

## Template - Course module summary COMMUNICATION

<b>Semester/Term</b>				
<b>Course Unit/Module Code:</b>				
<b>Course Unit/Module Name:</b>	6- COMMUNICATION			
<b>Credit Value:</b>	0,5 credit			
<b>Core/Optional</b>				
<b>Pre-requisites</b>				
<b>Hourly Breakdown</b>	Theory	Practical	Other	Independent learning
	9	16		22
<b>Intended Learning Outcomes:</b>				
<p>After this course, students will be able to;</p> <ul style="list-style-type: none"> <li>➤ <b>Discuss the fundamental aspects and basic principles of communication</b></li> <li>➤ <b>Describe suitable communication methods with patients with common Neurodegenerative (NDD) conditions and family/caregivers from diverse populations and cultural backgrounds.</b></li> <li>➤ <b>Adapt to (un)expected situations by determining the ethical course of action and appropriate communicative process.</b></li> <li>➤ <b>Utilize skills to manage emotions, understand families' perspectives, actively listen, creatively problem-solve, and appropriately disclose difficult information.</b></li> <li>➤ <b>Apply effective communication strategies to develop, participate in, and lead multidisciplinary teams.</b></li> <li>➤ <b>Become acquainted with and utilise AAC (Augmentative and Alternative Communication) in communication with NDD patients.</b></li> <li>➤ <b>Understand how the various types of NDDs require different kinds of communication strategies and be able to choose the appropriate one in every situation.</b></li> <li>➤ <b>Demonstrate responsibility for their own learning, which is essential for good communication.</b></li> </ul>				

## **Course Content: (Main Units/Lessons and Sub topics)**

### **Unit 1: Introduction**

- Overview of learning objectives and breakdown of modules/hours etc.
- Syllabus, outline, expectations, learning outcomes
- The relevance of communication skills for caring for patients with NDD
- General overview of the module

### **Unit 2: Basics of communication**

- Basics of communication (models, importance, principles, contexts, interpersonal communication)
- Types of communication (verbal, non-verbal, listening)
- Effective & ineffective communication (benefits/consequences etc.)
- Specific communication tools, tips and strategies

### **Unit 3: Communication and NDD's**

- Communication difficulties in different types of NDDs (primary motor difficulties, cognitive or language)
- Common difficulties with communication
- Misconceptions in communication with NDD patients
- How not to communicate with NDD patients
- Supporting communication in the early stage of disease
- Keeping the conversations going
- Using pictures/videos/flashcard
- Barriers/challenges to communication
- Making sense of syntactic errors
- Responding to challenging behaviour

### **Unit 4: Communication strategies**

- Three theoretical models of person-centered communication
- How to communicate with NDD patients in early- middle and late stages of their disease
- Adapt to (un)expected situations by determining the ethical course of action and appropriate person-centered communicative process.
- Utilize skills to manage emotions, actively listen, creatively problem-solve, and communicate with NDD patients
- Personalise your communication approach to any patient with NDD

### **Unit 5: AAC (Augmentative and Alternative Communication)**

- Technological aids in communication
- Augmentative and Alternative Communication (AAC): behavioural strategies, low- and high-tech aids

**Unit 6: Communication between healthcare providers and family members/caregivers and legal aspects of this communication**

- analyse the existing communication practices use among health staff in Sri Lanka
- demonstrate the communications skill when educating the patients
- apply communication strategies in different situations faced by the patients with NDD
- Able to explain legal and ethical issues in communication and know the legal rights of the patients
- Able to describe importance of using an effective communication in legal and ethical matters.
- Able to describe communication strategies used in dealing with legal and ethical issues of the NDD patients
- Understand the term Informed consent

**Teaching /Learning Methods:**

Traditional lectures: 17%

Pair/group reflections 28%

Written tasks: 10

Self-study reading: 45%

**Assessment Strategy:** (Details: quizzes %, mid-term %, end course unit %, end term/year % ,other % (specify); Theory (%), Practical (%), Thesis (%), Viva (%) , Other (%) (number of questions, type, time allocation and % marks to be given)

Marks allocated for the evaluation of continuous assessment shall be within 20-40% and end semester examinations shall be within 60%-80%.

