

<b>Lesson Plan</b>	
<b>Practicing with Professional Authority: confidence and assertiveness</b>	
<b>Facilitators</b>	<b>Dr Celia Harbottle</b>
<b>Course programme:</b>	
<b>Topic:</b>	<b>Professional Authority</b>
<b>Location:</b>	<b>TBC</b>
<b>Learners:</b>	<b>Social care, health and social work team leaders, managers and staff</b>
<b>Date:</b>	<b>Time: 09.30 – 12.30, 1.00-4.00</b>
<p><b>Learning Outcomes:</b></p> <p><b>Aims:</b>            In a relaxed and informal atmosphere, participants will explore the makings of professional authority and how to respectfully demonstrate it in day to day practice. It will consider the essence of professionalism and reflective practice in continuing professional development in health, social care and social work settings. It will also consider the contribution it makes to strengths based working and outcomes for customers and effective, evidence based decision making as well as its role in the resilience and efficacy of workers in a whole systems approach. It will examine confidence in decision making and respectful assertiveness, including saying no and using emotional intelligence to address the potential for conflict</p> <p><b>Objectives:</b>            This will be achieved by considering and exploring:</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Elements of Professionalism – attitude, skill and knowledge</li> <li>• Key Principles of reflective practice and its role in worker development and the making of a professional.</li> <li>• The evidence base for decisions and how the worker’s ability to reflect on and, thereafter, capture what has informed this is essential for defensible practice</li> <li>• What there is to reflect upon in social care practice: reflexivity and learning from others. Good practice-bad practice comparators in one’s</li> </ul>	

own practice and why this needs to be noted in records

- The integration of the self with the theoretical frameworks which inform social work: using social science research methodologies in reflective practice and how social science captures the researcher's insights
- Honest reflections: the need to be aware of strengths and deficits in practice: emotional intelligence, assertiveness and the management of conflict situations – often when saying 'no'
- Consider the impact of legislative duties on practice
- Identify the means to improve current practice

**Outcomes**

By the end of the session participants will have had the opportunity to further their awareness of the role of reflective practice in social work, what constitutes evidence of reflective practice and how they can incorporate this in their ongoing development

**Links to Previous Session: N/A**

Time	Time spent	Content	Facilitator Activity	Learner Activity	Resources
9.30	5 mins	Course and Tutor Introduction. Housekeeping/ H&S	Welcome	Sign Attendance sheet	PowerPoint Laptop/Projector
9.35	5 mins	Session Overview and Learning Outcomes	Discuss aims and objectives – programme of session		PowerPoint
9.40	10 mins	Learner Introductions and Identify Prior Learning	Facilitate discussions re prior learning, prior experience, including training and job experience	Introduction – informal Q & A	
9.50	25 mins	What is our Function, Role and Key Tasks?	Group work asking delegates (Social Workers, CCOs, OTs OTAs etc) what they consider to be the function role and task of social care	This will encourage delegates to think clearly about the focus of their work, its boundaries and parameters to help them to think clearly about their role	Powerpoint, flip chart and pens
9.50	30mins	What is Professional Practice?	Attitude, Skill and Knowledge:	Discussion breaking down the components of professionalism – clarifying what the values, ethics,	Powerpoint, flip chart

				theories, experience and skills when fused with knowledge mean to the way we work	
10.45	15 mins	Break			
11.00	30 mins	What is reflective practice and what is its role in human services such as social work	Lecture and discussion; reflection on practice experience. Research by Schon and Argyris 1982 and Schein (1995), some of the main contributors to evidence based learning in social science	Contribution from group to enable reflection and connection of evidence of its effect on transforming practice. Introduction of the concept of using written recordings of reflections to evidence the growth of competence and capabilities Considering How we learn in practice: how we do things here, how we should do things here, what do I already know from life experience, how does this inform my thinking and is this safe?	PowerPoint
11.30	30 mins	Experience of practice learning – learning styles, roles, motivation and effect on professional identity. Power and its appropriate use in practice. Do I share my fears and failures?	Explain activity, support learners in groups. Turning fears and failures into learning	Small group work –Encourage reflection and self awareness of dynamics, barriers, effectiveness and strengths. The role of emotional intelligence and resilience Why reflecting on frailties can lead to the worker feeling vulnerable and yet why it's inclusion is necessary for others to identify they thinking and processing undertaken by the delegate	
12.00	30 mins	Policy? Procedure? Theory? What informs practice	Discussion exploring the basis of decision making:	Brief touch on issues arising from policy, law and procedure in order to consider how this blends with other elements of professional decision making	
12.30	45 mins	Lunch			
1.15	15 mins	Learner feedback and recap	Facilitate feedback	Features of positive supervision teased out	
1.30	15 minutes	'Social Science and reflection: integrating the self with the evidence base	Considering main subject influences informing social science. Describing observations in practice and using theory to inform the worker	Considering how formal learning is incorporated, utilised and described. Drawing from qualitative research methodologies, we delegates will examine the use of both hermeneutics (the capture of the languaging of thoughts but put in a practical and	Power point

				accessible way) and the ontology (how we do things here) that needs considering in order to give rigour to the data	
1.45	30 minutes	The self as a conduit for assessment: defensible decisions and transferability	Using case examples, encourage workers to consider how they would describe their thinking, findings, fears, concerns and explanations Explain the case study approach, hand out case studies,	Case study responses to explore common use of value based propositions over evidence based practice; the need to be clear and to be able to describe the thought process behind any hypothesis. How to word and capture this. Aide Memoires for practice	Power point Case studies (5)
2.15	30	Assertiveness: its role in professional authority	Group exercise examining what enables workers to feel and become assertiveness, the behaviours which embody this and the values underpinning true assertiveness	Using reflection and scenarios, delegates are encouraged to role play assertiveness and how to language, behave and convey professional clarity and reasoning	Exercise cards
2.45	15 mins	break			
3.00	25 minutes	Emotional Intelligence, authority and managing conflict	Considering the elements of conflict and the use of emotional intelligence (including coordinated management of meaning) to identify strategies to convey a message and also diffuse and de-escalate	Consideration of the emotional intelligence underpinning essential conflict resolution and the use of the self to de-escalated, defuse and and the same time, not capitulate professional authority	
3.55	5 mins	Recap, evaluate and goodbyes			

**Assessment Methods :**

**Evaluation of Session**

Were learning outcomes met?

Were resources used effectively?

Did learning checks demonstrate that learning has taken place?

**Any other comments?**

**Facilitator signature:**

**Date:**