1. **Title of the module:**
   WL323: Communication in Dental Nurse Practice

2. **School or partner institution which will be responsible for management of the module:**
   Centre for Professional Practice (HE KSS Dental)

3. **Start date of the module:**
   September 2014

4. **The number of students expected to take the module:**
   12 (rising to a maximum of 72 in subsequent cohorts).

5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:**
   None

6. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M]):**
   C Level (FHEQ Level 4)

7. **The number of credits and the ECTS value which the module represents:**
   15 Credits (7.5 ECTS)

8. **Which term(s) the module is to be taught in (or other teaching pattern):**
   Autumn
   Term times will be from the beginning of September until the end of December. Specific dates will be provided within the Programme Handbook

9. **Prerequisite and co-requisite modules:**

10. **The programmes of study to which the module contributes:**
    FdSc in Advanced Dental Nursing

11. **The intended subject specific learning outcomes:**
    On successful completion of the module students will be able to:
    11.1 Demonstrate developed knowledge, understanding and application of aspects of appropriate communication in healthcare at all times, recognising and using a variety of media and methods to support clinical practice.
    11.2 Demonstrate the ability to undertake appropriate, effective and sensitive communication with and about patients, their representatives and the general public in relation to providing reassurance, oral hygiene information and/or information to explain the purpose and process of informed consent.
    11.3 Demonstrate understanding of, and the ability to communicate appropriately with the dental team or other healthcare professionals in relation to individual patient care, oral health promotion, appraisal, training, peer review, and giving or receiving feedback.
11.4 Recognise, explain and ethically apply the principles of information governance including the importance of accurate, contemporaneous and comprehensive patient records in relation to legal and statutory requirements and best practice.

12. **The intended generic learning outcomes:**

   On completion of this module students would be able to:

   12.1 Demonstrate the capacity for autonomous learning and ability to evaluate arguments, assumptions, concepts and data to make informed judgements.

   12.2 Communicate with clarity in academic and professional/work settings demonstrating regard to interpersonal skills to both specialist and non-specialist audiences.

   12.3 Demonstrate ability to apply reflection and self-understanding when working with others, in order to evaluate own strengths and weaknesses and commitment to lifelong learning and continuous professional and personal self development.

   12.4 Demonstrate the ability to research, manage, appraise and present material, data and scientific literature through word-processing, computer-based presentation and use of the internet.

13 **A synopsis of the curriculum:**

   This module is designed to introduce the knowledge and skills necessary for developing the students’ understanding of communication, and the ability to demonstrate enhanced communication skills in practice. During the module, students will develop an awareness of how different communication media and methods can support their clinical practice, contributing to appropriate, effective and sensitive communication techniques, relevant to the dental nurse role, and which reflect the needs of patients, their representatives and the general public. This module will also ensure that students can understand and demonstrate appropriate communication skills with dental colleagues and/or other healthcare professionals. Students will also gain an understanding of how their enhanced communication skills can contribute to the acquisition of informed patient consent, and the principles of information governance.

14 **Indicative Reading List:**

   **Core Text:**


   Students may be asked to read additional material.

   **Recommended Text:**


   **Background:**

   HTM 0105 Updated Nov 2009


Suggested for Student Purchase:

UNIVERSITY OF KENT

15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes:

This module will be delivered via face-to-face taught sessions over two weekends and supported with a preparation guided study package issued prior attendance and to be completed by the student prior to the taught delivery.

Teaching will primarily be delivered in the forms of tutor led large group lecture sessions and followed up with small peer group and tutor led seminar discussion and study sessions. Both tutors with specialist expertise and those actively working in the dental sector will deliver the theoretical input.

1:1 face to face tutorials are intended to be student focussed and to concentrate on covering any area of the module content, learning outcomes or other area identified to advance learning.

A division of the 150 hours of learning required for this module is outlined below:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Guided Study Package</th>
<th>Lectures:</th>
<th>Seminars:</th>
<th>Tutorials:</th>
<th>Self Study</th>
<th>Work Related Learning</th>
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<td>88</td>
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</table>

16 Assessment methods and how these relate to testing achievement of the intended module learning outcomes:

The assessment comprises a single assignment. The teaching sessions will provide opportunities within the timetable to review and consider the assignment within the seminar groups. Students will be able to gain further individual support and formative feedback through the seminar and 1:1 tutorial sessions. A pass must be gained to successfully complete the module.
### Method of Assessment:

Written portfolio style assignment of 2,500 words to include:

- 1 x patient case study which demonstrates the application of underpinning communication theory to patient care. (750 words)
- 1 x colleague case study which demonstrates the application of underpinning communication theory to professional interaction. (750 words)
- A written report which demonstrates understanding of the dental nurse role in relation to informed consent and information governance. (750 words)
- Appraisal and evaluation of existing work-based practice, which incorporates critical self-reflection. (250 words)

### Implications for learning resources, including staff, library, IT and space

None.

### The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.

### Campus(es) where module will be delivered:

HEKSS has a number of Post Graduate Education Centres (PGECs) available with both clinical and academic teaching facilities. Most of the teaching and training is expected to take place at the Holiday Inn Conference Facility at Gatwick, West Sussex. The exact location will be chosen according to student numbers and to reflect students’ geographical location and may include: Holiday Inn Conference Facility, Gatwick, West Sussex; Guildford Education Centre, Royal Surrey County Hospital, Surrey; The Education and Training Centre, Tunbridge Wells Hospital, Pembridge, Tunbridge Wells, Kent; PGEC, Kent and Canterbury Hospital, Canterbury, Kent; PGEC, East Surrey Hospital, Redhill, Surrey.

Final V6-5
If the module is part of a programme in a Partner College or Validated Institution, please complete the following:

19. Partner College/Validated Institution: Mid Kent College and HEKSS
20. University School responsible for the programme: CPP
SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL

Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate): "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

.........................M Shaw................................. .................................
Director of Learning and Teaching/Director of
Graduate Studies (delete as applicable)  Date

Print Name

Statement by the Head of School: "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

D Reed................................. .................................
Head of School  Date

Print Name

SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION

(Where the module is proposed by a Partner College/Validated Institution)

Statement by the Nominated Officer of the College/Validated Institution (delete as applicable): "I confirm that the College/Validated Institution (delete as applicable) has approved the introduction of the module and will be responsible for its resourcing"

.............................................................................
Nominated Responsible Officer of Partner
College/Validated Institution  Date

Print Name

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Post

.................................................................
Partner College/Validified Institution