CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Communication Skills in Supportive and Palliative Care					
Module Code	UZTSUG-30-M		Level	M	Version	1
Owning Faculty	Health & Applied Sciences		Field	Continuing Care Adult Nursing		
Contributes towards	MSc Advanced Practice, MSc Specialist Practice					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project	
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	UZTR3X-20-3 UZTR7R-20-M Communication Skills in Cancer and Palliative Care UZTSUF-30-3 Communication skills in Supportive and Palliative Care		Module Entry requirements	None		
Valid From	September 2014		Valid to	September 2020		

CAP Approval Date	28/03/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate a comprehensive knowledge and critical understanding of psycho-social responses to illness(Component A). 2. Critically analyse theories of transition, loss and grief. (Component A). 3. Critically evaluate communication and support strategies used in working with; a) Individuals and families experiencing loss and change, b) Professionals who work with emotional issues. (Component A). 4. Appraise and apply a range of evidence that supports understanding of self in the development of therapeutic relationships, reflecting on own communication processes. (Component A). 5. Demonstrate knowledge and a critical understanding of professional codes of conduct and organisational policy in relation to consent and confidentiality. (Component A). 6. Appraise communication processes in multi-disciplinary team working and

	identify the implications for own communication. (Component A).
Syllabus Outline	• Developing therapeutic, person-centred relationships • Developing self-awareness • Boundary setting including consent and confidentiality • Psychosocial responses to illness including cultural perspectives • Concepts of loss, transition and grief • Emotional expression, verbal and non-verbal communication • Theories of communication • Approaches to working with strong emotions • Coping • Practical skills for effective communication, for example, listening, reflecting, paraphrasing, summarising • Strategies for managing difficult conversations including bad news • Communication within the context of team working • Cognitive impairment communication skills
Contact Hours	A total of 72 hours in the form of lectures, seminars or tutorials, work-based learning, project supervision, or online activities.
Teaching and Learning Methods	A variety of approaches will be used which may include: • Practice experience • Workshops and Master-classes • Lectures and Seminars • Case based learning • Role play
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		30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

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

	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 readings**

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required ti purchase a set text, be given a print 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 will be required to supplement the set text and other printed readings. 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 research, classic works and material specific to their interests from the academic literature |
|---|---|
| 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 the module guide.

Dunphy, J. (2011) *Communication in Palliative Care: Clear Practical Advice, Based on a Series of Real Case Studies.* London: Radcliffe Publishing.

Firth, P. Luff, G. & Oliviere, D. (2004) *Loss, Change and Bereavement in Palliative Care (Facing Death).* Milton Keynes: Open University Press.

Heyse-Moore, L. (2008) *Speaking of Dying: A Practical Guide to Using Counselling Skills in Palliative Care*. London: Jessica Kingsley.

McCabe, C. & Timmins, F. (2013) *Communication Skills for Nursing Practice*. London: Pallgrave Macmillan.

Machin, L. (2013) *Working with Loss and Grief: A Theoretical and Practical Approach*. London: Sage Publications.

Moss, B. (2012) *Communication Skills in Health and Social Care*. London: Sage Publications. |

Part 3: Assessment	
Assessment Strategy	This assignment is based on a professional experience relating to communication, incorporating an analysis of relevant theories and concepts. It comprises; • 3,000 word reflective account based on the detailed analysis of a transcript. A communication transcript is included as an appendix. There are three sections to this assignment; • A tape recording of a therapeutic conversation. • The production of a transcript. • A written reflective account demonstrating your analysis of the conversation that develops the skills highlighted in the transcript. This method of assessment has been chosen to enable learners to apply module learning to their practice through an evaluation of their practice. This will facilitate the demonstration of the module learning outcomes.

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

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. 3,000 word reflective account based on the detailed analysis of a transcript	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. 3,000 word reflective account based on the detailed analysis of a transcript	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.