	Summative Assessment	
	Continuous assessments	End course assessment
	In class- 30%	Final practical exam - 70%

**Recommended Reading**

**Introduction & Fundamentals of communication**

- The Interpersonal Communication Textbook: [Access here.](#)  
[\(https://textbooks.whatcom.edu/cmst210/\)](https://textbooks.whatcom.edu/cmst210/) Anonymous author.
- The foundations of human communication [Access here.](#)  
<https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205940889.pdf>
- Human communication. [Access here.](#)

[https://aclasites.files.wordpress.com/2017/02/judy\\_pearson\\_author\\_paul\\_nelson\\_author\\_scotbookfi-org-copy.pdf](https://aclasites.files.wordpress.com/2017/02/judy_pearson_author_paul_nelson_author_scotbookfi-org-copy.pdf)

- Effective communication in the healthcare settings: Are the graduates ready for it? Skarbalienė, A., Skarbalius, E., & Gedrimė, L. (2018). Case study. [Access here.](#) (<https://doi.org/10.30924/micmi.24.si.9>)

### **Verbal communication:**

- Free journal articles: Jakobson, Roman. "Verbal Communication." *Scientific American*, vol. 227, no. 3, 1972, pp. 72–81. *JSTOR*, [Access here](#)

(<https://www.jstor.org/stable/24927429>)

- Savundranayagam MY, Moore-Nielsen K. Language-based communication strategies that support person-centered communication with persons with dementia. *Int Psychogeriatr*. 2015 Oct;27(10):1707-18. doi: 10.1017/S1041610215000903. PMID: 26334515.

[Access here.](#) (<https://pubmed.ncbi.nlm.nih.gov/26334515/>)

- Tips for talking with your older patients, national US institute of health. [Access here.](#) (<https://www.nia.nih.gov/health/talking-your-older-patients>)

### **Non-Verbal communication:**

- Ellis M, Astell A. Communicating with people living with dementia who are nonverbal: The creation of Adaptive Interaction. *PLoS One*. 2017 Aug 1;12(8):e0180395. doi: 10.1371/journal.pone.0180395. Erratum in: *PLoS One*. 2018 Apr 23;13(4):e0196489. PMID: 28763445; PMCID: PMC5538738.

[Access here.](#) (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5538738/>)

- Fried-Oken M, Mooney A, Peters B. Supporting communication for patients with neurodegenerative disease. *NeuroRehabilitation*. 2015;37(1):69-87. doi: 10.3233/NRE-151241. PMID: 26409694; PMCID: PMC6380499.

[Access here.](#) (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6380499/>)

- The Life Story project report. [Access here.](#) (<https://www.fons.org/Resources/Documents/Project%20Reports/52-LifeStories.pdf>)

### **Websites**

- Communication and Alzheimers : [Access here.](#)  
(<https://www.alz.org/help-support/caregiving/daily-care/communications>)
- Nonverbal communication and Alzheimers disease. [Access here.](#)  
(<https://www.asccare.com/nonverbal-communication-alzheimers-disease/>)
- Noovita Tech (n.d.). Augmentative and Alternative Communication (AAC). [Access here.](#)  
(<https://novitatech.com.au/augmentative-and-alternative-communication-aac>)

