Module Specification

Long Term Conditions

Version: 2023-24, v3.0, 21 Jul 2023

Contents

Part 1: Information

Module title: Long Term Conditions

Module code: UZYSQD-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Allied Health Professions

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Long term health conditions can present major challenges to individuals and also to their families and carers, to those commissioning and delivering health and social care services, and to society more generally. Conditions may cause impairment, activity limitations and participation restrictions but may present with very different time-courses and trajectories. Some are life-limiting yet the impact of others can be well controlled with appropriate management strategies. Co-morbidity and multi-morbidity further complicates management.

Features: Not applicable

Educational aims: This module aims to explore the complexity of the impact of long term conditions (LTCs), from a range of different stakeholder perspectives.

A key consideration is to allow individual students to tailor their guided reading and the assessment to their particular area of practice related to LTCs.

Outline syllabus: This module will introduce national and international policies and guidelines for the management of LTCs and consider different models of disability and healthcare. Shared decision making and patient empowerment will be considered as key components in generating, listening to and incorporating patients' and clients' wishes. Models of health behaviour change relevant to LTCs will be introduced and critiqued. Students will be introduced to sources of evidence and guidance such as relevant research, audit, service evaluation, guidelines and National Service Frameworks. They will also consider how to optimally design, improve and evaluate LTC services. The module content will include introduction to examples from a wide range of different LTCs.

Part 3: Teaching and learning methods

Teaching and learning methods: This module will use a distance learning approach. This will include online interactive materials, lectures, videos, online seminars and discussion on set topics, and links to external content. Guided reading will direct students to appropriate texts, journal articles and other materials which will all be available electronically. Timed release of materials will allow students to progress through the module content in a coherent manner. Approximately 60 hours of directed study will be delivered during the module via the Blackboard online learning platform. Synchronous online seminars and asynchronous discussion forums will support the development of a student learning cohort experience.

Teaching and learning will be delivered in a range of formats. This will typically include up to 10 keynote lectures (video-captured), online seminars (using Blackboard Collaborate) and other web-based materials and activities. Blackboard

will also be used to support an online discussion forum which will help students to actively share their learning experiences related to set topics (and more generally). Scheduled learning will account for approximately 60 hours. Independent study will account for the remaining 240 hours and will include directed and guided reading (particularly material directly related to their practice context), and preparation and completion of the assessment.

Scheduled learning includes tutorials and synchronous online activities.

Independent learning includes hours engaged with online lectures, seminars and tasks, essential reading, change initiative preparation, assignment preparation and completion, online tasks.

These sessions constitute an average time per level. Scheduled sessions may vary slightly depending on the module choices you make.

Contact Hours:

The module will be delivered as a distance learning module. The majority of the module is based on self-directed learning using a range of online resources, directed reading, independent reading and discussion forums. Some contact hours (typically up to 10 hours) will be scheduled during the module for tutor support, group tutorials and online synchronous activities.

Teaching and Learning methods will differ for partner delivery at Hainan Medical University, where an on-campus rather than distance learning approach will be used.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically discuss the complexities of living with and managing long term conditions from the perspectives of the individual, carers, families, health and social care services and society

MO2 Critically evaluate key national and international policies and guidelines related to the management of long term health conditions

MO3 Demonstrate a critical understanding of the key components of models of disability, healthcare and health behaviour change

MO4 Critically evaluate their own practice in relation to long term condition management

MO5 Discuss the contribution of patients and service users in co-designing individual management plans and wider services

MO6 Critically appraise different sources of evidence that could contribute towards service redesign, evaluation and improvement

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 290 hours

Face-to-face learning = 10 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/uzysqd-30-m.html

Part 4: Assessment

Assessment strategy: The assessment for this module is a critical appraisal of practice in relation to the management of long term conditions. The assessment aims to encourage the student to reflect on practice and to plan how they might change practice or service to manage long term conditions more effectively in the future. They will be able to tailor the assessment to a practice context.

Assessment part A:

A 5,000 word written assignment to critically appraise practice in relation to a specified long term condition (to be specified by the student). This could include an overview of the condition and the challenges it presents to individuals, their families,

health and social care and society; an evaluation of relevant policies, theories and evidence related to different management approaches; a critical reflection on practice; and reasoned justification for how they might change a practice or service.

Formative assessment:

Opportunities for formative assessment and discussion will be provided throughout the module through online seminars, discussion and individual feedback.

Assessment tasks:

Written Assignment (First Sit)

Description: 5000 word written assignment

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Written Assignment (Resit)

Description: 5000 word written assignment

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Rehabilitation {JEP}[Hainan] MSc 2022-23

Rehabilitation [DL][Glenside] MSc 2022-23