



**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Complexities of Caring for Older People				
Module Code	UZTRWM-20-3	Level	3	Version	1
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	
Owning Faculty	HAS	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery	Module Type	Project		
Contributes towards	BSc(Hons) Specialist Practice BSc(Hons) Professional Studies BSc(Hons) 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		

<b>CAP Approval Date</b>	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"> <li>• Critically explore the concept of frailty and its influence on managing complex needs in older people ( Component A)</li> <li>• Demonstrate a critical understanding and appreciation of the relationship between co-morbidity, polypharmacy and ageing, and the impact on the older persons health ( Component A)</li> <li>• Critically evaluate the evidence base underpinning the tools used to assess frailty (Component A)</li> <li>• Identify challenges to managing complex care needs and provide possible solutions to improve outcomes for older people ( Component A)</li> <li>• Explore the impact that older peoples choices and decisions may have on their care and support needs ( Component A)</li> <li>• Demonstrate a critical understanding of the principal theories and concepts that influence the management of frailty or complex care needs in the older person (Component A)</li> </ul>
Syllabus Outline	<p><b>Day 1</b>            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><b>Day 2</b></p>

	<p>Spiral of decline  Definition of frailty  Pre frailty  Assessment of early signs of frailty  Frailty syndromes  Assessment tools</p> <p><b>Day 3</b>  Introduction to Comprehensive Geriatric assessment  Poly pharmacy  Frailty at home</p> <p><b>Day 4</b>  Falls assessment and management  Health promotion and education with older people</p> <p><b>Day 5</b>  Three d's differential diagnosis, delirium, depression and dementia  Recognising deterioration and exacerbation of co morbidity</p> <p><b>Day 6</b>  Positive risk taking  Mental Capacity Act / Deprivation of Liberty Standards  Working with and supporting carers and relationships  Integrated teams  Interagency collaboration</p> <p><b>Day 7</b>  Natural death orders  Advanced care planning  Advocacy, choice and independence  Recovering from mental health distress</p>
Contact Hours	48 contact hours
Teaching and Learning Methods	<p>The module can be taken as a 20 credit module or as individual days. The approach is blended learning</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials,  <b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>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</p>
Key Information Sets Information	<p>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.</p>

<b>Key Information Set - Module data</b>				
Number of credits for this module				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](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](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](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 which explores a specific incident or situation related to managing frailty or complex care needs in an older person and utilises a 360 degree analytical approach.</p> <p>The reflective account will comprise 3 stages</p> <ol style="list-style-type: none"> <li>1. Older persons view</li> </ol>
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	<ol style="list-style-type: none"> <li>2. Carers or families view</li> <li>3. Health or social care practitioners view</li> </ol> <p>The critical reflexive approach gives students an opportunity to explore a situation or incident from differing perspectives and will conclude with either 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		
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Reflective account 3000 words	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Reflective account 3000 words	100%	
<p>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.</p>		