



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Working Effectively with People with Complex and Long Term Healthcare needs				
Module Code	UZTSRG-15-2	Level	2	Version	2
Owning Faculty	Health and Applied 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	January 2017		Valid to	2019	

<b>CAP Approval Date</b>	29/05/2013 15/11/2017 (v2)
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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 health need (Component A)</li> <li>• Outline how the context of practice influences care delivery to individuals or groups with long term health needs (Component A)</li> <li>• Explain how models of working might contribute to effective delivery of care in individuals or groups with long term health needs (Component A)</li> <li>• Show analysis of the processes of collaborative working and reflect on how practitioners contribute to this (Component A)</li> <li>• Outline how the individual's, families' or carer's beliefs influence the care planning process (Component A)</li> <li>• Evaluate how appropriate support strategies might contribute to meeting the needs of the individual with a long term health needs (Component A)</li> </ul>
Syllabus Outline	<p><b>Philosophy of long term health needs</b>            Concepts and exploration of long term conditions            Concepts and exploration of disability            National Policy background and context</p> <p><b>Models of working</b>            Models of care and service delivery            Using guidelines and protocols to deliver care and make referrals</p>

	<p>Skills in enabling and promoting self management Assessment, planning, delivery and monitoring of care</p> <p><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</p> <p><b>Collaborative working</b> Working with patients as partners Working with families, parents, carers Team work skills Working with groups, group dynamics</p> <p><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</p>
Contact Hours	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.
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	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.

<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 -

**Practical Exam:** presentation,

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 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.
Indicative Reading List	<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>Campling F, Sharpe M (2006) <i>Living with a long term illness</i>, Oxford : Oxford University Press,</p> <p>Department of Health (2012) <i>Long Term Conditions Compendium of Information Third Edition</i>.  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216528/dh_134486.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216528/dh_134486.pdf</a></p> <p>Department of Health (2005a) <i>The National Service Framework for Long term conditions</i>, HMSO</p> <p>Department of Health (2005b), <i>Supporting People with Long term conditions</i>, HMSO</p> <p>Field D, Taylor S eds (2003) <i>Sociological perspectives on health, illness and health care</i>, Blackwell Science Oxford</p> <p>Lorig K, Holman H, Sobel D, Laurent D, Gonzalez V, Minor M (2000) 2<sup>nd</sup> ed, <i>Living a healthy life with chronic conditions</i>, Bull Publishing company, Colorado</p> <p>Presho M ed (2008) <i>Managing Long Term Conditions. A Social Model for Community Practice</i> Oxford: Wiley - Blackwell</p> <p>Taylor R (2006) <i>Cognitive behavioral therapy for chronic illness and disability</i>, Springer, Chicago</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The assessment will be a 20 minute defended presentation comprising 15 minutes to present, and 5 minutes for questions.</p> <p>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.</p> <p>Students can present this in a case study format to include service user overview, defined long term health needs, defined support strategy, plan of care, potential benefits and difficulties associated with supporting individuals with long term health need.</p> <p>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</p>

	<p>sessions.</p> <p>Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored.</p> <p>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.</p>
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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>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Defended Presentation (20 minutes maximum)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Defended Presentation (20 minutes maximum)	100%	
<p>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.</p>		

**FOR OFFICE USE ONLY**

First CAP Approval Date	29 May 2013			
Revision CAP Approval Date	15 November 2016	Version	2	<a href="#">Link to RIA</a>