

Communication and People Skills

7.1 Module Overview									
Module Number		Module Title	Communication and People Skills						
Stage of Principal Programme			1	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					√if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					√	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:					√	101			
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 									
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	60
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in social sciences/professional social care or in a closely cognate area.
Workshops	
	Staff - Learner Ratio X:Y
	1:60
	1:20

Assessment Techniques – percentage contribution			
Continuous Assessment	100%	Proctored Exam – in person	Practical Skills Based
Project		Proctored Exam - online	Work Based
Capstone (Y/N)?	N	If Yes, describe	

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Demonstrate an ability to communicate effectively orally and in writing.	1, 3, 5
2. Understand the basic principles of communication.	1, 3, 5
3. Make a short effective presentation.	2, 4, 7
4. Have a clear understanding of the communication skills needed for professional community, voluntary and non-profit work practice.	1, 2, 4

7.3 Indicative Module Content, Organisation and Structure

It is essential that learners qualifying for the social care profession have acquired competency in effective communication with service users, co-workers, multi-disciplinary team members and families of service users. They need to be aware broadly of the nature of communication, along with the possible cultural and contextual pitfalls. Their understanding needs to extend to oral and written communication but also to the non-verbal.

The following topics will be delivered through lectures. Learners will also have web facilitated learning in the form of guided readings on Moodle.

- What is communication? Models of communication. Coding and decoding. Cultural Difference
- Language, modes, and registers
- Context and meaning
- The following topics build on the theory, moving into the area of praxis. Delivered through lectures and small group work.
- Formal written communication
- Non-verbal communication
- Active Listening
- Communicating with non-verbal service users
- The need for self-awareness
- The right to be heard. The capacity to choose and make decisions.

Finally, learners will be facilitated to integrate their knowledge and practical communication skills working towards a video presentation and academic essay.

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Students will be supported through teaching and learning strategies which include one hour class-based lectures followed by one hour communication workshops weekly. Learning strategies include the implementation of authentic assessments such as group activities, case studies and Vevox activities (student engagement tool) as part of lesson planning and delivery which provide opportunities for collaborative working.

- Short interactive exercises in practice workshop such as one-minute summaries;
- Active learning strategies such as think, pair and share for group work;
- Reflective exercises and use of audio visuals will be used to increase student engagement.

This will support students in demonstrating achievement of the module's MIMLO's in line with universal design for learning and inclusive curricula.

Assessment

Essay: 60% weighting at 1500 words.

Student Video Presentation: 40% weighting.

This module contains 'Must-pass' assessments. Even if a learner achieves a pass mark by virtue of other assessments, they will fail the module if they do not pass a 'must pass' assessment.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
1, 4	Essay (1500 words) (Summative).	60%
2, 3	Video Presentation (10-minutes)	40% (Must Pass Assessment)

7.8 Sample Assessment Materials
<p>Essay:</p> <p>Sample titles:</p> <ol style="list-style-type: none"> 1. Outline the ways in which we communicate non-verbally in the course of every interaction with service users. 2. The self can be described as the tool of the caring professional. Outline the ways in which self-awareness is important for such professionals. <p>Why are boundaries in professional caring relationships of such great importance?</p> <p>Video Presentation:</p> <p>Sample workshop-based exercise: Use video to record a 10 presentation for peers on a social care related topic of your choice. Your chosen topic should be presented to your lecturer in advance. The video should be posted on course Moodle page.</p> <p>Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.</p>

7.9 Indicative reading lists and other information resources
<p>Indicative Core Reading:</p> <p>Bolton, G. (2005). <i>Reflective Practice: Writing and Professional Development</i>. London: Sage.</p> <p>Harvey, N. (2022). <i>Effective communication</i>. Tipperary, ROI: Boru Press.</p> <p>Thompson, N. (2011). <i>Effective Communication: A Guide for the People Professions</i>. London: Palgrave Macmillan.</p> <p>Thompson, N. (2015). <i>People Skills</i>. London: Palgrave MacMillan.</p> <p>Indicative Other Resources:</p> <p>Attig M and Weinert S (2020). What impacts early language skills? Effects of social disparities and different process characteristics of the home learning environment in the first 2 Years. <i>Frontiers in psychology</i>, 11, 1-19. doi: 10.3389/fpsyg.2020.557751</p> <p><i>Guide to the Standards of Proficiency for Social Care Workers</i> (2021). Retrieved from https://socialcareireland.ie/guide-to-the-standards-of-proficiency-for-social-care-workers/</p> <p>Hoffman, V., and Müller, C. M. (2021). Language skills and social contact among students with intellectual disabilities in special needs schools. <i>Learning Culture and Social Interaction</i> (30), 1-9.</p> <p>Lalor, K., Share, P., and Brown, T. (2023). <i>Social care work: An introduction for students in Ireland</i>. Dublin: Gill Education.</p> <p>Nagasubramani, P.C. and Prabavaithi, R. (2018). Effective oral and written communication. <i>Journal of Applied and Advanced Research</i>, 3(1), 29-32.</p> <p>Rains, S.A., Peterson E., and Wright K. (2015). Communicating social support in computer-mediated contexts: A meta-analytic review of content analyses examining support messages shared online among individuals coping with illness. <i>Communication Monographs</i>, 82(4), pp. 403-430.</p> <p>Trevithick, P. (2012). <i>Social work skills and knowledge</i>. Milton Keynes: Open University Press.</p> <p>You Tube (2022). <i>Effective Communication at Work</i>. Available at: https://www.youtube.com/watch?v=fqvyxG-CD-0</p>