




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Communication Skills in Cancer and Palliative Care				
Module Code	UZYSYV-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No*
Owning Faculty	Health and Applied Science	Field	Allied Health professions		
Department	Allied Health Professions	Module Type	Project		
Contributes towards	BSC (Hons) Radiotherapy and Oncology				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	UZTR3X-20-3 Communication Skills in Cancer and Palliative Care	Module Entry requirements	N/A		
Valid From	September 2015	Valid to	September 2021		

CAP Approval Date	30 April 2015
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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"> • Demonstrate a comprehensive knowledge and understanding of psycho-social responses to acute and life limiting illness. (Component A) • Recognise and apply communication frameworks to achieve best practice. (Component A) • Demonstrate knowledge and understanding of professional codes of conduct and organisational policy in relation to consent and confidentiality. (Component A) • Critically analyse communication and support mechanisms used in supporting patients and families experiencing loss and change. (Component A) • Identify and evaluate key communication skills required to make an effective response to individual needs. (Component A)

	<ul style="list-style-type: none"> Critically reflect upon and appraise communication skills that support patient and family centred care. (Component A) 																									
Syllabus Outline	<p>Ethical and Professional Issues Support/supervision Boundary setting inc consent and confidentiality Models for reflection and critical incident analysis</p> <p>Psychological/Social/Spiritual Psychosocial responses to acute and chronic illness including a cultural perspective Frameworks of loss, transition and grief Models of grief theory and bereavement care Use of narrative and metaphor</p> <p>Communication Information needs of people with cancer and their carers Overview of major theories of communication Approaches to specific emotions including anger/depression/sadness Coping styles - patients and carers Barriers to listening Practical skills - active listening, reflecting, paraphrasing, summarising Frameworks for managing bad news and collusion</p> <p>Multi-professional working Communication skills within the context of multidisciplinary and inter-professional working</p>																									
Contact Hours	Students will engage in a variety of approaches over a 6 week period which may include classroom based sessions; workshops; reflection; experiential learning; video and audio tape analysis and feedback.																									
Teaching and Learning Methods	<ul style="list-style-type: none"> Scheduled learning includes tutorials, key note lectures, profession specific lectures, and undertaking of scheduled audio recording of a communication interaction activity of approximately 10 mins to be carried out whilst in clinical practice at level 3. Independent learning includes hours engaged with essential reading, revision. Transcribing of audiotape to include a maximum of two significant aspects of communication to write about. 																									
Key Information Sets Information	<p>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.</p> <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>15</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>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </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	114	0	150
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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 reading

It is essential that students read one of the many texts on research methods available through the Library. Module handbooks will also reflect the range of reading to be carried out.

Further reading

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the library 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.

Bailey, K. & Wilkinson, S. (1998) Patients' views on nurses' communication skills: a pilot study. *International Journal of Palliative Nursing*. 4 (6), 300-305

Brennan, J. (2004) *Cancer in Context: A Practical Guide to Supportive Care*. Oxford: Oxford University Press.

Burton, M. & Watson, M. (1998) *Counselling People with Cancer*. Chichester: John Wiley and Sons

Culley, S. & Bond, T. (2004) *Integrative counselling skills in action. (Second edition)*.

London: Sage Publications.

Davy, J. & Ellis, S. (2000) *Counselling Skills in Palliative Care*. Buckingham: Open University Press.

Faulkner, A. (1998) *When the News is Bad*. Cheltenham: Stanley Thornes.

McKay, M., Davis, D. & Fanning, P. (1995) *Messages: The Communication Skills Book*. USA: New Harbinger Publications.

Part 3: Assessment

Assessment Strategy	<p>Component A:</p> <p>2500 written assignment based on a clinical incident relating to communication issues and incorporating an analysis of relevant theories and concepts.</p> <p>Rationale:</p> <p>This assignment draws together the 3 core themes of the module:- psychological needs, communication skills and self-awareness to enable students to demonstrate:</p> <ul style="list-style-type: none"> • Ability to reflect on and analyse communication processes in relation to caring for people with cancer and palliative care needs • Ability to evaluate and integrate theoretical knowledge with evidence from the transcript • Personal learning in relation to communication skills <p>There are three elements to this assignment:</p> <ul style="list-style-type: none"> • A audio recording of a conversation • The production of a transcript • A written reflective account demonstrating the student's analysis of the conversation that develops the skills highlighted in the transcript
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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	
1. 2500 written assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. 2500 word written assignment	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.

