



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Emergency Care of the Older Adult				
Module Code	UZYRR8-15-2	Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professionals		
Department	Allied Health Professionals	Module Type	<i>Project</i>		
Contributes towards	Diploma (HE) Paramedic Science				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	19/01/2016	Valid from	April 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	April 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of age demographics, stereotyping and the normal physiological changes with aging (Component A) 2. Develop an understanding of the common problems older adults present within urgent and emergency care, considering how these illnesses affect service users in the community (Component A) 3. Critically evaluate strategies for communication and the application of interpersonal skills (Component A) 4. Critically evaluate end-of-life care issues and the role of the paramedic in providing holistic, patient focused care (Component A) 5. Demonstrate knowledge and understanding of how to undertake a falls risk assessment and work interprofessionally to reduce the risk (Component A) 6. Explore the issues surrounding polypharmacy and compliance in the older adult including ways in which medications can be safely managed with cognitive decline (Component A) 7. Demonstrate an understanding of 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	<ul style="list-style-type: none"> • Aging <ul style="list-style-type: none"> ○ The older population demographics ○ Stereotyping ○ Psychosocial aspects of aging ○ Normal physiological changes • Communicating with older people and their carers • Assessment Skills • Falls • Commonly presenting conditions: <ul style="list-style-type: none"> ○ Trauma and Musculoskeletal Disorders ○ Medical Emergencies ○ Mental Health • Safeguarding and the vulnerable adult • Pharmacology and polypharmacy • End of Life Care 																									
Contact Hours	<ul style="list-style-type: none"> • Students will typically engage in five, 3-hour interactive lecture and seminar days. Group sizes on the module vary but groups are typically up to 30. 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	<p>Scheduled learning includes lectures and seminars, also tutorials.</p> <p>Independent learning includes hours engaged with essential reading, reflective, comprehensive interactive online learning materials, revision etc.</p>																									
Key Information Sets Information	<p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">18</td> <td style="text-align: center;">66</td> <td style="text-align: center;">66</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	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	18	66	66	150
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	<p>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</p> <p>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:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%					100%
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Reading Strategy	<p>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.</p> <p>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.</p> <p>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.</p> <p>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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p>
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Indicative Reading List	<ul style="list-style-type: none"> • British Geriatrics Society (2012) <i>Quality care for older people with emergency and urgent care needs</i>. London: BGS • Caroline, N. (2013) <i>Emergency Care in the Streets</i> (7th Edn.). Burlington, MA: Jones and Bartlett Publishing • National Association of Emergency Medical Technicians (2014) <i>Geriatric Education for Emergency Medical Services</i>. Burlington, MA: Jones and Bartlett
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Part 3: Assessment	
Assessment Strategy	<p>Summative assessment</p> <ul style="list-style-type: none"> • Component A (100%): A 2500 word reflective assignment examining and evaluating emergency care of the older adult. <p style="text-align: right;"><i>Rationale; to provide an opportunity to assess the student's ability to reflect</i></p>

	<p><i>upon the principles and relevant theory of emergency and urgent care services for the older adult.</i></p> <p>Formative assessment</p> <ul style="list-style-type: none"> • Will take place through skills supervision and feedback, also tutorial support and reading by a personal tutor of draft work.
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Identify final assessment component and element	Component 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 <i>(as % of component)</i>	
1. A 2500 word assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. A 2500 word assignment	100%	
<p>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.</p>		