Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Interpersonal Dispositions - Developing practitioner 2	**Level**:	5	**Credit Value**:	20

Module code:	SWK503	**Is this a new module?**	YES	**Code of module being replaced**:	SOC514

Cost Centre:	GASW	JACS3 **code**:	L500

Trimester(s) in which to be offered:	1, 3	**With effect from:**	September 17

School:	Social & Life Sciences	**Module Leader:**	Dr Vivienne Dacre

Scheduled learning and teaching hours	36hrs
Guided independent study	164hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core
BA (Hons) Social Work: Qualified Status	✓
BA (Hons) Social Welfare (exit/alternative award)	✓

Pre-requisites
None

Module Aims
This module aims to analyse the centrality of 'the use of self' as a critically reflective practitioner within complex social work contexts. Students will examine professional accountability within social work and the tensions and conflicts between different sets of responsibilities or duties. The module aim is to develop student insight of interpersonal dispositions that focus on the connections between personal and professional boundaries. To this end such things as stress appraisal and coping are developed as a factor within developing resilient, competent and confident social work practitioners.

Intended Learning Outcomes
Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Demonstrate with confidence a critically reflective stance when evaluating professional boundaries;	KS1	KS5
		KS5	
2	Critically appraise professional accountability and professionalism within the practice context;	KS2	
3	Appraise current practice and justify or challenge developments in the light of emerging policy, research and practice knowledge;	KS3	KS6
4	Demonstrate professional development through the process of critical reflection.	KS8	KS9

Transferable/key skills and other attributes

- Information technology skills and digital literacy;
- Information management skills;
- Research skills;
- Career management skills;
- Learning to learn (managing personal and professional development, self-management).

Derogations

Only two attempts at the assessment.

All assessments must be passed at 40% and above.

This module may not be trailed to the next level

Assessment:

Assessment 1 - Students provide a recording of a ten minute role-play demonstrating their interpersonal skills in relation to being professionally accountable. The recording is accompanied by a 2,000 word critically reflective account which evaluates professional development in relation to accountability in complex practice contexts. The commentary must demonstrate comprehensive understanding of social work policy, research and practice knowledge and include a critical reflection of their learning within this process. (Please note - access to recording equipment is clarified at the start of the module).

Assessment 2 - Attendance – students are normally required to achieve a minimum of 85% attendance to pass the module

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Reflective Practice	100%	N/A	2,000 + 10 mins role-play
2	All	Attendance	Pass/fail		

Learning and Teaching Strategies:

A variety of teaching and learning strategies will be adopted in this module including lectures, tutorials, case studies, directed and self-directed learning. Lectures will be supported by online learning materials and resources. Students will be directed to specific reading and to

achieve reflective or specific learning activities in preparation for contribution to the class discussion.

Syllabus outline:

- Professionalism and accountability;
- Concepts and frameworks for decision making, professional judgement and risk;
- Professional judgement, bias and using knowledge;
- The process of being accountable – raising concerns;
- Transactional analysis – professional relationships, managing conflict;
- Critical reflection and reflective supervision;
- Psychosocial theory and perspectives on workplace stress, stress appraisal and coping strategies; enhancing self-knowledge and stress resistance;
- Congruence / incongruence;
- Emotional Intelligence – building on level 4 understandings
- Understanding motivation;
- Psychoanalytic approaches to understand groups and organisations.
- Inter-professional learning with the Occupational Therapy Programme at WGU, specifically their Occupational Interruption 1 module at level 5.

Bibliography:

Essential reading

Gardener, F. (2014) *Being Critically Reflective: engaging in holistic practice.* Basingstoke: Palgrave Macmillan.

Kilne, R. & Preston-Shoot, M. (2012) *Professional Accountability in Social Care and Health: challenging unacceptable practice and its management.* London: Sage/Learning Matters

Seden, J., Matthews, S., McCormick, & M., Morgan, A. (2011) *Professional development in social work: Complex issues in practice.* Abingdon: Routledge.

Other indicative reading

Duschinsky, R., Lampitt, S. & Bell, S. (2016) *Sustaining Social Work: between power and powerlessness.* Basingstoke, Palgrave.

Fook, J. & Gardner, F. (eds) (2013), C*ritical Reflection in Context: applications in health and social care.* London: Routledge.

Fraser, S. & Matthew, S. (eds.) (2008), *The Critical Practitioner in Social Work and Health Care.* London: Sage.

Graham, J. & Shier, M.L. (2010), 'Social work practitioners and subjective well-being: Personal factors that contribute to high levels of subjective well-being', *International Social Work*, Vol. 53, No. 6, pp. 757-772.

Palma-Gracia, M. & Hombrados-Mendieta, I. (2014), 'The development of resilience in social work students and professionals', *Journal of Social Work.* Vol. 14, No. 4, pp. 380 – 397.

Trevithick, P. (2012), *Social work skills: a practice handbook.* (3rd ed.). Maidenhead, Open University Press.

Thompson, S. & Thompson, N. (2008), *The Critically Reflective Practitioner.* Basingstoke, Palgrave Macmillan.

Journals

British Journal of Social Work

Social Work Education

Social Work

Child and Family Social Work

Community Care