



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Managing Fatigue in Long Term Health Conditions				
Module Code	UZYSJA-15-M	Level	M	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Science	Field	Allied Health Professions		
Department	Allied Health Professions	Module Type	Project		
Contributes towards	MSc Rehabilitation MSc Advanced Practice Continuing Professional Development Module				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	31 May 2016	Valid from	September 2016		
Revision CAP Approval Date	31 October 2017	Revised with effect from	January 2018		

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 discuss the phenomenon of chronic fatigue and appraise fatigue as a symptom of disease/illness (Component A)</li> <li>• Critically examine current scientific understanding of the development and persistence of fatigue and it's assessment (Component A)</li> <li>• Show critical awareness of evidence-based interventions and management approaches for fatigue in clinical populations (Component A)</li> <li>• Critically apply current evidence to a case within their current area of practice (Component A)</li> </ul>
Syllabus Outline	<p>The module topics will be informed by current research evidence relating to chronic fatigue and its management in long term health conditions. Key areas that will be addressed include:</p> <ul style="list-style-type: none"> <li>- Definition of fatigue in the context of long term conditions</li> <li>- Physical, contextual, and cognitive and behavioural factors underlying fatigue</li> <li>- Current evidence about fatigue symptoms and factors associated with fatigue development in clinical conditions such as chronic fatigue syndrome, cancer, long term neurological conditions such as multiple sclerosis and long term musculoskeletal conditions such as rheumatoid arthritis</li> </ul>



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

**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

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

**Essential reading**  
 Essential reading will be indicated clearly on the Blackboard module site, along with the method for accessing it. Electronic resources will be used preferentially to support distance learning and these may include electronic books, accessible research publications and website resources.

**Further reading**  
 Further reading will be required to supplement the essential reading and to enable students to tailor their studies to suit their professional work, interests and assessment topic. As such, students will be expected to identify and complete further reading relevant to their practice and topics. They will be required use the library online facilities and search engines, a variety of bibliographic and full text databases, and internet resources to access further reading. Many resources can be accessed remotely from the library which supports distance learning.

**Access and skills**  
 Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify resources effectively. 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

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 other more frequently updated mechanisms.

**Indicative Reading**

Ackerman, P.L. and American Psychological Association (2011) *Decade of behavior: Cognitive Fatigue: Multidisciplinary Perspectives on Current Research and Future Applications*. [online] 1st ed. Washington, D.C: American Psychological Association. [Accessed 12 April 2016].

Asano, M. and Finlayson, M.L. (2014) Meta-analysis of three different types of fatigue management interventions for people with multiple sclerosis: exercise, education, and medication. *Multiple Sclerosis International* [online]. 2014 pp.798285. [Accessed 12

April 2016].

Cella, M. and Chalder, T. (2010) Measuring fatigue in clinical and community settings. *Journal of Psychosomatic Research*. [online] 69 (1), pp.17-22. [Accessed 12 April 2016].

Jacobsen, P.B., Donovan, K.A., Vadaparampil, S.T. and Small, B.J. (2007) Systematic Review and Meta-Analysis of Psychological and Activity-Based Interventions for Cancer-Related Fatigue. [online] *Health Psychology*. 26 (6), pp.660-667. [Accessed 12 April 2016].

Maughan, D. and Toth, M. (2014) Discerning primary and secondary factors responsible for clinical fatigue in multisystem diseases. *Biology*. [online] 3 (3), pp.606-622. [Accessed 12 April 2016].

Taylor, R.R. (2006) *Cognitive Behavioral Therapy for Chronic Illness and Disability*. [online] New York: Springer. [Accessed 12 April 2016].

### Part 3: Assessment

Assessment Strategy	<p>The summative assessment will be a 3000 word written assignment as a case report. Students will be required to identify an appropriate case from their area of professional practice and present an evidence based discussion of management of the case. This approach enables students to draw from their professional practice and to direct and apply learning to practice. The case report will be structured to provide guidance and ensure that students meet the learning outcomes of the module.</p> <p>Formative assessment will take place through scheduled activities.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Structured case report (3000 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1.		

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

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.

**FOR OFFICE USE ONLY**

First CAP Approval Date	31 May 2016			
Revision ASQC Approval Date	31 October 2017	Version	2	<a href="#">Link to RIA 12473</a>