



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	End of Life Care				
Module Code	UZTSNY-15-M	Level	M	Version	1
Owning Faculty	Health & Life Sciences	Field	Continuing care		
Contributes towards	BSc (Hons) Nursing, BSc(Hons) Specialist Practice BSc(Hons) Professional Studies BSc(Hons) Integrated Professional Development MSc Advanced Practice MSc Specialist Practice MSc Public Health MSc Integrated Professional Development				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 2013
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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"> • Critically examine the context of end of life care and societal attitudes to death recognising how these may affect the provision of care (Component A) • Apply knowledge and understanding of the principles of palliative care and how they underpin working with dying people and their families and carers (Component A) • Critically evaluate models and frameworks for understanding loss and change for individuals with life limiting illness and their families and carers(Component A) • Explore the ethical and legal issues that may arise when caring for dying people (Component A) • Synthesise a range of assessment and therapeutic interventions in response to the complex needs of individuals experiencing life limiting illness (Component A) • Appraise the key communication skills and support mechanisms that are required to respond effectively to the needs of dying people and their families and carers (Component A) • Appraise own contribution to effective multi-professional working in relation to end of life care (Component A) • Critically examine the role and function of multi-professional working in relation to

	the care of dying people, their families and carers (Component A)
Syllabus Outline	<p>Care Management Assessment and management of common symptoms Comfort measures including complementary approaches</p> <p>Ethical and Professional Issues Application of ethical principles Decision making in end of life care Multi-professional working Support needs of health and social care practitioners Working with diversity and difference</p> <p>Contextual Issues Specific considerations in relation to the care of the dying child or adult Societal attitudes to death and dying Policy directives and government guidance including Gold Standards Framework; End of Life Care pathways; Preferred priorities of care</p> <p>Psychosocial / Social / Spiritual Impact of illness Responding to loss and change including bereavement Spiritual and religious needs/care</p> <p>Communication Key skills in open and honest communication Responding to emotional distress Exploring the concept of breaking bad news</p>
Contact Hours	A total of 36 hours in the form of seminars , lectures and online activities
Teaching and Learning Methods	<p>The learning approach for this module is based on a model of adult education. Teaching strategies are used that value the students' previous learning and nursing experience, providing a forum for self-development and the development of practice.</p> <p>The module will be structured primarily through facilitated seminars where there will be significant opportunities to share experience and learning.</p> <p>There will be seminars that have child or adult specific focus to facilitate field specific learning.</p> <p>In collaboration with practice partner organisations, there may be opportunities for specialist palliative care visits and placements, for example child or adult hospices.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</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.

Key Information Set - Module data				
<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		150

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

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

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	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Core readings

It is essential that when studying this module students read one of the many texts available through the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester and at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

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 the module guide.

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences.

Great Britain. Department of Health (2008) *The End of Life Care Strategy. Promoting high quality care for all adults at the end of life*. London: Department of Health.

Great Britain. Department of Health (2008) *Better care: better lives. Improving outcomes and experiences for children, young people and their families living with life-limiting and life threatening conditions*, London: Department of Health.

Machin, L. (2009) *Working with Loss and Grief. A New Model for Practitioners*. London: Sage Publications Ltd.

National End of Life Care Programme (2011) *Route to success: the key contribution of nursing to end of life care*. London: National End of Life Care Programme.

Payne, S. Seymour, J. and Ingleton, C. eds (2008) *Palliative Care Nursing: Principles and Evidence for Practice* [online]. 2nd ed Berkshire: Open University Press. [Accessed 17 February 2013]

Royal College of Nursing (2012) *Palliative care for children and young people*. London: RCN Publishing.

Part 3: Assessment	
Assessment Strategy	The assessment is a 2,000 word assignment. A formative assessment where appropriate will be defined within the module handbook.

Identify final assessment component and element	A		
% weighting between components A and B (Standard modules only)	A:	B:	
	100%		

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2,000 word assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2,000 word 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.