



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Working Effectively with Long Term Conditions				
Module Code	UZTSRG-15-2	Level	2	Version	1
Owning Faculty	Health and Life Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	FdSc Health and Social Care Practice				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From			Valid to		

CAP Approval Date	
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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"> <li>• Demonstrate knowledge and understanding of the needs of an individual with a long term condition (Component A)</li> <li>• Demonstrate knowledge and understanding of health promotion strategies (Component A)</li> <li>• Explore how models of working might contribute to effective delivery of care in individuals or groups with long term conditions (Component A)</li> <li>• Evaluate how appropriate support strategies might contribute to meeting the needs of the individual with a long term condition (Component A)</li> <li>• Explore the processes of collaborative working (Component A)</li> <li>• Consider how the context of practice influences care delivery to those with long term conditions (Component A)</li> <li>• Explore how the individual's, and / or families' or carer's beliefs influence the care planning process (Component A)</li> <li>• Reflect on how the practitioner contributes to partnership working (Component A)</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• <b>Philosophy of long term conditions</b> Concepts and exploration of long term conditions Concepts and exploration of disability National Policy background and context</li> <li>• <b>Models of working</b> Models of care and service delivery</li> </ul>

	<p>Using guidelines and protocols to deliver care and make referrals  Skills in enabling and promoting self management  Assessment, planning, delivery and monitoring of care</p> <ul style="list-style-type: none"> <li>• <b>Practice context</b>  Role of support groups, voluntary services  Cultural diversity and its influence on support processes and mechanisms  Utilising interpersonal skills effectively to support lifestyle change</li> <li>• <b>Collaborative working</b>  Working with patients as partners  Working with families, parents, carers  Team work skills  Working with groups, group dynamics</li> <li>• <b>Principles</b>  Using influencing skills to motivate individuals  Skills in how to support individuals in maintaining well being  Promoting healthy behaviours and healthy lifestyle, for example those relating to effective nutrition and healthy fluid balance</li> </ul>
Contact Hours	<ul style="list-style-type: none"> <li>• This module will use a total of 150 hours of study time of which an average of 36 hours will represent scheduled learning, and 114 hours will represent independent learning. It will be taught across semester 2.</li> <li>• The 36 hours scheduled learning could be used as follows: <ul style="list-style-type: none"> <li>○ Lectures 9 x 3 hours</li> <li>○ Individual tutorials 2 x 1 hour</li> <li>○ Seminars 4 x 1 hour</li> <li>○ Workshops 3 x 1 hour</li> <li>○ Group and/or individual tutorials could also be used, but these are part of the programme-wide academic tutoring provision, and therefore are not classed within individual module contact hours.</li> <li>○ NB this breakdown of scheduled learning is an indicative example only, and is subject to change dependent on delivery location.</li> </ul> </li> </ul>
Teaching and Learning Methods	<p>The teaching and learning strategies for the module acknowledge the importance of student centred learning. There is an appreciation that students come with vastly differing clinical experience and that this experience can be utilised effectively and shared throughout the learning process. The emphasis is that students are responsible for their own learning. This philosophy acknowledges that adult students in particular are usually highly motivated individuals, with particular abilities and needs that they are able to define.</p> <p><b>Scheduled learning</b> includes lectures, seminars, individual tutorials, and assignment supervision. Introductory lectures may be supported by seminars where specific elements of learning can be focused on and used to generate exploration and deeper consideration of differing perspectives. Workshops may be used to develop and explore communication and listening skills, and group/team-working skills. Scheduled sessions may vary slightly depending on the college of delivery.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, completion of 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 could take on average 2 hours per week.</p>
Key Information Sets Information	<p>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</p>

interested in applying for.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

NB the above breakdown of KIS 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	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	100%

**Reading Strategy**

**Essential Reading** and recommended 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 texts and literature available, 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. The module handbook will include guidance to key authors and how literature can be accessed, including the large number of useful resources and publications available via key databases and websites.

**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 to locate a variety of relevant literature (including current research in the appropriate fields). This will ensure that students become more familiar with the library systems, database searching methods and a variety of relevant literature specific to the module and relevant areas of interest. Many resources can be accessed remotely via the library systems. Assignment reference lists are expected to reflect the range of reading carried out.

**Access and Skills**

Students are expected to be able to independently identify and retrieve appropriate

	<p>reading, and 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 where appropriate, 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 have been introduced at the start of their course, and this module offers an opportunity to further develop information skills introduced at level 1. Additional support will be available through the library 'my skills' study area via the Library Services web pages, UWE library telephone enquiries line, and through library attendance and workshops available through UWE and the college of study.</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, CURRENT advice on readings will be available via other more frequently updated mechanisms including the module handbook or other resources such as Blackboard/VLEs.</p> <p><b><u>Indicative sources</u></b></p> <p>Bury,M.(1982) Chronic Illness as biographical disruption, <i>Sociology of Health and Illness</i>,4,167 – 82</p> <p>Campling F, Sharpe M (2006) <i>Living with a long term illness</i>, Oxford : Oxford University Press,</p> <p>Crumbie A, Lawrence J (2002) <i>Living with a chronic condition</i>, Butterworth Heinemann, Oxford</p> <p>Department of Health (2009) <u>Supporting people with long term conditions – Commissioning Personalised Care Planning</u> HMSO</p> <p>Department of Health (2005a) <u>The National Service Framework for Long term conditions</u>, HMSO</p> <p>Department of Health (2005b), <u>Supporting People with Long term conditions</u>, HMSO</p> <p>Donoghue P, Siegel M (2000) <u>Sick and tired of feeling sick and tired: Living with invisible chronic illness</u>, Norton and Co Ltd, New York</p> <p>Field D, Taylor S eds (1998) <u>Sociological perspectives on health, illness and health care</u>, Blackwell Science Oxford</p> <p>Gregory, S. (2005) Living with a Chronic Illness. <i>Sociology of Health and Illness</i>. (Vol 27) Issue 3 pp 372-392</p> <p>Lorig K, Holman H, Sobel D, Laurent D, Gonzalez V, Minor M (2000)2<sup>nd</sup> ed, <u>Living a healthy life with chronic conditions</u>, Bull Publishing company, Colorado (Frenchay only)</p> <p>Lubkin I, Larsen P (2009) <u>Chronic Illness: Impact and Interventions 7<sup>th</sup> edition</u>, Jones and Bartlett, London</p> <p>Presho M ed (2008) <u>Managing Long Term Conditions. A Social Model for Community Practice</u> Oxford: Wiley - Blackwell</p> <p>Minden P Gullikson C (2005) <u>Teaching nursing care of Chronic illness – a storied approach to whole person care</u>, Springer New York</p> <p>Muncey T ed (2002) <u>Chronic disease management a practical guide</u>, Palgrave publishing, Hampshire</p>

