

MODULE SPECIFICATION FORM

Module Title: Communicating & Interacting in Health & Social Care	Level: 4	Credit Value: 20
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Module code: SOC426	Cost Centre: GANG	JACS3 code: L501
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Trimester(s) in which to be offered: 2	With effect from: February 2015
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Office use only: To be completed by AQSU:	Date approved: September 2013 Date revised: January 2015 Version no: 2
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic Business Department: Health Sciences & Applied Social Sciences	Module Leader: Alison Lester-Owen
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Module duration (total hours) 200 Scheduled learning & teaching hours 40 Independent study hours 160 WBL hours	Status: core/option/elective Core (identify programme where appropriate):
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Programme(s) in which to be offered: FdA Health and Social Care	Pre-requisites per programme (between levels): Nil
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Module Aims:

The aim of this module is to introduce the theories and concepts of communication and relationships in health and social care. The core of the module will enable students to develop their interpersonal and communication skills that reflect the values of health and social care professionals and with clients/service users

Intended Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Describe a range of communication theories and the need to use a variety of communication strategies and formats in a range of health and social care situations.
2. Understand the importance of linguistically sensitive practice and its relevance to practice in multi-cultural contexts
3. Demonstrate an understanding of the significance of effective communication for the multi-professional contexts of practice
4. Demonstrate the ability to reflect upon their own communication & interpersonal skills

Transferable/Key Skills and other attributes:

Communication skills
Reflective skills
IT skills
Gathering information
Anti-discriminatory practice skills
Active listening skills
Professional interpersonal skills (groups and one-to one)

Assessment:

Reflective practice (2,500). A written reflective account in which students refer to relevant communication theories to describe the skills they would need/needed to communicate effectively in a chosen team or healthcare situation/incident. The situation/incident may be drawn from own experience or from a chosen service user story. The student will reflect upon their own communication skills in relation to the scenario presented and make recommendations for developing these skills further.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	1-4	Reflective Practice	100%		2500

Learning and Teaching Strategies:

The strategy for teaching and learning in this module involves lectures, group work, presentations, discussions and reflection. Moodle will be used to support learning

Syllabus outline:

Communication and interpersonal skills /Communication in a multi-lingual context /Barriers and impairments to effective communication (of all people) /Client/service user involvement/Oral and written communication to include documentation and record keeping skills as a communication tool towards team working /Professional communication in a caring context- working in a team/Presentation skills/Bowlby's attachment theory / Egan's model (skilled helper) /Fundamentals of care (Communication and Information and Relationships)

Bibliography:

Essential reading:

Bach, S. & Grant, A. (2011), *Communication and Interpersonal Skills for Nurses*. 2nd edition, Exeter: Learning Matters LTD.

Carnwell, R. & J. Buchanan (2005) *Effective practice in health & social care. A partnership approach*. Berkshire, Open University Press

Other indicative reading:

Lloyd, M. and Murphy, P. (2008), *Essential Study Skills for Health and Social Care*. Exeter: Reflect Press Ltd.

NHS Wales 1000 Lives Plus (2011), *Improving Clinical Communication Using SBAR*.
<http://www.wales.nhs.uk/sites3/Documents/781/T41%20%283%29%20SBAR.pdf>