

SELF-LEADERSHIP – BUILDING PERSONAL RESILIENCE AND RELATIONSHIPS THAT WORK WITHIN HEALTH AND SOCIAL CARE

Version 1

Level M

Credit value 20 (ECTS equivalent credit value 10)

PRE-REQUISITES AND CO-REQUISITES

None

AIMS

To enable qualified practitioners in Social Work and Nursing to increase their self-leadership capability and capacity to better manage self and others under the multiple pressures of the work environment. The development focus is upon the quality of the leaders thinking, creativity, and deeper self-awareness in the moment and ultimately developing advanced level professional leadership impact. Personal resilience and better relating within complex and critical situations is a fundamental goal of this leadership unit.

The aim of this unit is to enable students to:

- Demonstrate an understanding that the quality of mind of the leader is the fundamental basis for leveraging individual quality leadership, impact, mentoring and organisational performance;
- Demonstrate personal mastery and increased self-awareness;
- Demonstrate an understanding of mind state awareness and its impact on personal performance, relating to, and engaging others and its impact upon team synergy;
- Demonstrate an ability to achieve mind state management in order to exercise appropriate professional judgement within complex and critical situations;

This leadership unit meets the specialist standards and requirements for post qualifying education and development.

INTENDED LEARNING OUTCOMES

Having completed this unit the student is expected to:

1. Develop a critical self-awareness and understanding of the role of thought, mind and consciousness in terms of how reality is created and perceived, and the implications for healthy psychological functioning.
2. Demonstrate how this state of mind awareness and understanding impact professional leadership insight and creativity.

3. Demonstrate ability in the moment to act, know and be at the best optimal level adjusting for a reduction in one's level of leadership impact.
4. Demonstrate how these new insights have improved risk decisions and responses, collaborative, partnership and team working.

LEARNING AND TEACHING METHODS

The taught component uses a variety of methods building on student's professional experience, skills and knowledge. Learning and teaching methods include lectures, discussion groups, exercises, and reflection on practice and guided independent study. Unit guides and specific reading materials will be designed to enable students to continue in the professional development of their existing knowledge base and maximise opportunities to advance their professional practice. Core text, and encouragement to read widely, will also provide foundation knowledge for students to analyse and advance their professional practice. Bournemouth University's online learning resources will be used for student learning and support. Other sources of information will include programme handbook and regulations.

ASSESSMENT

Summative Assessment

ILOs 1-4 will be assessed by coursework (100%) equivalent to 5,000 words.

Indicative Assessment Information

Coursework will focus on an analysis of a complex situation that examines the students practice at a structural and individual level and evidences critical self-awareness and thinking in professional practice.

INDICATIVE CONTENT

- Implications for managing self and others in changing complex and critical situations.
- Developing deeper levels of self-awareness.
- Creating presence, clarity and quality of mind in the moment.
- Developing clear thinking leaders and synergistic leadership teams.
- Developing 'state of mind' understanding to assess and problem solve in difficult and unpredictable circumstances.
- Professional values and ethics in advancing human rights.
- Understanding and working with diversity.
- Developing better inter-professional and collaborative working relationships in professional practice.
- Evidenced based professional practice.

INDICATIVE KEY LEARNING RESOURCES

Higham, P. (2008). *Post Qualifying Social Work Practice*. London: Sage.

Kline, N. (2009). *More time to think: A way of being in the World*, Fisher King Publishing.

Knott, C. and Scragg, T. 2010 *Reflective Practice in Social Work 2nd Edition*. Exeter: Learning Matters.

Pransky, J. (2011). *Somebody should have told us!: Simple Truths for Living Well*, 3rd Edition, CCB Publishing.

Rutter, L. and Brown, K. (2012). *Critical Thinking and Professional Judgment*. Exeter: Sage.

Journals

Journal of Social Work Values and Ethics

British Journal of Social Work

British Medical Journal

Web Based