CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Communication in a Diverse World					
Module Code	UZZSMV-15-1		Level	1	Version	1.1
Owning Faculty	Health & Life Sciences		Field		Mental Health & Learning Disabilities	
Contributes towards	BSc (Hons) Nursing BSc (Hons) Midwifery					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
Valid From	September 2013		Valid to	September 2019		

CAP Approval Date	9 May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Discuss the core principles of the Person Centred Approach (Component A) • Discuss the importance of collaborative working in the context of professional relationship with other healthcare providers, public patient involvement, families, parents and carers (Component A) • Describe ethical principles related to health care delivery including the current Nursing and Midwifery Council's Code: Standards of conduct, performance and ethics for nurses and midwives (Component A) • Demonstrate different methods of communication for professional practice in the context of diversity, individual choice and preferences (Component A) • Demonstrate an understanding of the therapeutic use of self, incorporating qualities of kindness, sensitivity and compassion (Component A) • Discuss the importance of working within the limits of personal capability (Component A) • Demonstrate management of one's own learning and development (Component A) • Demonstrate the ability to communicate ideas with accuracy and sensitivity (Component A) In addition the educational experience may explore, develop, and practise but not formally discretely assess the following: • Explain the concepts of social inclusion and exclusion

Syllabus Outline	**Professional Values** • The ethics of professional practice • Issues of confidentiality, sharing information and reporting • Models of self-awareness, concepts of kindness, sensitivity, compassion and respect in the context of personal and professional relationships • Service user and carer perspectives **Communication and Interpersonal Skills** • Sociological and psychological theories and perspectives on communication, interpersonal relationships and social inclusion/exclusion • Barriers to communication • Concepts and models of diversity and difference in the care context **Leadership, Management and Team Working** • Sources of support and information • Self-awareness, personal and professional development • Assertive behaviour and its contribution to the professional relationship. • Action planning
Contact Hours	A total of 36 hours in the form of seminars, lectures and online activities
Teaching and Learning Methods	**This module will use a total of 150 hours of study time of which an average of 36 hours will represent scheduled learning, and 114 hours will represent independent learning.** Scheduled learning: • A variety of approaches will be used which may include lectures, seminars, simulation of scenarios, role play, podcasts, DVD, group activities and Blackboard • Students will be able to access fixed resources e.g. library and ICT resources together with lecturer facilitation and support • Public and patient perspectives are an integral part of the module • Students will be required to engage in directed and independent learning • Students will be provided with continuous feedback during the module **Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Students will be guided to areas for specific lecture, seminar and group-work session preparation and independent study related to the module content. It is suggested that session preparation will take on average 4 hours per week.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114		150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment or essay, report,

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

Reading Strategy	For further information and guidance on reading strategies please consult the following web page: http://www1.uwe.ac.uk/library/usingthelibrary/teachingstaff/readingstrategies/readingstrategystatements.aspx **Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually. **Access and skills** Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services 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	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences.

Recommended Books

Arnold, E. and Underman-Boggs, K. (2011) *Interpersonal Relationships: Professional Communication Skills for Nurses.* 6th Ed. Missouri: Elsevier Saunders.

Sully P. & Dallas J. (2010) *Essential communication skills for nursing & midwifery,* (2nd Ed), London, Mosby (Ebook)

Bach S. & Grant A. (2009) *Communication and interpersonal skills for nurses,* Exeter, Learning Matters Ltd (Ebook)

Kraszewski S. & McEwen A. (Eds) (2010) *Communication skills for adult nurses,* Maidenhead, Open University Press (Ebook)

Broussine E. and Scarborough K. (Eds) (2012) *Supporting People with Learning Disabilities in Health & Social Care,* London, Sage Publications.

Heron, J. (2001) *Helping the Client: A Creative Practical Guide* [online]. 5th ed. London: Sage. [Accessed 02 July 2014].

Articles and other Book Chapters:

Rogers C. (1957) The necessary and sufficient conditions of therapeutic personality change, *Journal of Consulting Psychology,* 21, pp. 95-103.

Rogers C. (1975) Empathic: An unappreciated way of being. *The Consulting Psychologist,* 5(2), pp. 2-10.

Baston, H et al. (2009) *Midwifery Essentials – Basics.* London: Churchill Livingstone.

Lavender, V. (2010) Communication and Interpersonal Skills. In Sellman, D. *Becoming a nurse: a textbook for professional practice.* London: Pearson Educational, pp. 252-283.

Broader reading:
Numbers for communication books at Gloucester and Glenside campuses can be found on the following shelf marking:

158.27 Nursing communication
616.890089 Mental health communication
618.976898 Dementia and communication

See the following web site for further details of this format:
NMC Guidance on Social Networking

Part 3: Assessment	
Assessment Strategy	**1. Reflective Essay.** This assessment comprises of a reflection on the use of two specific communication skills which will have been practiced and recorded during the module. During the module skills day, the students would have undertaken two practical exercises, one in persuasive communication and one in eliciting communication. This assignment requires the student upload the recording of their skill and identify an example of using both a persuasive technique (for example giving instruction, advice or direction) and an eliciting technique (for example open

questioning, guiding or following). Students are then required to reflect on their recordings in order to identify the strength and weaknesses of each approach from the client and practitioner perspective and consider when they may be more or less useful in nursing practice. As part of the reflective process, students will be expected to consider their own future development needs and this can then feed into their learning outcomes for clinical practice and the OAR document.

This assessment will allow students to explore and demonstrate the following in relation to their chosen scenario:

1. Consideration of the overall principles of a person-centred and therapeutic approach.
2. The selection, use and application of appropriate person centred and therapeutic approaches and skills whilst acknowledging aspects of diversity
3. The potential positive outcomes for the service user/patient/client and recognition of any potential barriers that might impact on the therapeutic relationship.
4. An evaluation of their communication and interpersonal skills strengths and weaknesses.
5. Consideration of the values of kindness, sensitivity, compassion and respect and their impact in building a therapeutic alliance with service users, carers, families and other healthcare providers.

Students will be supported by a group facilitator throughout the module. In addition they will have access to the module leaders and module specific library staff. For the assessment there will be dedicated support at the end of each taught day.

Identify final assessment component and element	A		
		A:	**B:**
% weighting between components A and B (Standard modules only)		**100%**	

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Course work assignment (1500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Course work assignment (1500 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.