

## ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Communication Skills for Paramedic Science					
Module Code	UZYRMX-15-1		Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Allied Health Professionals		
Department	Allied Health Professionals		Module Type	Project		
Contributes towards	Diploma (HE) Paramedic Science					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
First CAP Approval Date	19/01/2016		Valid from	April 2016		
Revision CAP Approval Date			Revised with effect from			

Review Date	April 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of how acute illness and injury or long term medical conditions impact on an individual's ability to communicate (Component A)</li> <li>2. Demonstrate an understanding of how age and sensory decline impact on two way communication (Component A)</li> <li>3. Explain the barriers to participatory communication in the context of emergency care and consider the ethical dilemmas and conflicting emotions that can be involved when witnessing distressing events and communicating or receiving bad news (Component A)</li> <li>4. Demonstrate an understanding of national legislation and professional responsibility when reporting and recording information and the importance of confidentiality and relate practice to their individual duties and obligations as a HCPC registered paramedic (Component A)</li> <li>5. Consider the need to communicate sensitively in a way that acknowledges the individuals experiences, values, culture and beliefs (Component A)</li> <li>6. Demonstrate an understanding of how to gather, summarise and communicate clinical information, in verbal, written and electronic formats (Component A)</li> <li>7. Differentiate between the normal and abnormal physical and psychological response to stressful events and evaluate a range of methods for alleviating or eliminating sources of conflict (Component A)</li> </ol>
Syllabus Outline	<p><b>Participatory Communication</b></p> <ul style="list-style-type: none"> <li>• Communication theories</li> </ul>

	<p>Effects of illness and injury on ability to communicate</p> <ul style="list-style-type: none"> <li>• The effects of aging and sensory decline</li> </ul> <p>Building respect, empathy and trust</p> <ul style="list-style-type: none"> <li>• Issues of diversity and communication</li> <li>• Confidentiality and duties as an HCPC registrant</li> </ul> <p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Active listening and tone of voice</li> <li>• Verbal &amp; non-verbal communication</li> <li>• Self-awareness</li> <li>• Reflecting on interpersonal skills</li> </ul> <p><b>Barriers to Participatory Communication</b></p> <ul style="list-style-type: none"> <li>• Environmental and interpersonal factors</li> <li>• Communicating with diverse group across the lifespan</li> <li>• Responding to angry, aggressive or violent reactions</li> <li>• Psychological effects of trauma and responses to death, grief and bereavement</li> </ul> <p><b>Interprofessional Communication</b></p> <ul style="list-style-type: none"> <li>• Sources of support and information</li> <li>• Issues of confidentiality and reporting</li> <li>• Paramedic role in health promotion</li> <li>• Teamwork and leadership</li> </ul> <p><b>Communication Technology</b></p> <ul style="list-style-type: none"> <li>• Electronic Patient report forms</li> <li>• Radio procedures</li> <li>• Use of telemetry</li> <li>• Phonetics and the NATO alphabet</li> <li>• Communications during a mass-casualty incident</li> </ul>
Contact Hours	<ul style="list-style-type: none"> <li>• Students will typically engage in three, 3-hour lectures. Group sizes on the module vary but groups are typically up to 30. Students are also given access to bespoke, interactive learning resources for the module, containing a module guide, focussed reading and audios, games and quizzes giving opportunities to develop knowledge and understanding as they progress through the module. In addition, email and discussion group contact with staff is available throughout the module and during scheduled tutorial time.</li> <li>• Students are encouraged to evaluate their own interpersonal skills in placement and to observe those of their clinical colleagues. This will form the basis of their reflective assignment.</li> </ul>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures and tutorials.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, reflective case-study preparation and completion etc.</p> <p><b>Placement learning:</b> includes practice placement with the Ambulance Service</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				
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	12	69	69	150

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

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

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	<p><b>Core readings</b></p> <p>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.</p> <p><b>Further readings</b></p> <p>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.</p> <p><b>Access and skills</b></p> <p>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.</p> <p><b>Indicative reading list</b></p> <p>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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p>
Indicative Reading List	<ul style="list-style-type: none"> <li>• Blaber, A. (2008) <i>Foundations for Paramedic Practice: A Theoretical Perspective</i>. Maidenhead: McGraw Hill</li> <li>• Blaber, A. and Harris, G. (2014) <i>Clinical Leadership for Paramedics</i>. Maidenhead: Open University Press</li> <li>• Caroline, N. (2013) <i>Emergency Care in the Streets</i>. Burlington, MA: Jones and Bartlett Publishing</li> <li>• Moss, B. (2012) <i>Communication Skills in Health and Social Care</i>. London: Sage</li> </ul>

Part 3: Assessment	
Assessment Strategy	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• Component A (100%): A 2500 word reflective assignment examining and evaluating elements of interpersonal skills</li> </ul> <p><i>Rationale; to provide an opportunity to assess the student's ability to reflect upon the principles and relevant theory of communication and interpersonal skills in health and social care. To produce reflective case studies to show the effectiveness of their communication in an interaction with a person who uses services/practitioner and making recommendations for improvements.</i></p> <p>Formative Assessment :</p> <ul style="list-style-type: none"> <li>• Will take place through tutorial support and discussion and reading of draft work by a personal tutor. Also through placement educator feedback on the student's application of interpersonal skills in placement.</li> </ul>

Identify final assessment component and element	Component 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 (as % of component)
1. A 2500 word 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 2500 word assignment	100%
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	