University of the West of England
BRISTOL

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Emergency Care of the Elderly					
Module Code	UZYSV7-15-2		Level	2	Version	2
Owning Faculty	Health and Applied Sciences		Field	Allied Health Professionals		
Contributes towards	BSc (Hons) Paramedic Science					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	September 2017		Valid to			

CAP Approval Date	20/07/2017

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Understand age demographics, stereotyping and the normal physiological changes with aging (Component A) 2. Develop an understanding of the common problems elderly patients present with in urgent and emergency care, considering how these illnesses affect patients in the community (Component A) 3. Evaluate strategies for communication and the application of interpersonal skills 4. Evaluate end-of-life care issues and the role of the paramedic in providing holistic, patient focused care (Component A) 5. Undertake a falls risk assessment and work interprofessionally to reduce the risk (Component A) 6. Explore the issues surrounding polypharmacy and compliance in the elderly including ways in which medications can be safely managed with cognitive decline (Component A) 7. Understand the role of the Community Matron and extended multidisciplinary team in ensuring health and wellbeing in the community (Component A) 8. Recognise the risk and safeguarding factors when assessing the older adult and the physical and emotional signs of neglect and abuse (Component A)

Syllabus Outline	• Aging
	  o The older population demographics
	  o Stereotyping
	  o Psychosocial aspects of aging
	  o Normal physiological changes
	 • Communicating with older people and their carers

	- End of Life Care - Assessment skills - Falls - Commonly presenting conditions: - Trauma and Musculoskeletal Disorders - Medical Emergencies - Mental Health - Safeguarding and elder abuse - Pharmacology and polypharmacy
Contact Hours	Students will engage in twelve, 3-hour interactive lecture and seminar days. Students are also given access to bespoke, interactive learning resources for the module, containing audios, games and quizzes giving opportunities to develop knowledge and understanding as they progress through the module. In addition, email contact with staff is available throughout the module and during scheduled tutorial time.
Teaching and Learning Methods	**Scheduled learning** includes lectures and seminars, also tutorials. **Independent learning** includes hours engaged with essential reading, reflective, comprehensive interactive online learning materials, revision etc.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, this 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

Number of credits for this module				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 a -

Coursework: Written assignment

Total assessment of the module:			
Coursework assessment percentage			100%
		Total	100%

Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

	Further readings Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually. **Access and skills** Formal opportunities for students to develop their library and information skills are provided within the induction period. 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. *Current* advice on additional reading will be available via the module guide or Blackboard pages.
Indicative Reading List	• British Geriatrics Society (2012) *Quality care for older people with emergency and urgent care needs*. London: British Geriatrics Society. • Caroline, N. (2013) *Emergency Care in the Streets* 7th Ed.. Boston, MA: Jones and Bartlett Publishing • Snyder, D. and Christmas, C. eds. (2003) *Geriatric Education for Emergency Medical Services*. Boston, MA: Jones and Bartlett

Part 3: Assessment

Assessment Strategy	Summative assessment
	
	    Component A (100%): A 3000 word reflective assignment examining and evaluating emergency care of the older patient.
	
	    Rationale; to provide an opportunity to assess the student's ability to reflect upon the principles and relevant theory of emergency and urgent care services for the elderly
	
	Formative assessment will take place through skills supervision and feedback, also tutorial support and reading by a personal tutor of draft work.

Identify final assessment component and element		**Component A**	

		A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**	

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. A 3000 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)
1. A 3000 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.

FOR OFFICE USE ONLY

First CAP Approval Date	28/03/2014			
Revision CAP Approval Date	20/07/2017	Version	2	Link to RIA 12420