respect;

Communication skills at different stages of the professional relationship and in different contexts;

Challenges in communication – aggression, silence, emotional pain;

Communicating with different service user groups;

Negotiation, assertiveness;

Working with individuals;

Working with groups.

Some of the scheduled teaching and learning, plus all activities linked to the observation will count towards the 30 days of skills development required by the College of Social Work.

**Teaching and Learning Methods:** Scheduled learning includes online lectures and face-to-face seminars. Technology Enhanced Learning: The module will be supported by Blackboard. Students will be encouraged and supported to engage with eLearning resources relating to skills for relationship based practice.

Independent learning includes hours engaged with essential reading, seminar preparation, assignment preparation and completion.

72 hours contact time including online lectures and workshops and face-to-face seminars.

On line engagement on a weekly basis across the course of the module delivery. Small group work, phone and email contact across the course of the module.

### Part 3: Assessment

Module Assessment:

Component A

The 10 minute video of an individual communication session has been chosen in order that the student can demonstrate certain key communication skills in a 'live' setting. This assessment is aimed at preparing students for 'readiness for direct practice' and contributes to the decision whether a student is competent to work directly with service users. (Learning Outcomes 1 – 8).

Component B

The second component will be a reflective commentary on experience and learning gained on the module, drawing on student's personal experiences. This will include a written commentary on the 10 minute video of an individual communication session (Component A). Students will discuss how their recognition and understanding of key factors relates to social work practice. (Learning Outcomes 1 – 8).

Summative and Formative Assessment:

Component A and B together make up the summative assessment of the module.

Formative assessment opportunities will be available throughout the module as follows:

Over a number of weeks, students will have the opportunity to rehearse their communication skills in their seminar groups and in 'practice' videos they have prepared earlier. These will be taken to the seminar groups and peer and tutor feedback will be available.

Peer and tutor feedback on the presentation of the recording of an observation, and students' participation and critical reflection in the group seminars.

Other skills will be rehearsed in the seminar groups where feedback will be ongoing throughout the course of the module.

Practitioners will be involved in formative and summative assessments.

## STUDENT AND ACADEMIC SERVICES

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	60 %	3000 word commentary on learning from the module
Practical Skills Assessment - Component A		40 %	10 minute video of communication skills session
Resit Components	Final Assessment	Element weighting	Description
Practical Skills Assessment - Component A		40 %	10 minute video of communication skills session
Written Assignment - Component B	✓	60 %	3000 word commentary on learning from the module

### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	<b>Module Learning Outcomes</b>	<b>Reference</b>
	Demonstrate skills in reflective practice, including awareness and understanding of self both individually and in relation to others	MO1
	Make appropriate use of personal experience while recognising and maintaining personal and professional boundaries	MO2
	Demonstrate awareness of their own personal values and how these can impact on practice	MO3
	Demonstrate skills in observation including recognition of the significance of self in interaction with others	MO4
	Understand the key principles of relationship-based practice	MO5
	Demonstrate the ability to engage with people in order to build compassionate and effective relationships	MO6
	Identify and demonstrate core communication skills with a range of different service users, carers and professionals	MO7
	Demonstrate an understanding of the importance of diversity in human identity and experience, and skills in the application of anti-discriminatory and antioppressive principles in working with others	MO8
Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	228
	<b>Total Independent Study Hours:</b>	228
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	72

## STUDENT AND ACADEMIC SERVICES

	<b>Total Scheduled Learning and Teaching Hours:</b>	72
	<b>Hours to be allocated</b>	300
	<b>Allocated Hours</b>	300
Reading List	<i>The reading list for this module can be accessed via the following link:</i> <a href="https://uwe.rl.talis.com/modules/uzvsmc-30-1.html">https://uwe.rl.talis.com/modules/uzvsmc-30-1.html</a>	

### **Part 5: Contributes Towards**

This module contributes towards the following programmes of study: