




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychosocial Studies for Paramedic Science				
Module Code	UZYRS7-15-2	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. Identify psychosocial determinants of health, including inequality and the factors contributing to the needs of different social groups, and the factors that influence an individual in health and illness (Component A) 2. Demonstrate an understanding of how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice (Component A) 3. Identify how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective interpersonal and interprofessional relationships (Component A) 4. Demonstrate an understanding of how a range of mental health disorders may present in crisis and the underpinning legislation which supports pathways to therapeutic relationships (Component A) 5. Discuss the role of the service user, carers, families and other professionals in the provision of mental health care (Component A)
Syllabus Outline	<ul style="list-style-type: none"> • The relevance of the social and psychological sciences to paramedic practice • Psychosocial factors affecting health and wellbeing <ul style="list-style-type: none"> ○ Housing ○ Nutrition

	<ul style="list-style-type: none"> ○ Socio-economic grouping ○ Social inclusion/exclusion ○ Chronic illness ● Safeguarding <ul style="list-style-type: none"> ○ Children and young people ○ Vulnerable adult ● Emergency Mental Health <ul style="list-style-type: none"> ○ The Mental Health Act ○ The Mental Capacity Act ○ Overview of mental health services ○ Self-harm and suicide ○ Mental health crisis and mental health disorders 																									
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" data-bbox="475 1335 1385 1727"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">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> <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</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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Reading Strategy	<p>Core readings</p> <p>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</p> <p>All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills</p> <p>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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</p> <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. <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"> • Blaber, A. (2008) <i>Foundations for Paramedic Practice: A Theoretical Perspective</i>. New York: McGraw Hill • Blaber, A. and Harris, G. (2014) <i>Clinical Leadership for Paramedics</i>. Maidenhead: Open University Press • NICE (2011) <i>Common Mental Health Disorders</i>. London: National Institute for Clinical Excellence • Polk, D. and Mitchell, J. (2009) <i>Prehospital Behavioural Emergencies</i>. Burlington, MA: Jones and Bartlett Publishers
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Part 3: Assessment	
Assessment Strategy	<p>Summative assessment</p> <ul style="list-style-type: none"> • Component A(100%): A 3000 word reflective assignment examining and evaluating aspects of psychosocial care in paramedic practice

	<p><i>Rationale; to provide an opportunity to assess the student's ability to reflect upon psychosocial aspects of clinical care.</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 3000 word reflective 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 3000 word reflective 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>		