



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Holistic Approaches to Care				
Module Code	UZTSSL-30-1	Level	1	Version	3
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	Foundation Science Degree in Health and Social Care Practice (FdSc HSCP)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	January 2016		Valid to	September 2019	

CAP Approval Date	19 November 2015 (v3)
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the bio-psychosocial basis of care and its application to practice (Component A, element 1; Component B, element 1). • Discuss the principle approaches in psychological theory and their application to professional practice (Component A, element 1; Component B, element 1). • Discuss the application of psychological and sociological theories and concepts to behaviour at individual, group, and community levels (Component B, element 1). • Demonstrate an understanding of conflicts and barriers to communication (Component B, element 1). • Appreciate the value of collaborative working in ensuring effective communication (Component B, element 1). • Discuss different communication tools for professional practice (Component B, element 1). • Understand and explain the importance of self-awareness, the therapeutic use of self, reflection, and active listening in building respectful, empathic relationships (Component B, element 1). <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Access and use a range of learning resources. • Demonstrate skills in active listening. • Appraise a range of verbal, written and visual communication approaches. • Express communication effectively using a range of mediums, and for a range of audiences. • Discuss the concepts of disability, social inclusion, and social exclusion • Understand the role and importance of collaborative working in relation to the


	<p>professional relationship with service users and their families and carers.</p> <ul style="list-style-type: none"> • Understand local and national policy and legislation on reporting, recording and confidentiality.
Syllabus Outline	<p>Introduction to Psychology</p> <ul style="list-style-type: none"> ○ Approaches in psychological theory, including humanistic and developmental. ○ The biological basis of behaviour and behaviour change. ○ How people learn, motivation, cognitive psychology including cognitive development, educational practices arising from learning theory. ○ Theories of emotion and personality, attachment, resilience and vulnerability. ○ Psychosocial approaches to age and life-course, disability and mental health. ○ Social participation and health, including social inclusion and exclusion. ○ Social psychology of being part of a family, workforce and social groups. ○ Stress. ○ Sleep and health. ○ Pain. <p>Communication</p> <ul style="list-style-type: none"> ○ Collaborative relationships. ○ Ensuring effective communication. ○ Understanding emotion and associated responses. ○ Professional and service user communication issues including group processes and behaviour. ○ Understanding the communication needs of others. ○ Self-awareness and models of reflective practice. ○ Approaches to conflict resolution. ○ Issues of power, ethics, diversity and difference in the care context. ○ Methods of effective communication in professional practice, including working with resistance. ○ Collaborative working in practice. ○ Communication tools and techniques. ○ Communication in professional practice, including legislation and policy around record keeping and confidentiality, and issues of reporting.
Contact Hours	<p>300 hours in total</p> <ul style="list-style-type: none"> • 72 hours scheduled learning/ contact time • Lectures 18 x 3 hours • Individual tutorials 2 x 1 hour • Seminars 4 x 1 hour • Workshops 4 x 1 hour • Interactive learning 2 x 3 hours • Group tutorials 18 x 1 hour (Programme wide as part of GDP provision, not classed within individual module contact hours) <p>NB the above breakdown of learning hours is an indicative example only, and is subject to change dependent on delivery location.</p>
Teaching and Learning Methods	<p>This module will use a total of 300 hours of study time of which an average of 72 hours will represent scheduled learning, and 228 hours will represent independent learning.</p> <p>Scheduled learning includes lectures, seminars, individual tutorials, and assignment supervision. Introductory lectures are supported by seminars where specific elements of learning can be focused on and used to generate exploration and deeper consideration of differing perspectives. Workshops can be used to develop and explore communication and listening skills. Scheduled sessions may vary slightly depending on the college of delivery.</p> <p>Independent learning includes hours engaged with essential reading, completion of</p>

guided study, and assessment preparation. Students will be guided to topic areas for specific lecture, seminar and workshop preparation, and independent study related to the module content. It is suggested that session preparation will take on average 4 hours per week.

NB the above breakdown of learning hours is an indicative example only, and is subject to change dependent on delivery location.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300
				

NB the above breakdown of learning hours is an indicative example only, and is subject to change dependent on delivery location.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Essential Reading will be clearly indicated at the point of need or with notice for preparation, with the method by which it can be accessed. Students will not be asked to purchase a set text for this module due to the wide variety of relevant psychology and communication texts available (format and style), but printed study packs and electronically available texts may be used, and clear guidance as to the required level of depth of detail in terms of reading will be given.

