1. **Title of the module**

SOCI8960 (SO896) - Communication and Interpersonal Skills

1. **Division or partner institution which will be responsible for management of the module**

Law, Society and Social Justice: School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Social Work MA (compulsory module)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Critically examine and evaluate the theoretical and research base underpinning interpersonal communication skills in social work

8.2 Analyse, reflect on and demonstrate communication and relationship skills when working with difference in self and others and skills in challenging discrimination and oppression while critically aware of the role of power and authority

8.3 Demonstrate judgment in the use of interpersonal skills to communicate clearly, accurately and precisely with individuals and groups

8.4 Demonstrate systematic knowledge and use of judgement to the application of relevant key skills required to communicate and form relationships with children, adults and those with particular communication styles and needs

8.5 Show awareness of self and skills in critical self-examination, demonstrating self-monitoring and commitment to developing their practice and showing understanding of the use of systems of professional supervision as well as service user feedback

8.6 Engage in and critically evaluate the processes of working in a group learning environment

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate developed verbal and written communication skills which are commensurate with postgraduate study

9.2 Critically explore personal strengths and weaknesses, informed by critical judgements based on theoretical material as well as feedback from others

9.3 Acquire skills relating to the organisation of information in a clear and coherent manner through essay and journal writing

9.4 Interact with others in a group context and articulate and defend opinions based on critical reasoning, logic and evidence

1. **A synopsis of the curriculum**

In this module, students will be introduced to concepts of professionalism and ‘relationship’ in social work and the role of self-monitoring and reflection. They will learn about, critically discuss and practise a range of communication and interpersonal skills. These will include: the commencement of effective contacts with service users and colleagues; active listening and attending skills; the role of non-verbal communication; empathy; effective use of questions; paraphrasing and summarising; challenging constructively and managing conflict; the use of electronic and telephone communication; and working with people with special communication needs. Students will also explore the use of feedback in the classroom and in professional practice and supervision.

In addition the module will introduce students to the theoretical underpinnings of models of personal and professional communication. They will also be encouraged to critically explore and reflect on the application of social work values and will analyse the impact of inequality, power and diversity in relation to engaging with the experiences of others. Understanding and working with reluctance and resistance will also be addressed along with models and skills in ending relationships and evaluating practice

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Egan G. (2010) *The Skilled Helper: A problem management approach to helping.* 9th Edn. Pacific Grove, CA: Brooks/Cole

Koprowska, J (2010) *Communication and Interpersonal Skills in Social Work.* 3rd Edn, Exeter:Learning Matters

Lishman, J. (2009) *Communication in Social Work.* 2nd Edn. BASW Macmillan

Miller, L (2012) *Counselling Skills for Social Work*. 2nd Edn. London: Sage

Thompson, N (2011) *Effective Communication: a Guide for the People Professions.* 2nd Edn. Basingstoke: Palgrave Macmillan

Trevithick, P. (2012) Social *Work Skills and Knowledge: a Practice Handbook.* Maidenhead: Open University Press

Woodcock Ross, J. (2016) *Specialist Communication Skills for Social Workers*, London: Palgarve.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework assignment – Reflective Commentary (2500 words) with transcription of a recorded role-play interview – 100%

13.2 Reassessment methods

Like-for-like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** |  |  | **X** |  |  | **X** | **X** |  | **X** |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Staff input | **X** |  |  | **X** |  |  |  |  |  |  |
| Staff, group and service user input |  | **X** | **X** | **X** | **X** | **X** |  | **X** |  | **X** |
| Class discussion | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| Role play |  | **X** | **X** |  |  |  | **X** | **X** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Reflective commentary with transcription (100%) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

The module is designed to meet the requirements of UK professional registration. The range of communication and interpersonal skills which will be developed are applicable to international contexts.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| September 2012 | Original specification | September 2013 | N/A | N/A |
|  |  |  | 5, 13, 14 | No |

Revised FSO Feb 2018