



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
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	Standard
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
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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"> • Discuss the core principles of the Person Centred Approach (Component B) • 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 and B) • 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 and B) • Discuss the importance of working within the limits of personal capability (Component B) • Demonstrate management of one's own learning and development (Component A and B) • Demonstrate the ability to communicate ideas with accuracy and sensitivity (Component A) <p>In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:</p> <ul style="list-style-type: none"> • Explain the concepts of social inclusion and exclusion
Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> • The ethics of professional practice • Issues of confidentiality, sharing information and reporting

	<ul style="list-style-type: none"> • Models of self-awareness, concepts of kindness, sensitivity, compassion and respect in the context of personal and professional relationships • Service user and carer perspectives <p>Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> • 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 <p>Leadership, Management and Team Working</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <p>Scheduled learning:</p> <ul style="list-style-type: none"> • 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 <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>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.</p>
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				
<i>Number of credits for this module</i>				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,

Practical Exam: Oral Assessment

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	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.

Books:

Essential Reading

Bach S. and Grant, A. (2009) *Communication and interpersonal skills for nurses [online]*. Exeter: Learning Matters Ltd. [Accessed 14 February 2013].

Kraszewski S. and McEwen, A. eds. (2010) *Communication skills for adult nurses [online]* Maidenhead: Open University Press. [Accessed 14 February 2013].

Sully P. & Dallas J. (2010) *Essential communication skills for nursing and midwifery*. 2nd ed. London: Mosby. [Accessed 14 February 2013].

Further Reading

Broussine E. and Scarborough K. (Eds) (2012) *Supporting People with Learning Disabilities in Health & Social Care*, London, Sage Publications. **Chapter 6 is digitised and available on Blackboard**

Freshwater, D. ed. (2002) *Therapeutic nursing: improving patient care through self-awareness and reflection [online]*. London: Sage.[Accessed 14 February 2013].

Hall, J. (2007) Promoting Well-being in Price S. (Ed) *Mental Health in Pregnancy and childbirth*. Edinburgh: Churchill Livingstone. **Chapter 3 is digitised and available on Blackboard**

Halldorsdottir S. and Karlsdottir S. (1996) Empowerment or discouragement: Women's experience of caring and uncaring encounters during childbirth. *Health Care for Women International*. 17(4), pp. 361 – 379. **Digitised and available on Blackboard**

Healy, J. and McKee, M. (2004) *Accessing Health Care: Responding to Diversity*. Oxford: Oxford University Press.

Koskinen, L.; Abdelhamid, P. and Likitalo, H. (2008) The simulation method for learning cultural awareness in nursing. *Diversity in Health and Social Care*. 5(1), pp. 55-63. **Digitised and available on Blackboard**

Martin, A.M., O'Connor-Fenelon M. and Lyons R. (2010) Non-verbal communication between nurses and people with an intellectual disability: a review of the literature, *Journal of Intellectual Disabilities*, 14 (4), pp. 303 314. **Digitised and available on Blackboard**

McCabe, C. (2004) Nurse-patient communication: an exploration of patients' experiences, *Journal of Clinical Nursing*, 13, pp 41-49. **Digitised and available on Blackboard**

Mcleod, A. (2008) *Listening to Children: A Practitioners' guide*. London: Jessica Kingsley.

Moss, B. (2008) *Communication skills for health and social care*. London: Sage.

Neville, L. (2009) *Interpersonal Skills for the People Professions: Learning from practice*. Exeter: Reflect Press Ltd. **Chapter 7 is digitised and available on Blackboard**

Olafsdottir, O. (2008) *Inner knowing and emotions in the midwife-woman relationship*,

in Hunter, B. and Deery, R. (2008) *Emotions in Midwifery and Reproduction*. Basingstoke: Palgrave Macmillan. **Digitised and available on Blackboard**

Robb, M. (2004) *Communication, relationships and care: a reader*. [Electronic resource] London: Routledge.

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

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

Walker, J.; Crawford, K. and Taylor, F. (2008) Listening to children: gaining a perspective of the experiences of poverty and social exclusion from children and young people of single-parent families. *Health & Social Care in the Community*. 16 (4), pp. 429-436.

Wondrak R.F. (1998) *Interpersonal skills for nurses and healthcare professionals* [online]. Oxford: Blackwell Science. [Accessed 14 February 2013].

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. Presentation.

This assessment will comprise of a 15 minute group presentation demonstrating learning and ethical understanding of effective communication and interpersonal skills based around the diversity of a nurse/midwife – service user/client/patient scenario.

Students will choose a scenario and present in groups of 5 but will be individually assessed by 2 facilitators of the module.

Students will prepare their presentation and submit any materials, learning aids and equipment in advance.

Students will present in their groups only to the facilitators and not to their peers.

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

	<p>and recognition of any potential barriers that might impact on the therapeutic relationship.</p> <p>4. An evaluation of their communication and interpersonal skills strengths and weaknesses.</p> <p>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.</p> <p>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 as well as on the day of the group presentation.</p> <p>2. A 500 word action plan. This aspect of the assessment will allow students to write an action plan which will enable students to articulate how they will apply specific knowledge, skills and values learned from the module into future practice settings. This will be linked to the action plan in the OAR document.</p>
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Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
		100%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Presentation	PASS / FAIL	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. 500 word action plan	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. 2500 word assignment	100%	
<p>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.</p>		