### **Listening:**

- Listening and responding effectively. [Access here.](#)  
([https://www.sagepub.com/sites/default/files/upm-binaries/101852\\_Ch06\\_01.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/101852_Ch06_01.pdf))
- Yavuz, F., & Celik, O. (2017). The importance of listening in communication. *Global Journal of Psychology Research: New Trends and Issues*, 7(1), 8–11. [Access here.](#) (<https://unpub.eu/ojs/index.php/gjpr/article/view/2431>)
- Listening as a lifelong learning skill- what, why, and how October 2018 Conference: 16th International Conference on Literature, Languages, Humanities and Social Sciences (LLHSS-18) [Access here.](#)  
([https://www.researchgate.net/publication/328653076\\_Listening\\_as\\_a\\_lifelong\\_learning\\_skill-\\_what\\_why\\_and\\_how](https://www.researchgate.net/publication/328653076_Listening_as_a_lifelong_learning_skill-_what_why_and_how))
- Salinas J, O'Donnell A, Kojis DJ, et al. Association of Social Support With Brain Volume and Cognition. *JAMA Netw Open*. 2021;4(8):e2121122. doi:10.1001/jamanetworkopen.2021.21122 [Access here.](#)  
(<https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2783042>)

### **Mandatory reading:**

- Life Story Book to Enhance Communication in People with Dementia: A Systematic Review of Reviews. [Access here.](#) (<https://doi.org/10.21203/rs.3.rs-1557576/v1>)
- Methods to Enhance Verbal Communication between Individuals with Alzheimer's Disease and Their Formal and Informal Caregivers: A Systematic Review. [Access here.](#)  
(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2925413/>)
- Expanding the conversation: A Person-centred Communication Enhancement Model [Access here.](#) (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9243449/>)
- A person-centered communication approach to working with older people who have dementia [Access here.](#) ([https://www.researchgate.net/publication/347598698\\_A\\_person-centred\\_communication\\_approach\\_to\\_working\\_with\\_older\\_people\\_who\\_have\\_dementia](https://www.researchgate.net/publication/347598698_A_person-centred_communication_approach_to_working_with_older_people_who_have_dementia))

- Methods and approaches for enhancing communication with people with moderate-to-severe dementia that can facilitate their inclusion in research and service evaluation: Findings from the IDEAL programme. [Access here.](#)  
(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9109550/>)
- Communication with older people with dementia. [Access here.](#)  
([https://www.researchgate.net/publication/241689739\\_Communicating\\_with\\_older\\_people\\_with\\_dementia](https://www.researchgate.net/publication/241689739_Communicating_with_older_people_with_dementia))
- Supporting communication for patients with neurodegenerative disease. [Access here.](#)  
(<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6380499/>)

Activities:

	Lecture	Practical	Self-study
<b>Introduction</b>	0,5	0	2
<b>Basics of communication</b>	1	2	4
<b>Communication and NDDs</b>	2	3	7
<b>Communication strategies</b>	3	6	10
<b>AAC (Augmentative and Alternative Communication)</b>	1	1	1
<b>Communication between healthcare providers and family members/caregivers and legal aspects of this communication</b>	2	4	6
	<b>9</b>	<b>16</b>	<b>30</b>
	<b>15 hours in total (0.5 credit)</b>		

## Template - Detailed curriculum

<b>Course module code and name – Communication</b>					
<b>Credits – 1</b>					
<b>Total time allocation – 15</b>					
<b>Unit no and name</b>	<b>Unit objectives</b>	<b>Lesson plan in brief (lesson content)</b>	<b>Allocated time (hrs) (for each lesson)</b>	<b>Teaching learning methods</b>	<b>Method of assessment</b>
<b>Unit 1 - Introduction</b>	Understanding course goals and the significance of communication with NDD patients and their families	<ul style="list-style-type: none"> <li>• <b>Overview of learning objectives and breakdown of modules/hours</b></li> <li>• <b>Syllabus, outline, expectations, learning outcomes</b></li> <li>• <b>The relevance of communication skills for caring for patients with NDDs</b></li> <li>• <b>General overview of the module</b></li> </ul>	Theory –1 Independent learning -2		
<b>Unit 2 – Basics of communication</b>	Understanding and applying the fundamental aspects and basic principles of communication	<ul style="list-style-type: none"> <li>• <b>The fundamental aspects and basic principles of communication</b></li> <li>• <b>Suitable communication methods towards patients with common Neurodegenerative Diseases (NDD) and family/caregivers from diverse populations and cultural backgrounds.</b></li> <li>• <b>Manage emotions, understand families' perspectives, actively listen, creatively problem-solve,</b></li> </ul>	Theory –1 Practical – 1 Independent learning –2	Presentations  Activities in pairs  Audiovisual material  Weblinks  Role play	

