



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Communication Skills in Supportive and End of Life Care				
Module Code	UZTR7R-20-M	Level	M	Version	5
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 MSc Advanced Practice BSc (Hons) Specialist practice MSc Specialist Practice				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	UZTR3X-20-3	Module Entry requirements	CPD		
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"> <li>• Articulate a comprehensive knowledge and understanding of psychosocial responses to acute and life limiting illness. (Component A)</li> <li>• Demonstrate comprehensive understanding of recognised communication frameworks to achieve best practice. . (Component A)</li> <li>• Critically evaluate communication and support mechanisms used in supporting individuals experiencing loss and change. (Component A)</li> <li>• Evaluate systems of support and strategies that are available for professionals working with emotional issues. (Component A)</li> <li>• Critically appraise working practices that promote effective multi-disciplinary communication. (Component A)</li> <li>• Synthesise the range of evidence which informs learning regarding own communication processes. (Component A)</li> <li>• Appraise own practice of how communication supports patient and family centred care. (Component A)</li> <li>• Recognise the key communication skills, qualities and attributes that are significant in making an effective response to individuals needs. (Component A)</li> <li>• Reflect on and modify own communication skills when responding to the</li> </ul>

	<p>demands of a range of complex situations. (Component A)</p> <ul style="list-style-type: none"> <li>Critically evaluate evidence of communication processes to support own practice. (Component A).</li> </ul>																									
Syllabus Outline	<p><b>Ethical and Professional Issues</b>  Support/supervision  Boundary setting including consent and confidentiality  Models for reflection and critical incident analysis</p> <p><b>Psychological/Social/Spiritual</b>  Psychosocial responses to acute and long term conditions including a cultural perspective  Frameworks of loss, transition and grief  Models of grief theory and bereavement care  Use of narrative and metaphor</p> <p><b>Communication</b>  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><b>Multi-professional working</b>  Communication skills within the context of multidisciplinary and inter-professional working</p>																									
Contact Hours	48 hours contact																									
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision,</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. 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 border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">20</td> </tr> <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> </tr> <tr> <td>200</td> <td>48</td> <td>152</td> <td>0</td> <td>200</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									20	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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**Coursework:** Written assignment

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:

Total assessment of the module:			
Written exam assessment percentage			0%
Coursework assessment percentage			100%
Practical exam assessment percentage			0%
			100%

Reading Strategy

**Core reading**

Any core reading will be indicated clearly, along with the method for accessing it, eg students may be required to purchase a set text, or be referred to texts that are available electronically or in the Library. Module handbook will also reflect the range of reading to be carried out.

**Further reading**

Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current evidence, classic works and material specific to their interests from the academic literature.

**Access and skills**

Students will be presented with opportunities to develop their information retrieval and evaluation skills in order to identify such resources effectively. 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.

Indicative Reading List

Bayliss, J. (2008) *Counselling Skills in Palliative Care*. Wiltshire: Quay Books.

Brennan, J. (2004) *Cancer in Context: A Practical Guide to Supportive Care*. Oxford: Oxford University Press.

Burton, M. & Watson, M. (1998) *Counselling People with Cancer*. Chichester: John Wiley and Sons

Culley, S. & Bond, T. (2011) *Integrative Counselling Skills in Action*. 3<sup>rd</sup> ed. London: Sage Publications.

Davy, J. & Ellis, S. (2000) *Counselling Skills in Palliative Care*. Buckingham: Open University Press.

Faulkner, A. (1998) *When the News is Bad*. Cheltenham: Stanley Thornes.

Hough, M. (2014) *Counselling Skills and Theory*. 4<sup>th</sup> ed. London: Hodder and Stoughton.

McKay, M., Davis, D. & Fanning, P. (2009) *Messages: The Communication Skills Book*. 3<sup>rd</sup> ed. Oakland, California: New Harbinger Publications.

<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	Students will complete a 3000 word assignment based on a clinical incident relating to communication issues and incorporating an analysis and appraisal 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.

<b>Identify final assessment component and element</b>	<b>Component A</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. A 3000 word reflective assignment	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (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**

<b>First CAP Approval Date</b>				
<b>Revision CAP Approval Date</b>	15 November 2016	<b>Version</b>	5	<a href="#">Link to RIA 11930</a>