



### MODULE SPECIFICATION

Part 1: Information			
<b>Module Title</b>	Communication Skills in Supportive and End of Life Care		
<b>Module Code</b>	UZTR7R-20-M	<b>Level</b>	7 (M)
<b>For implementation from</b>	September 2020		
<b>UWE Credit Rating</b>	20	<b>ECTS Credit Rating</b>	10
<b>Faculty</b>	Health and Applied Sciences	<b>Field</b>	Continuing Care Adult Nursing
<b>Department</b>	Nursing and Midwifery		
<b>Contributes towards</b>	MSc Specialist Practice (District Nursing) MSc Advanced Practice Professional Development Award Masters Apprenticeship – Advanced Clinical Practice		
<b>Module type:</b>	Project		
<b>Pre-requisites</b>	None		
<b>Excluded Combinations</b>	None		
<b>Co- requisites</b>	None		
<b>Module Entry requirements</b>	None		

Part 2: Description
<p>This module aims to develop your knowledge, skills and attitude necessary to communicate sensitively, effectively and in a purposeful manner with individuals and those close to them in the context of supportive and end of life care.</p> <p>The module will cover:</p> <ul style="list-style-type: none"> <li>• Overview of communication processes and theory, with practical application of communication skills - active listening, reflecting, paraphrasing, summarising and probing.</li> <li>• Psychosocial responses to acute and long term life threatening conditions including cultural perspectives</li> <li>• Approaches to support individuals experiencing emotions including anger and sadness</li> <li>• Barriers to listening, to include physical, professional, and personal perspectives</li> <li>• Recognition and assessment of information needs of those with life threatening conditions, their families and carers</li> <li>• Frameworks for sharing of significant and bad news</li> </ul>

<ul style="list-style-type: none"> <li>• Communication skills within the context of multidisciplinary and inter-professional working</li> <li>• Ethical and Professional Issues to include: boundary setting, consent and confidentiality, models for reflection and critical analysis of practice, and consideration of support/supervision</li> </ul>		
<b>Part 3: Assessment</b>		
<p><u>Formative assessment strategy</u> Formative feedback will be given by facilitators throughout the module and there will be opportunity for peer led discussion of assignment planning. A dedicated assignment support session is included in the module timetable.</p> <p><u>Summative assessment</u> Students will complete an assignment based on a clinical incident relating to communication issues incorporating analysis and appraisal of relevant theories and concepts. This is a practice-focused assessment that facilitates the student to apply their knowledge and self-appraisal of communication skills through transcribing of a critical discourse from their practice within the context of supportive and end of life care. The assignment includes detailed analysis of this transcript, with reference to supporting evidence of relevant theory. And a 1500 word reflection upon the process of critical analysis and self-appraisal. This assessment strategy enables students to demonstrate the full range of module learning outcomes related to their practice and level of study.</p>		
Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	
<b>First Sit</b>		
<b>Component A</b>	<b>Element weighting</b>	
<b>Description of each element</b>	<b>(as % of component)</b>	
Analysis of transcribed practice conversation and 1500 word critical reflection.	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b>	<b>Element weighting</b>	
<b>Description of each element</b>	<b>(as % of component)</b>	
Analysis of transcribed practice conversation and 1500 word critical reflection.	100%	
<b>Part 4: Learning Outcomes &amp; KIS Data</b>		
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate a comprehensive knowledge and understanding of psychosocial responses to acute and life limiting illness.</li> <li>2. Demonstrate comprehensive understanding of communication skills and approaches with application to achieve best practice.</li> <li>3. Critically analyse communication skills and support mechanisms used in supporting individuals experiencing loss, change and psychosocial issues.</li> <li>4. Synthesise and critically appraise a range of evidence which informs learning regarding own communication processes.</li> </ol>	

	<p>5. Appraise and reflect upon own communication skills and the potential influence of such skills when supporting patient and family centred care in a range of complex situations.</p> <p>6. Identify and critically reflect upon key communication skills, qualities and attributes that are significant in making an effective response to individual's needs.</p> <p>All learning outcomes are assessed by Component A</p>																														
<p><b>Key Information Sets Information (KIS)</b></p> <p><b>Contact Hours</b></p> <p><b>Total Assessment</b></p>	<table border="1" data-bbox="560 696 1422 1050"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: right;">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 style="text-align: center;">200</td> <td style="text-align: center;">36</td> <td style="text-align: center;">134</td> <td style="text-align: center;">0</td> <td style="text-align: center;">200</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam</p> <p><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p><b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="659 1395 1323 1626"> <tbody> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	<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	36	134	0	200	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%				
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<p><b>Reading List</b></p>	<p><a href="https://rl.talis.com/3/uwe/lists/336ECAFE-F34D-13E0-4097-7982601BDE8F.html?lang=en-GB&amp;login=1">https://rl.talis.com/3/uwe/lists/336ECAFE-F34D-13E0-4097-7982601BDE8F.html?lang=en-GB&amp;login=1</a></p>																														