

## ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Interpersonal Skills for Paramedic Science				
Module Code	UZYSV9-15-1	Level	1	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Paramedic Science				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2014		Valid to	September 2020	

<b>CAP Approval Date</b>	28/03/2014
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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. Understand how acute illness and injury or long term medical conditions impact on an individual's ability to communicate (Component A)</li> <li>2. Understand how age and sensory decline impact on two way communication (Component A)</li> <li>3. Explain the barriers to participatory communication in the emergency environment 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. Understand national legislation and professional responsibility when reporting and recording information and the importance of confidentiality (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. Understand 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>  Communication theories  Effects of illness and injury on ability to communicate  The effects of aging and sensory decline  Building respect, empathy and trust  Issues of diversity and communication</p> <p><b>Interpersonal Skills</b>  Active listening and tone of voice  Verbal &amp; non-verbal communication  Self-awareness  Reflecting on interpersonal skills</p> <p><b>Barriers to Participatory Communication</b>  Environmental and interpersonal factors  Communicating with diverse group across the lifespan  Responding to angry, aggressive or violent reactions  Psychological effects of trauma and responses to death, grief and bereavement</p> <p><b>Interprofessional Communication</b>  Sources of support and information  Issues of confidentiality and reporting  Paramedic role in health promotion  Teamwork and leadership</p> <p><b>Communication Technology</b>  Patient report forms  Radio procedure  Use of telemetry  Phonetics and the NATO alphabet  Communications during a mass-casualty incident</p>
Contact Hours	<ul style="list-style-type: none"> <li>Students will engage in six, 6-hour interactive lecture and seminar days. 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 audios, games and quizzes giving opportunities to develop knowledge and understanding as they progress through the module. In addition, email 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 seminars, also 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	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, this 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.</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="4">Number of credits for this module</td><td>15</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>36</td><td>39</td><td>75</td><td>150</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Coursework:</b> Written assignment</p> <table><tr><td colspan="4">Total assessment of the module:</td></tr><tr><td colspan="4">Coursework assessment percentage</td><td>100%</td></tr><tr><td colspan="4">Total</td><td>100%</td></tr></table>	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	39	75	150	Total assessment of the module:				Coursework assessment percentage				100%	Total				100%
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	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>. London: 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>. Boston, MA: Jones and Bartlett Publishing.</li> <li>• Moss, B. (2012) <i>Communication Skills in Health and Social Care</i>. London: Sage.</li> </ul>
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Part 3: Assessment	
Assessment Strategy	<p>Summative Assessment</p> <p>Component A(100%): A 2400 word reflective assignment examining and evaluating elements of interpersonal skills</p> <p>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.</p> <p>Formative assessment will take place through skills supervision and feedback, also tutorial support and reading by a personal tutor of draft work.</p>

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.	