



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Skills for Relationship-Based Practice				
Module Code	UZVSMC-30-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	BSc (Hons) Social Work				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	Developing Professional Social Work Practice (UZVSMB-30-1)	
Excluded Combinations	None		Module Entry requirements		
Valid From	Sept 2013		Valid to	Sept 2019	


CAP Approval Date	June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate skills in reflective practice, including awareness and understanding of self both individually and in relation to others (Component A & B) 2. Make appropriate use of personal experience while recognising and maintaining personal and professional boundaries (Component A & B) 3. Demonstrate awareness of their own personal values and how these can impact on practice (Component A & B) 4. Demonstrate skills in observation including recognition of the significance of self in interaction with others (Component A & B) 5. Understand the key principles of relationship-based practice (Component A & B) 6. Demonstrate the ability to engage with people in order to build compassionate and effective relationships (Component A & B) 7. Identify and demonstrate core communication skills with a range of different service users, carers and professionals (Component A & B) 8. Demonstrate an understanding of the importance of diversity in human identity and experience, and skills in the application of anti-discriminatory and anti-oppressive principles in working with others (Component A & B)

Syllabus Outline	<p>Understanding the self in context:</p> <ul style="list-style-type: none"> • 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>Understanding others:</p> <ul style="list-style-type: none"> • Hearing the service user/carer voice • The service user in context – family and group • Anti-discriminatory and anti-oppressive principles in direct practice • Dignity, personhood and flourishing <p>Relationship-based practice:</p> <ul style="list-style-type: none"> • 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 • Relationship-based practice and the 'use of self' <p>Communication skills:</p> <ul style="list-style-type: none"> • 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 <p>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</p>
Contact Hours	<p>72 hours contact time including lectures workshops and seminars.</p> <p>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.</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, group discussion and tutorials.</p> <p>Technology Enhanced Learning: The module will be supported by Blackboard. The programme will develop a resource, e.g. Pebblepad, to support students learning across the programme and to contribute to the assessment of readiness for direct practice. Students will be encouraged to use an electronic reflective diary in relation to the module. Students will be encouraged and supported to engage with eLearning resources relating to skills for relationship based practice.</p> <p>Independent learning includes hours engaged with essential reading, seminar preparation, assignment preparation and completion. These sessions constitute an</p>

average time per level as indicated in the table below.

Key Information Sets Information

Credits for this module			30		
Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		
72	228	0	300		

The table below indicates as a percentage the total assessment of the module which constitutes-

Coursework: Written commentary on observations

Practical Exam: Video of communication skills session accompanied by a reflective commentary

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Coursework assessment percentage	40%
Practical exam assessment percentage	60%
	100%

Reading Strategy

Students will be directed to one or more key texts for the core content of the module.

Each week students will also be given (via Blackboard) a key journal article or chapter to read in preparation for the lectures and following seminars.

Students will be directed to further reading which is available electronically through Blackboard. Students will also be expected to read more widely by identifying relevant material using the module handbook, the library catalogue and a variety of bibliographic and full text databases.

Formal opportunities for students to develop their library and information skills are provided within the induction period of the programme. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

Coulshed, V. and Orme, J. (2012) *Social Work Practice*. 5th ed. Basingstoke: Palgrave Macmillan.

Jones, K., Cooper, B. and Ferguson, H. (2008) *Best Practice in Social Work: Critical Perspectives*. Basingstoke: Palgrave Macmillan.

Ruch, G., Turney, D. and Ward, A. (2010) *Relationship-Based Social Work: Getting to the Heart of Practice*. London: Jessica Kingsley.

	<p>Thompson, N. (2009) <i>Understanding Social Work: Preparing for Practice</i>. 3rd ed. Basingstoke: Palgrave Macmillan.</p> <p>Trevithick, P. (2012) <i>Social Work Skills: A Practice Handbook</i>. 3rd ed. Maidenhead: Open University Press.</p> <p>Wilson, K., Ruch, G., Lymbery, M., and Cooper, A. (2011) <i>Social Work: An Introduction to Contemporary Practice</i>. Harlow: Pearson Longman.</p>
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Part 3: Assessment

Assessment Strategy	<p>Module Assessment</p> <p>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. The video will be accompanied by a reflective commentary which will address key learning outcomes of the module. 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)</p> <p>Component B The second component will be a reflective commentary on experience gained on the module, drawing on student's personal experiences. Students will discuss how their recognition and understanding of key factors relates to social work practice. (Learning Outcomes 1 – 8)</p> <p>Summative and Formative Assessment Component A and B together make up the summative assessment of the module.</p> <p>Formative assessment opportunities will be available throughout the module as follows:</p> <p>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.</p> <p>Peer and tutor feedback on the presentation of the recording of an observation, and students' participation and critical reflection in the group seminars.</p> <p>Other skills will be rehearsed in the seminar groups where feedback will be ongoing throughout the course of the module.</p> <p>Service users, carers and practitioners will be involved in formative and summative assessments.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	60	40
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Video of communication skills session (10 minutes)	50%	

2. Reflective commentary (2000 words)	50%
Component B Description of each element	Element weighting (as % of component)
1. Commentary on learning from the module (2000 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Video of communication skills session (10 minutes)	50%
2. reflective commentary (2000 words)	50%

Component B Description of each element	Element weighting (as % of component)
1. Commentary on learning from the module (2000 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.