



CORPORATE AND ACADEMIC SERVICES


MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|---|--------------------|---------------------------|--------------|----|
| Module Title | Communication Skills in Cancer and Palliative Care | | | | |
| Module Code | UZYSWV-15-M | Level | M | Version | 1 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No |
| Owning Faculty | Faculty of Health and Applied Sciences | Field | Allied Health professions | | |
| Department | Allied Health Professions | Module Type | Project | | |
| Contributes towards | MSc Radiotherapy and Oncology | | | | |
| Pre-requisites | None | | Co-requisites | None | |
| Excluded Combinations | UZTR3X-20-3 Communication Skills in Cancer and Palliative Care | | Module Entry requirements | None | |
| Valid From | January 2016 | | Valid to | January 2021 | |

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| CAP Approval Date | 6 October 2015 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate comprehensive understanding of recognised communication frameworks to achieve best practice. (Component A) 2. Identify and evaluate key communication skills required to make an effective response to individual needs. (Component A) 3. Critically reflect upon and appraise communication skills that support patient and family centred care. (Component A) 4. Demonstrate a comprehensive knowledge and understanding of psycho-social responses to acute and life limiting illness. (Component A) 5. Critically analyse communication and support mechanisms used in supporting patients and families experiencing loss and change. (Component A) 6. Demonstrate knowledge and understanding of professional codes of conduct and organisational policy in relation to |

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| | consent and confidentiality. (Component A) |
| Syllabus Outline | <p>Ethical and Professional Issues Support/supervision Boundary setting including 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, profession specific lectures, and undertaking of scheduled audio recording of a communication interaction. • 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 | 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. |

| 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 communication skills 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 research for their assessment 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

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.

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| | <p>Bailey, K. & Wilkinson, S. (1998) Patients' views on nurses' communication skills: a pilot study. <i>International Journal of Palliative Nursing</i>. 4 (6), 300-305</p> <p>Brennan, J. (2004) <i>Cancer in Context: A Practical Guide to Supportive Care</i>. Oxford: Oxford University Press.</p> <p>Burton, M. & Watson, M. (1998) <i>Counselling People with Cancer</i>. Chichester: John Wiley and Sons</p> <p>Culley, S. & Bond, T. (2004) <i>Integrative counselling skills in action. (Second edition)</i>. London: Sage Publications.</p> <p>Davy, J. & Ellis, S. (2000) <i>Counselling Skills in Palliative Care</i>. Buckingham: Open University Press.</p> <p>Faulkner, A. (1998) <i>When the News is Bad</i>. Cheltenham: Stanley Thornes.</p> <p>McKay, M., Davis, D. & Fanning, P. (1995) <i>Messages: The Communication Skills Book</i>. USA: New Harbinger Publications.</p> |
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| Part 3: Assessment | |
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| 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 parts to this assignment:</p> <ul style="list-style-type: none"> • An audio recording of a conversation. This is role play and will be undertaken with the help of a clinical colleague. • The production of a transcript from the recording • 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 | A | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| First Sit | | |
| Component A (controlled conditions) | Element weighting | |

| Description of each element | (as % of component) |
|--|--|
| 1. 2500 written assignment | 100% |
| Component B Description of each element | Element weighting (as % of component) |
| 1. | |

| Resit (further attendance at taught classes is not required) | |
|---|--|
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
| 1. 2500 word written assignment | 100% |
| Component B Description of each element | Element weighting (as % of component) |
| 1. | |
| 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. | |