

MODULE SPECIFICATION FORM

Module Title: Emotions, Interpreting and Healthcare Settings	Level: 4	Credit Value: 10
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Module code: SOC430 (if known)	Cost Centre: GANG	JACS3 code: B790
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Trimester(s) in which to be offered:	With effect from: May 2015
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Office use only: To be completed by AQSU:	Date approved: May 2015 Date revised: Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic Department: Health	Module Leader: Justine Mason
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Module duration (total hours) 100	Status: core/option/elective Stand-alone (identify programme where appropriate):
Scheduled learning & teaching hours 35	
Independent study hours 65	
Placement hours	

Programme(s) in which to be offered: FdA health and social care	Pre-requisites per programme (between levels):	In order to undertake this module, students must have, or be working towards, an interpreting qualification recognised by the NRPSI (National Register of Public Service Interpreters)
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Module Aims:

The module aims to develop an appreciation of reflective practice and its place in reducing the emotional impact of providing interpreting services in healthcare settings taking into account the impact of bilingualism on the reflective process.

Intended Learning Outcomes:

At the end of this module, students should be able to:

1. Explore the concept of ethical dilemmas within the context of interpreting in healthcare settings
2. Describe the reflective process and its use in professional development
3. Use a model of reflection to analyse an emotionally challenging situation from practice

Key skills for employability

1. Written, oral and media communication skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Learning to learn (managing personal and professional development, self management)

Assessment: (please indicate the type(s) of assessment*** from the drop-down lists and the weighting of each (as %). Details of indicative assessment tasks must be included. Normally, each intended learning outcome should be assessed only once.)

Students will be required to construct a reflective practice assignment which draws on their own practice, relevant research and literature and on reflective models in order to demonstrate professional development.

Assessment number	Learning Outcomes to be met	Type of assessment***	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Reflective Practice	100%		1,500
		Choose an item.			

Learning and Teaching Strategies: learning and teaching strategies for this module include lectures, seminars, online discussion and groupwork

Syllabus outline:

Carper's Ways of Knowing

Ethical dilemmas

Care ethics

Virtue ethics

Johari window

The impact of bilingualism

Personal and professional development

Reflective models

Reflection on action

Reflection in action

Indicative reading:

Bassot, Barbara (2013) *The Reflective Journal* New York: Palgrave Macmillan