

**CDA4 Programme Design Template
Module specification (with KIS) 2015-16**



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Communication Skills in Supportive and End of Life Care				
Module Code	UZTR3X-20-3		Level	3	Version5
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	No
Owning Faculty	Health and Applied Sciences		Field	Continuing Care Adult Nursing	
Department	Nursing and Midwifery		Module Type	Project	
Contributes towards	BSc(Hons) Integrated Health and Social Care BSc(Hons) Specialist Practice MSc Specialist Practice MSc Advanced Practice				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZTR7R-20-M		Module Entry requirements	CPD or stand alone	
First CAP Approval Date			Valid from	January 2017	
Revision CAP Approval Date	15 November 2016 (V5)		Revised with effect from	January 2017	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of psycho-social responses to acute and chronic illness (Component A) • Recognise and apply communication frameworks to achieve best practice (Component A) • Demonstrate knowledge and understanding of professional codes of conduct and organisational policy in relation to consent and confidentiality (Component A) • Critically analyse communication and support mechanisms used in supporting patients and families experiencing loss and change (Component A) • Analyse appropriate systems and support strategies that meet the needs of professionals who work with emotional issues (Component A) • Analyse communication processes in multi-disciplinary team working and identify the implications for own communication (Component A) • Critically analyse theories of transition, loss and grief (Component A) • Identify and reflect on the key communication skills required to make an effective response to individual needs (Component A) • Develop knowledge and skills that support patient and family centred care (Component A) • Develop and refine own communication skills to enable their use in a range of

	situations (Component A)																																				
Syllabus Outline	<p>Ethical and Professional Issues Support/supervision Boundary setting including consent and confidentiality Models for reflection and critical incident analysis</p> <p>Psychological/Social/Spiritual Psychosocial responses to acute and chronic illness including a cultural perspective Frameworks of loss, transition and grief Models of grief theory and bereavement care Use of narrative and metaphor</p> <p>Communication Information needs of people with cancer and their carers Overview of major theories of communication Approaches to specific emotions including anger/depression/sadness Coping styles - patients and carers Barriers to listening Practical skills - active listening, reflecting, paraphrasing, summarising Frameworks for managing bad news and collusion</p> <p>Multi-professional working Communication skills within the context of multidisciplinary and inter-professional working</p>																																				
Contact Hours	48 hours contact time																																				
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.</p> <p>These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>																																				
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p><i>Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.</i></p> <table><tr><th>Hours to be allocated</th><th>Scheduled learning and teaching study hours</th><th>Independent study hours</th><th>Placement study hours</th><th>Allocated Hours</th><th></th></tr><tr><td>200</td><td>48</td><td>152</td><td>0</td><td>200</td><td>✓</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		200	48	152	0	200	✓																								
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	<p>Coursework: Written assignment</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <p style="text-align: center;"><i>Double click in the table and type over the percentages – the table will total automatically.</i></p> <p style="text-align: center;"><i>Please ensure that it amounts to 100%</i></p> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td></td><td>0%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td></td><td>100%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td></td><td>0%</td></tr><tr><td></td><td></td><td></td><td>100%</td></tr></table>	Total assessment of the module:								Written exam assessment percentage			0%	Coursework assessment percentage			100%	Practical exam assessment percentage			0%				100%
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Reading Strategy	<p>Core reading</p> <p>It is essential that students read one of the many texts available on communication skills. The Module handbook will also reflect the range of reading to be carried out.</p> <p>Further reading</p> <p>Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills</p> <p>Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>																								
Indicative Reading List	<p>Bayliss, J. (2008) <i>Counselling Skills in Palliative Care</i>. Wiltshire: Quay Books.</p> <p>Brennan, J. (2004) <i>Cancer in Context: A Practical Guide to Supportive Care</i>. Oxford: Oxford University Press.</p> <p>Burton, M. & Watson, M. (1998) <i>Counselling People with Cancer</i>. Chichester: John Wiley and Sons</p> <p>Culley, S. & Bond, T. (2011) <i>Integrative Counselling Skills in Action</i>. 3rd ed. London: Sage Publications.</p> <p>Davy, J. & Ellis, S. (2000) <i>Counselling Skills in Palliative Care</i>. Buckingham: Open University Press.</p> <p>Faulkner, A. (1998) <i>When the News is Bad</i>. Cheltenham: Stanley Thornes.</p> <p>Hough, M. (2014) <i>Counselling Skills and Theory</i>. 4th ed. London: Hodder and Stoughton.</p> <p>McKay, M., Davis, D. & Fanning, P. (2009) <i>Messages: The Communication Skills Book</i>. 3rd ed. Oakland, California: New Harbinger Publications.</p>																								

Part 3: Assessment	
Assessment Strategy	Students will complete a 3000 word assignment based on a clinical incident relating to communication issues and incorporating an analysis of relevant theories and concepts. This includes use of an

	interaction transcript developed from practice. This is a practice-focused assessment that facilitates the student to apply their knowledge and skill of communication skills within a critical discourse related to their practice area (supportive and end of life care). This assessment strategy enables students to demonstrate the full range of module learning outcomes related to their role and workplace, and level of study.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.A 3000 word reflective assignment	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. A 3000 word reflective assignment	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	

FOR OFFICE USE ONLY

First CAP Approval Date				
Revision CAP Approval Date	15 November 2016	Version	5	Link to RIA 11930