Further Reading will be encouraged and students will be advised and encouraged to access and make use of the library catalogue, a range of bibliographic and full text databases, and other internet resources. This will ensure that students become familiar with the library systems, database searching methods and a variety of relevant

	<p>literature (including current research in the appropriate fields) specific to the module and their own areas of interest. Wherever possible works will be accessible remotely via the library systems.</p> <p>Access and Skills</p> <p>Students will have access to both UWE library and their college library facilities and on-line systems. The module handbook will include suggested key texts for the module and guidance as to how literature can be accessed. All students will be encouraged to make use of the extensive print and electronic resources available to them through membership of UWE and the associated college libraries and to which they will be introduced at the start of their course, including an introduction to the UWE library web-pages which provide access to a wide range of resources and the full library catalogue available across a number of sites. Ongoing library support will be available through the library 'my skills' study area via the Library web pages, telephone enquiries line, and through library attendance and workshops.</p>
<p>Indicative Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Arnold, E. and Underman-Boggs, K. (2011) <i>Interpersonal Relationships: Professional Communication Skills for Nurses</i>. 6th Ed. Missouri: Elsevier Saunders.</p> <p>Atkinson, R. et al (1996) <i>Hilgard's Introduction to Psychology</i>. 12th ed. Fort Worth: Harcourt Brace Jovanovich.</p> <p>Brooker, C. and Waugh, A. (2007) <i>Foundations of Nursing Practice: Fundamentals of Holistic Care</i>. Edinburgh: Mosby/ Elsevier.</p> <p>Dossey, B.M., Keegan. L. and Guzzetta, C.E. (2005) <i>Holistic Nursing: A Handbook for Practice</i>. 4th Ed. Sudbury: Jones and Bartlett.</p> <p>Freshwater, D. (2002) <i>Therapeutic nursing: improving patient care through self-awareness and reflection</i>. London: Sage.</p> <p>Gross, R. (2005) <i>Psychology: the science of mind and behaviour</i>. 5th ed. London: Hodder Arnold.</p> <p>Hayes, N. (2000) <i>Foundations of psychology</i>. 3rd ed. London: Thompson.</p> <p>Healy, J. and McKee, M. (2004) <i>Accessing Health Care: Responding to Diversity</i>. Oxford: Oxford University Press.</p> <p>McCabe, C. (2004) Nurse-patient communication: an exploration of patients' experiences, <i>Journal of Clinical Nursing</i>, 13, pp 41-49.</p> <p>Margereson, C. and Trenoweth, S. (2010) <i>Developing Holistic Care for Long Term Conditions</i>. London: Routledge.</p> <p>Moss, B. (2008) <i>Communication skills for health and social care</i>. London: Sage.</p> <p>Neville, L. (2009) <i>Interpersonal Skills for the People Professions: Learning from practice</i>. Exeter: Reflect Press Ltd.</p> <p>Robb, M. (2004) <i>Communication, relationships and care: a reader</i>. London: Routledge.</p> <p>Smith, E.E. et al (2003) <i>Atkinson and Hilgard's Introduction to Psychology</i>. 14th ed.</p>

Belmont: Wadsworth Thomson.

Wondrak R.F. (1998) *Interpersonal skills for nurses and healthcare professionals*. Oxford: Blackwell Science.

Part 3: Assessment

Assessment Strategy	<ul style="list-style-type: none"> Assessment will comprise of a 1-hour multiple-choice exam, which will assess knowledge and understanding of psychological theories, and a 2000 word essay, which will discuss the holistic care approaches used with one service user and how these influenced care and communication. Opportunities for formative assessment will exist for the assessment strategy used, including the use of technology such as turning-point for formative multiple-choice assessments, and group presentations on specific subject matter. Students will be formatively assessed during their engagement in seminars and workshops. Formative feedback will be available from peers and/or tutors in verbal and/or written form depending on the formative methods used. Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored. All students will engage with personalised tutorials held as part of the programme design and GDP process. These can be used to focus on the development of student skills relevant to the assessment method.
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 30%	B: 70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 1 hour examination under controlled conditions	100%	
Component B Description of each element	Element weighting (as % of component)	
1. 2000 word written assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 1 hour examination under controlled conditions	100%	
Component B Description of each element	Element weighting (as % of component)	
1. 2000 word written assignment	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		