

Communications and People Skills

Section A: Headline Information							
Module title		Communications and People Skills					
Module NFQ level (only if an NFQ level can be demonstrated)		Level 7					
Module number/reference		TBC					
Module Co-ordinator		Gerry Morgan					
Parent programme		BA in Applied Social Studies (Professional Social Care)					
Stage of parent programme		Stage 1					
Semester (semester1/semester2 if applicable)		Semester 1					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5					
List the teaching and learning modes		Lectures, Class discussion and debate, Learner Presentations.					
Entry requirements (statement of knowledge, skill and competence)		College Entry Requirements must be satisfied for entry onto Stage 1.					
Pre-requisite module titles		None					
Co-requisite module titles		None					
Is this a capstone module? (Yes or No)		No					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in communications. It is desirable that staff teaching on this module have direct experience of communication within a professional caring context. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.					
Maximum number of learners per module		120					
Duration of the module		1 Semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2 hours per week					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall and Small Groupwork Room, Library resources and access to Moodle					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
12	1: 40	12					101		125
Allocation of marks (within the module)									
			Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination		Total	
Percentage contribution			100%: Essay 60%, Group Presentation 40%					100%	

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	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.
Module Aims and Objectives	This module is designed to allow the learner to develop an understanding of communication (in its various modes), active listening, self and other, in order to be ready for their first professional placement in second year.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Demonstrate an ability to communicate effectively, orally and in writing (MIPLO 1, 4) 2. Understand the basic principles of communication (MIPLO 2,4) 3. Make a short effective presentation (MIPLO 3, 4) 4. Have a clear understanding of the communication skills needed for professional social care practice (MIPLO 2, 4)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS.

	<p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<p>The following topics will be delivered through lectures. Learners will also have web facilitated learning in the form of guided readings on Moodle.</p> <ul style="list-style-type: none"> • What is communication? Models of communication. Coding and decoding. Cultural Difference • Language, modes and registers • Context and meaning <p>The following topics build on the theory, moving into the area of praxis. Delivered through lectures and small group work.</p> <ul style="list-style-type: none"> • 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 <p>Finally, learners will be facilitated to integrate their knowledge and practical communication skills working towards a group presentation.</p>
<p>Module Teaching and Learning Strategy</p>	<p>The module coordinator will deliver most of the module content, with time given for questions and discussion.</p> <p>Web-facilitated learning through You-Tube clips or TED Talks will take place on occasion.</p> <p>Learners will, in small groups, have the opportunity to break down the material in tutorials for greater examination of the issues. Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy).</p> <p>Peer learning will be facilitated through a group presentation assignment.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>Not Applicable</p>
<p>E-Learning</p>	<p>Not Applicable</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Module Coordinator will teach the majority of the material. Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1- 120 and 1-20.</p>

Module Summative and Formative Assessment Strategy	<p>Present essay plan and receive feedback (Formative)</p> <p>Essay examining aspects of communication in the profession. This will also serve to assess the learners' ability in written communication (1500 words) (Summative) 60%</p> <p>Give a group presentation to peers to demonstrate presentation skills or use video to record a presentation for peers to be posted on course Moodle page. (10 minute presentation) Peer and tutor feedback. (Formative and Summative).</p> <p>Learners will be assessed both on their presentation and on their feedback 40%</p>
Sample Assessment Materials	<ol style="list-style-type: none"> 1. Briefly outline the principle of person centred planning and include a brief description of one model of PCP. 2. Outline the ways in which we communicate non-verbally in the course of every interaction with service users. 3. The self can be described as the tool of the caring professional. Outline the ways in which self-awareness is important for such professionals. 4. Why are boundaries in professional caring relationships of such great importance?
Reading Lists and Other Information Resources	<p>Essential Reading: Thompson, N. (2011). <i>Effective Communication: A Guide for the People Professions</i>. London: Palgrave Macmillan.</p> <p>Other Reading: Bolton, G. (2005). <i>Reflective Practice: Writing and Professional Development</i>. London: Sage. Egan, G. (2009). <i>The Skilled Helper</i>. London: Wadsworth Thompson, N. (2015). <i>People Skills</i>. London: Palgrave MacMillan. Trevithick, P. (2005) <i>Social Work Skills: A Practice Handbook</i>. UK: McGraw-Hill Education.</p>
Module Physical Resource Requirements	<p>This module requires a room suitable for small group workshops. It also requires equipment for audio-visual presentation.</p>