		<p>and appropriately disclose difficult information.</p> <ul style="list-style-type: none"> <li>• Effective communication strategies to develop, participate in, and lead multidisciplinary teams.</li> </ul>			
<p><b>Unit 3 – Communication and NDD’s</b></p>	<p>Identifying and utilizing verbal skills in effective communication</p>	<ul style="list-style-type: none"> <li>• <b>Communication difficulties in different types of NDDs (primary motor difficulties, cognitive or language)</b></li> <li>• <b>Common difficulties with communication</b></li> <li>• <b>Misconceptions in communication with NDD patients</b></li> <li>• <b>How not to communicate with NDD patients</b></li> <li>• <b>Supporting communication in the early stage of disease</b> <ul style="list-style-type: none"> <li>• Keeping the conversations going</li> <li>• Using pictures/videos/flashcard</li> <li>• Barriers/challenges to communication</li> <li>• Making sense of syntactic errors</li> <li>• Responding to challenging behaviour</li> </ul> </li> </ul>	<p>Theory –2  Practical – 2  Independent learning –5</p>	<p>Presentations</p> <p>Activities in pairs</p> <p>Audiovisual material</p> <p>Weblinks</p> <p>Role play</p>	



<p><b>Unit 4 – Communication strategies</b></p>	<p>Identifying and implementing non-verbal skills in effective communication</p>	<ul style="list-style-type: none"> <li>- <b>Theoretical perspectives on communication</b></li> <li>- <b>Communication models</b></li> <li>- <b>Challenges in communicating</b></li> <li>- <b>Person-centred communication</b></li> <li>- <b>Parkinson’s and communication at 3 stages</b></li> <li>- <b>Alzheimer’s / Huntington’s communication tips</b></li> <li>- <b>Conversation validations</b></li> <li>- <b>Non-verbal strategies</b></li> <li>- <b>Life-story book communication</b></li> </ul>	<p>Theory –2 Independent learning –6 Practical - 9</p>	<p>Presentations Activities in pairs Audiovisual material Weblinks Role play</p>	
<p><b>Unit 5 – AAC (Augmentative and Alternative Communication)</b></p>	<p>Understanding the significance of listening skills in communication</p> <p>Applying effective listening skills to enhance communication</p>	<ul style="list-style-type: none"> <li>• <b>The use and applications of Augmentative and Alternative Communication (AAC)</b></li> <li>• <b>Understand and utilize different types of AAC</b></li> <li>• <b>Understand and utilize the appropriate tools of AAC in different types of NDDs</b></li> </ul>	<p>Theory –1 Independent learning –2 Practical - 1</p>	<p>Presentations Activities in pairs Audiovisual material Weblinks Role play</p>	
<p><b>Unit 6 – Communication between healthcare providers and family members/caregivers</b></p>	<p>Enhancing communication abilities between caregivers and family members. Demonstrating knowledge regarding</p>	<ul style="list-style-type: none"> <li>▪ <b>Formal and legal communication strategies used in the HC system in Sri Lanka</b></li> <li>▪ <b>Informal ways of communication in SL</b></li> </ul>	<p>Theory –2 Independent learning –4 Practical - 3</p>	<p>Presentations Activities in pairs</p>	

<p><b>and legal aspects of this communication</b></p>	<p>legal and ethical issues concerning Communication.</p> <p>Applying ethical and legal considerations to the treatment and care of NDD patients.</p>	<ul style="list-style-type: none"> <li>▪ <b>Communication barriers in the HC system in Sri Lanka</b></li> <li>▪ <b>Legal and ethical issues in communication</b></li> <li>▪ <b>The importance of using an effective communication in legal and ethical matters.</b></li> <li>▪ <b>Communication strategies used in dealing with legal and ethical issues of the NDD patients</b></li> </ul>		<p>Audiovisual material</p> <p>Weblinks</p> <p>Role play</p>	
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