



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Communication for Healthcare Practice				
Module Code	UZZSUN-30-1	Level	1	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery	Module Type	Standard		
Contributes towards	FdSc Integrated Mental Health and Social Care				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	29 November 2016		Valid from	January 2017	
Revision CAP Approval Date			Revised with effect from		

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"> <li>Describe core principles and values of the Person Centred Approach and how this applies to working with individuals (Component A)</li> <li>Discuss principles of recovery and the importance of the therapeutic relationship, with service users, their friends and family (Component A)</li> <li>Explore the importance of respecting diversity, individual choice, and preferences and how ethical principles should inform health care delivery (Component A and B)</li> <li>Demonstrate an understanding of conflicts and barriers to communication, (Component B)</li> <li>Explore different methods of communication and the use of communication tools for enhancing professional practice (Component A and B)</li> <li>Discuss the importance of self-awareness and support mechanisms to facilitate safe and reflective practice (Component B)</li> <li>Appreciate the value of collaborative working in ensuring effective communication with all healthcare providers, public patient involvement, families, parents and carers (Component A)</li> </ul>
Syllabus Outline	<p><b>Ethics and Values Based Practice</b></p> <ul style="list-style-type: none"> <li>Ethics of professional practice</li> <li>Confidentiality, sharing information and reporting</li> <li>Models of self-awareness, concepts of kindness, sensitivity, compassion and respect in the context of personal and professional relationships</li> <li>Service user and carer perspectives</li> </ul> <p><b>Communication and Interpersonal Skills</b></p>

- Person Centred Approach
- Recovery approach
- Working collaboratively with families and friends
- Therapeutic engagement and assessment across the lifespan
- Working with emotional responses
- Barriers to communication
- Self-awareness
- Therapeutic use of self
- Active listening

**Leadership, Management and Team Working**

- Keeping yourself and other safe – identifying supportive frameworks
- Self-awareness, personal and professional development

**Contact Hours**

There will be 72 hours of scheduled contact time at University Centre Weston.

The scheduled contact time with staff, will include; lectures, seminars and tutorials.

In addition to scheduled contact time, the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means may be used to support student learning.


**Teaching and Learning Methods**

**Scheduled learning** includes lectures, seminars, tutorials, workshops; work based learning; enquiry based learning, case based learning and role play.

**Independent learning** includes hours engaged with essential reading and technology enhanced learning. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

**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	
300	72	78	150	300	

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

**Practical exam** : Presentation  
**Coursework**: Assignment

Total assessment of the module:				
Written exam assessment percentage				
Coursework assessment percentage				60%
Practical exam assessment percentage				40%
				100%

Reading Strategy

**Core reading**

Any core reading will be indicated clearly, along with the method for accessing it, eg 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.

**Further reading**

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.

**Access and skills**

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.

**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. *Current* advice on additional reading will be available via the module guide or Blackboard pages.

Indicative Reading List

**Books:**

Arnold, E. and Underman-Boggs, K. (2011) *Interpersonal Relationships: Professional Communication Skills for Nurses*, 6<sup>th</sup> ed. Philadelphia: Saunders Co. Ltd.

Barker, P. (2010) *Mental Health Ethics: The Human Context*. Oxon: Routledge.

Healy, J. and McKee, M. (2004) *Accessing Health Care: Responding to Diversity*. Oxford: Oxford University Press.

Moss, B. (2015) *Communication skills for health and social care*, 3<sup>rd</sup> ed. London: Sage.

Neville, L. (2009) *Interpersonal Skills for the People Professions: Learning from practice*. Exeter: Reflect Press Ltd. **Chapter 7 digitised and available on Blackboard**

Rogers C. (1957) The necessary and sufficient conditions of therapeutic personality change, *Journal of Consulting Psychology*, 21, pp. 95-103. **Digitised and available on Blackboard**

	<p><b>Journals:</b></p> <p>International Journal of Mental Health Promotion</p> <p>Mental Health Practice</p> <p>Journal for Healthcare Assistants</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>This module has 2 assessed components:</p> <ul style="list-style-type: none"> <li>- <b>Component A:</b> A 15 minute presentation.</li> <li>- <b>Component B:</b> A 2000 word reflective assignment</li> </ul> <p>Component A will involve a presentation on communication theories and skills applied in practice and how this can help aid recovery. Presenting will enable students to constructively share their knowledge of the importance of effective communication and also help them to develop their own communication competency.</p> <p>Component B, in the reflective assignment, will consider diversity, ethical principles, conflicts and barriers to communication. The assignment will allow students to consider how to develop their skills for the future and the importance of self-awareness and reflective practice.</p> <p>Opportunities for formative assessment will occur throughout the module, to check students' knowledge of the module content. The nature of the formative assessment will be designed to ensure students have a clear understanding of the requirements for the summative assessment and to allow an opportunity to adapt and respond to formative feedback.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b> 40%	<b>B:</b> 60%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 15 minute presentation	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 2000 word assignment	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 15 minute presentation	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. 2000 word assignment	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the		

assessment will be that indicated by the Module Description at the time that retake commences.

**FOR OFFICE USE ONLY**

First CAP Approval Date	29 November 2016			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	<a href="#">Link to MIA 10573</a>