



## MODULE SPECIFICATION


Part 1: Basic Data				
Module Title	Long term conditions: effective collaborative working			
Module Code	UZYSYD-30-3	Level	3	Version   1
UWE Credit Rating	30	ECTS Credit Rating	15	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions	
Department	Allied Health Professions	Module Type	Standard	
Contributes towards	BSc (Hons) Physiotherapy			
Pre-requisites	None	Co- requisites	None	
Excluded Combinations	None	Module Entry requirements	N/A	
Valid From	September 2015	Valid to	September 2021	

<b>CAP Approval Date</b>	30 April 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> <ol style="list-style-type: none"> <li>1. Apply a bio-psychosocial approach to the management of people with long-term conditions. (Component A&amp;B)</li> <li>2. Explore and evaluate the efficacy of strategies used with people with long-term conditions to promote health. (Component A&amp;B)</li> <li>3. Critically evaluate the opportunities and dilemmas that arise from working with patients in a variety of settings and the implications of a socially diverse society. (Component B)</li> <li>4. Demonstrate knowledge and understanding of the aetiology, pathology and clinical features of common long-term conditions and the challenges for management. (Component A&amp;B)</li> <li>5. Reflect on the management of a person with a long-term condition by clinically reasoning and critically appraising chosen interventions. (Component A)</li> <li>6. Explore and critically analyse the adaptations to assessment and management needed to address the complex needs of patients with multiple pathologies demonstrating application of strategies to facilitate behaviour change. (Component A)</li> <li>7. Recognise the limits of Physiotherapy practice and identify when it is appropriate to involve and liaise with other professions. (Component A&amp;B)</li> </ol>

Syllabus Outline	<p><b>Syllabus Outline:</b></p> <p><b>Management of complex clinical problems</b>  Physiotherapy management of complex multi-pathology problems, through the development of:  Advanced assessment skills.  Applied clinical reasoning and critical thinking.  Goal setting, treatment planning, implementation and modification.  Use of outcome measures.  Cross speciality working  Collaborative working with patients, carers, peers and other professionals  Shared decision making  Safe guarding  Health promotion and self-management (Lifestyle factors: alcohol, illegal drug use, weight, diet, physical activity)  Behaviour change (e.g. CBT, Motivational interviewing, Neuro-linguistic programming)  Application of the bio-psycho-social model to assessment and practice.  Social diversity and health inequalities</p> <p><b>Exploration of the impact of a variety of settings on clinical practice and patient/carer experience</b>  Community management of conditions/Multi agency working  Early Discharge  Self referral  Settings: A+E (REACT) – on call, hospital, Community Discharge Centre, discharge home (Rapid Response / ICT), at home, community, leisure centres, support groups)</p> <p><b>Application of current management concepts</b>  Discussion and practical application of treatment skills and management strategies, including modifications, dilemmas and ethical issues  Conditions / topics:</p> <ul style="list-style-type: none"> <li>• Critically ill patients; chest trauma</li> <li>• Weight management and diabetes</li> <li>• Mental health: depression, anxiety, hyperventilation</li> <li>• Challenging behaviours: learning disabilities, autism, delirium</li> <li>• Oncology</li> <li>• End of life care: COPD, heart failure, kidney failure, AIDS, oncology</li> </ul> <p><b>Multiple Pathologies</b>  Group work via blog on case studies of people with multiple pathologies</p>
Contact Hours	72 hours spread over semester 1 and semester 2
Teaching and Learning Methods	<ul style="list-style-type: none"> <li>• Lectures provide an introduction and summary of the topic area. Seminars include problem solving, case studies and discussions to support learning. Practicals involve skills teaching and practice and workshops.</li> <li>• Additionally, students are expected to engage in self study using the resources on blackboard and a blog.</li> </ul> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, practical classes and workshops</p> <p><b>Independent learning</b> includes hours engaged with essential reading, directed tasks etc. These sessions constitute an average time per level as indicated in the table below.</p> <p>Scheduled and Independent learning will be supported through TEL strategies</p>
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.

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:

**Practical Exam:** Oral case study presentation  
**Coursework:** Written report

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		0%
Coursework		50%
Practical Exam		50%
		100%

Reading Strategy

**Core reading:** It is essential that students read the most up-to-date national policy documents relating to long-term conditions such as "[Improving quality of life for people with long term conditions](#) (2013)" and the subsequent Health Select Committee report "[Management of Long Term Conditions](#)" (2014). Module handbooks 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 research 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 supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support 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

In 2014, the Kings Fund published a '[Reading List](#)' for "[Improving Care for Long-Term Conditions](#)". This will be provided to students and relevant resources from the reading list will be highlighted to students via BlackBoard during the module.

In addition, subject/topic-specific documents will also be used to facilitate learning, for example, NICE guidance documents (e.g. behaviour change, obesity, diabetes), CSP guidance documents (e.g. "So my patient has cancer...") and relevant national policy

(e.g. shared decision making, lifestyle management).  
 These lists are 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, it is acknowledged that their 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.

### Part 3: Assessment

<b>Assessment Strategy</b>	<b>Strategy:</b> <ul style="list-style-type: none"> <li>A case study presentation will enable demonstration of understanding and clinical reasoning and its application to a clinical presentation.</li> <li>An online blog analysing a case study of a person with multiple pathologies allows students to engage effectively in debate with peers demonstrating negotiation. Students will produce a written report based on the blog.</li> </ul>
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Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Case study presentation (20 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. An individual report based on a group blog (2000 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>	
1. Case study presentation (20 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Group online blog and individual report (2000 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>		