Redman B (2004) Patient self management of chronic illness The healthcare providers challenges, Jones and Bartlett, London

Schover L, JENSEN SB (1998) Sexuality and Chronic illness, a comprehensive approach, Guilford press, New York

Sharoff K, (2004) Coping skills therapy for managing chronic and terminal illness, Springer

Taylor R (2006) Cognitive behavioral therapy for chronic illness and disability, Springer, Chicago

Vickers M (2001) Work and unseen chronic illness: Silent Voices, Routledge London

### **General Web Resources**

#### **Library Catalogue**

<http://www.uwe.ac.uk/library/catalogue>

Links to a wide range of networked resources via the UWE library front page.

#### **UWE Library Internet Links for Health and Social Care**

[www.uwe.ac.uk/library/resources/hea/internetres.htm](http://www.uwe.ac.uk/library/resources/hea/internetres.htm)

This is the Library's own collection of useful websites for health and social care, arranged by topic.

#### **Harvard System of Referencing**

You are required to apply the Harvard referencing system in all your UWE assignments. It is important that you are able to apply this system competently.

Available from the library iSkillZone at: <http://iskillzone.uwe.ac.uk>

Click on the "Referencing" tab.

#### **Department of Health**

[www.dh.gov.uk](http://www.dh.gov.uk)

You will find Department of Health policy documents, publications and statistics at this website. This page gives links to other web sites such as NHS Direct etc.

#### **The National Institute for Clinical Excellence**

[www.nice.org.uk](http://www.nice.org.uk)

The National Institute for Clinical Excellence (NICE) works on behalf of the National Health Service and the people who use it. It makes recommendations on treatments and care using the best available evidence.

#### **Social Care Online**

<http://www.scie-socialcareonline.org.uk/>

Social Care Online is a free online resource owned and managed by the **Social Care Institute for Excellence** (SCIE). It provides a single point of access to an extensive range of social care knowledge, including practice information, skills tutorials, and around 80,000 abstracts of books, reports, research papers, journals, official publications and articles.

#### **Evidence Based Nursing**

[www.bmjournals.com](http://www.bmjournals.com)

Browse the Specialist Journal Index: for example, Quality and Safety in Health Care. Also investigate the Evidence Based Journal index: for example Evidence Based Nursing and Evidence Based Mental Health.

#### **NMAP (Nursing Midwifery and Allied Professionals)**

[www.nmap.ac.uk](http://www.nmap.ac.uk)

A gateway to Internet resources in Nursing, Midwifery and Allied Health.

You can search successfully on this website using keywords from the Essence of Care benchmark care areas: for example, continence, hygiene etc.

### Part 3: Assessment

#### Assessment Strategy

- The assessment will be a 15 minute defended presentation (10 minutes to present, and 5 minutes for questions [questions initially from the academic markers, and if time remains, from peers]) This will be assessed by 2 members of the academic team and, where possible, peers will also be present for the presentations. This assessment will comprise of a defended presentation of the analysis and evaluation of one or two support strategies utilised with an individual or group in the student's own area of practice.
- Students can present this in a case study format to include service user overview, defined long term condition, defined support strategy, plan of care, potential benefits and difficulties associated with supporting individuals with long term conditions.
- This assessment will allow students to explore and demonstrate the following in relation to working effectively with a person or persons with long term conditions;
  1. Consideration of the overall principles of supporting an individual or group of individuals with a long term condition.
  2. Provide evidence of analysis of the effectiveness of the support strategies, utilising the evidence from the literature to support or disprove the arguments.
  3. Provide recommendations and reflection on how the uptake of the support strategy might be improved.
  4. Provide discussion about how the learning from this module would be taken forward into practice.
- Opportunities for formative assessment will exist for the assessment strategy used. Formative feedback will be available from peers and/or tutors in verbal and/or written form depending on the formative methods used, and students may be formatively assessed during their engagement in the module delivery sessions.
- 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 and/or group tutorials held as part of the academic tutoring process. These can be used to focus on the development of student skills relevant to the assessment method.

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions)	<b>Element weighting</b> <i>(as % of component)</i>	

Description of each element	
1. Defended Presentation (15 minutes in total)	100%
2.n/a	
Component B Description of each element	Element weighting (as % of component)
1.n/a	
2.n/a	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Defended Presentation (15 minutes in total)	100%
2.n/a	
Component B Description of each element	Element weighting (as % of component)
1.n/a	
2.(etc)	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	