STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Caring for adults with long term health needs					
Module Code	UZTSQV-30-2		Level	2	Version	1
Owning Faculty	Health and Applied Sciences		Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery					
Contributes towards	BSc(Hons) Nursing (Adult) Graduate Diploma Nursing (Adult)					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
Valid From	September 2017		Valid to			

CAP Approval Date	5 April 2017

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Discuss legal mechanisms and ethical principles for the promotion of rights, inclusion, independence and choice of people with learning disabilities, or mental health needs, (Component A) • Recognise the impact of health care needs on the mental wellbeing of the individual and their carers, demonstrating an understanding of theories and concepts that contribute to the promotion of physical and mental wellbeing in adults (Component A) • Demonstrate knowledge of the legal, ethical and key policy frameworks that govern adult nursing in a range of clinical situations (Component A) • Discuss the adult nursing priorities required for effective care management across the life span, applying evidence based approaches to enhance nursing care delivery and health outcomes (Component A) • Discuss and analyse the principles of care for adults living with complex, life limiting or long term health needs (Component A) • Demonstrate culturally sensitive knowledge and understanding that may impact on care planning and delivery (Component A)

Syllabus Outline	**Professional Values**
	• Contentious ethical issues,
	• Mechanisms for support of self and others
	
	Communication and Interpersonal Skills
	• Supporting and recognising informal carers
	• Lived experience of individuals with long term health needs
	• Having difficult conversations, for example, breaking bad news
	• Use of telehealth and telecare
	• Meeting communication needs of
	  o People with learning disabilities
	  o People with mental health needs
	  o People with Dementia
	  o Family and carers

	Nursing Practice and Decision Making

	• Pathophysiology, psycho social perspectives, pharmacology and nursing care related to common Long Term Health needs
	• Meeting essential mental and physical health needs which are specific to:
	   o People with learning disabilities
	   o People with mental health needs
	   o Older people
	   o People at the end of life
	   o People with Dementia
	Leadership Management and Team Working
	• Measuring standards
	• Quality outcomes
	• Social Policy and its impact on care delivery
	• Health informatics
	
	Personal development
	
	• Autonomous working and scope of practice
	• Reflection of personal and professional development

Contact Hours	72hours contact to include face-to-face, case based learning, online learning
Teaching and Learning Methods	A variety of approaches will be used which may include: • Technology enhanced learning • Workshops • Lectures and seminars • Enquiry based learning • Case based learning • Role play
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

Number of credits for this module			30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

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

Coursework: course work 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 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** 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. **Access and skills** 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.
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 References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Applied Sciences. **Books** Carrier, J. (2015) *Managing Long-term Conditions and Chronic Illness in Primary Care.* 2nd Edition. Abingdon-on-Thames: Routledge. Grant, G.; Ramcharan, P.; Flynn, M. and Richardson, M. (2010) *Learning Disability a life cycle approach.* 2nd Edition. Oxford: Oxford University Press. Naidoo, J. and Wills, J. (2016) *Foundations for Health Promotion.* Edinburgh: Baillière Tindall. Nicol, J. (2015) *Nursing Adults with Long Term Conditions (Transforming Nursing Practice Series).* Exeter: Learning Matters. Rahman, S. (2017) *Enhancing Health and Wellbeing in Dementia.* London: Jessica Kingsley Publishers. Trenoweth, S.; Docherty, T.; Franks, J. and Pearce, R. (2011) *Nursing and Mental Health Care (Transforming Nursing Practice Series).* California: Sage Publications Ltd. **Journals** British Journal of Nursing Journal of Advanced Nursing Journal of Clinical Nursing Journal of Community Nursing Nursing Older People

<table>
<tr><td colspan="2" align="center">Part 3: Assessment</td></tr>
<tr><td>Assessment Strategy</td><td>3000 word assignment that focusses on adults living with complex, life limiting or long-term conditions. The assessment within this module requires students to explore through a critical and evidenced review of a case study related to practice, reflecting on the nurses' role in caring for the client with a long-term condition.</td></tr>
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Identify final assessment component and element	**Component A**	
	A:	**B**:
% weighting between components A and B (Standard modules only)		

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 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. 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	5 April 2017			
Revision CAP Approval Date		Version	1	