



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Complexities of Caring for Older People				
Module Code	UZTRWN-20-M	Level	M	Version	1
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	No
Owning Faculty	HAS	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery	Module Type	Project		
Contributes towards	MSc Specialist Practice MSc Advanced Practice MSc Professional Development				
Pre-requisites	none	Co- requisites	none		
Excluded Combinations	none	Module Entry requirements	Registered practitioner in health or social care		
Valid From	March 2015	Valid to	March 2021		

CAP Approval Date	3 February 2015
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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 debate how the concept of frailty influences the management of complex needs in older people (Component A) • Articulate how the relationship between co-morbidity, polypharmacy and ageing impacts on the older person's health (Component A) • Critically evaluate and justify the evidence base underpinning the tools used to assess frailty (Component A) • Identify, and managing complex care needs and provide possible solutions to improve outcomes for older people (Component A) • Debate the impact that older peoples choices and decisions may have on their care and support needs (Component A) • Critique the principal theories, concepts, policies and practices that influence delivery of health and social care for the older person (Component A).
Syllabus Outline	<p>Day 1 Changing context of ageing and care; Old old vs baby boomers The ageing population; epidemiology, demography Admission avoidance including iatrogenic admission Outcome measures Bio-psycho-social theories</p> <p>Day 2 Spiral of decline Definition of frailty Pre frailty Assessment of early signs of frailty Frailty syndromes</p>

Assessment tools

Day 3
Introduction to Comprehensive Geriatric assessment
Poly pharmacy
Frailty at home

Day 4
Falls assessment and management
Health promotion and education with older people

Day 5
Three d's differential diagnosis; delirium, depression and dementia
Recognising deterioration and exacerbation of co morbidity

Day 6
Positive risk taking
Mental Capacity Act / Deprivation of Liberty Standards
Working with and supporting carers and relationships
Integrated teams
Interagency collaboration

Day 7
Natural death orders
Advanced care planning
Advocacy, choice and independence
Recovering from mental health distress

Contact Hours

42 contact hours

Teaching and Learning Methods

The module can be taken as a 20 credit module or as individual days. The approach is blended learning
Scheduled learning includes lectures, seminars, tutorials,
Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

TEL: The module will be supported by a Blackboard module site where a range of course materials will be available. Students will be expected to access reading materials through the Blackboard site, and engage with additional activities such as accessing video and weblinks. Discussion boards will be enabled for student use, facilitated by the module leader. TEL activities will be utilised for self-directed study

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>				20
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
200	48	52	100	200



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

Coursework: Written assignment

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 reading

It is essential that students read one of the many texts on older people available through the Library. The module handbook will also reflect the range of reading to be carried out.

Further reading

Students are expected to identify all other reading relevant to their chosen 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 available through the library 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

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 handbook.

Banning, M. (2007) *Medication Management in Care of Older People* [online]. Oxford: Blackwell Publishing. [Accessed 10 January 2015].

Bowker, L., Price, J. and Smith, S. (2012) *Oxford Handbook of Geriatric Medicine* [online]. 2nd ed. Oxford: Oxford University press. [Accessed 10 January 2015].

British Geriatrics Society (2014) Fit for Frailty. Available from http://www.bgs.org.uk/campaigns/fff/fff_full.pdf [Accessed 10 January 2015].

British Geriatrics Society (2014) Quality Care for Older People with Urgent and Emergency Care Needs: The 'Silver Book' . Available from http://www.bgs.org.uk/campaigns/silver/silver_book_complete.pdf [Accessed 10 January 2015].

Cumbria Clinical Commissioning Group (2013) STOPP / START Toolkit : supporting Medication review. Available from <http://www.networks.nhs.uk/nhs-networks/nhs-cumbria-ccg/medicines-management/guidelines-and-other-publications/Stop%20start%20pdf%20final%20Feb%202013%20version.pdf/view> [Accessed 10 January 2015].

Hooyman, N. and Asuman- Kiyak, A. (2014) *Social Gerontology: a Multidisciplinary Perspective International edition* [online]. 9th ed. Harlow Essex: Pearson. [Accessed 10 January 2015].

IPSOS MORI, (2014) *Understanding the Lives of Older People Living with Frailty; A Qualitative investigation* [online]. Age UK: Age UK. [Accessed 10 January 2015]. Available from http://www.ageuk.org.uk/Documents/EN-GB/For-professionals/Research/Living_with_frailty.pdf?dtrk=true [Accessed 10 January 2015].

Nay, R., Garratt, S. and Fetherstonehaugh, D. (2014) *Older People: Issues and Innovations in Care,*. 4th ed. Australia: Churchill Livingstone.

Robnett, R. and Chop, W. (2014) *Gerontology For the Health Care Professional* [online]. 3rd ed. Massachusetts: Jones and Bartlett Learning. [Accessed 10 January 2015].

Royal College of Physicians (2012) Acute Care Toolkit 3: Acute medical care for frail older people available from <https://www.rcplondon.ac.uk/sites/default/files/acute-care-toolkit-3.pdf> [Accessed 10 January 2015].

Stuart-Hamilton, I. (2012) *Psychology of Ageing* [online]. 5th ed. London: Jessica Kingsley. [Accessed 10 January 2015].

Stuart - Hamilton, I. (2011) *An Introduction to Gerontology* [online]. Cambridge: Cambridge University Press. [Accessed 10 January 2015].

Walker, A. (2014) *The New Science of Ageing (New Dynamics of Ageing)* [online]. Bristol: Policy Press. [Accessed 10 January 2015].

Part 3: Assessment

Assessment Strategy	<p>Students will complete a critical reflective account of a situation or incident related to an older person and which utilises a timeline or trajectory framework. The situation or incident must be related to either frailty or complex care needs.</p> <p>The reflective account will be structured utilising the students choice of trajectory or timeline framework and will comprise of these three stages</p> <ol style="list-style-type: none"> 1. Initial indications 2. Midpoint crisis 3. Resolution / solution <p>The critical reflexive approach gives students an opportunity to explore a situation or incident as it unfolds through either a timeline approach, or meanders through a trajectory. The final stage should clearly articulate either resolution, a potential solution or solutions or recognition that there are no solutions possible to the situation presented.</p> <p>Opportunities will be given throughout the module for students to discuss their situation or incident in groups and with the module team.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions)	Element weighting	

Description of each element	(as % of component)
1. Reflective account 3000 words	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Reflective account 3000 words	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.