


## CORPORATE AND ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Palliative care for children, young people and their families				
Module Code	UZURUM-15-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Maternal and Child Health		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Nursing (Child) Graduate Diploma Nursing (Child)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements	N/A	
Valid From	August 2016		Valid to	August 2022	

<b>CAP Approval Date</b>	31 <sup>st</sup> May 2016
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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>• Demonstrate knowledge and understanding of the evidence and principles and that underpin children and young people's palliative care. (Component A)</li> <li>• Explore how children and young people's palliative care needs can be assessed, planned and delivered holistically and collaboratively across a range settings. (Component A)</li> <li>• Expand and apply your understanding of effective, professional communication to the handling of sensitive and complex information with children, young people, their families and the multi-disciplinary team. (Component A)</li> <li>• Explore the role of the nurse in managing symptoms and meeting psychological, social and spiritual needs, to enhance quality of life for a life limited child and their family. (Component A)</li> <li>• Examine and evaluate the legal, ethical, and cultural frameworks within which care is provided for children and young people with life limiting conditions and their families. (Component A)</li> <li>• Evaluate models and frameworks that underpin the experience of grief, loss and bereavement in relation to children, young people, families and professionals involved. (Component A)</li> </ul>
Syllabus Outline	<p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Handling sensitive and complex information.</li> <li>• Responding to and managing emotional distress.</li> </ul>

	<ul style="list-style-type: none"><li>Facilitating Advance Care Planning discussions, including withdrawal of care.</li></ul> <p><u>Multidisciplinary holistic care</u></p> <ul style="list-style-type: none"><li>Referral pathways and criteria.</li><li>Collaborative working across a range of care settings including NHS, social enterprise and voluntary sector organisations.</li><li>The roles of the multidisciplinary team involved in assessing, planning and delivering care across the life course.</li></ul> <p><u>Collaborative working to promote quality of life</u></p> <ul style="list-style-type: none"><li>Monitoring and managing symptoms</li><li>Approaches to assessing quality of life</li><li>Extended role of the nurse in a palliative context</li></ul> <p><u>Support through grief, loss and bereavement</u></p> <ul style="list-style-type: none"><li>Ways of understanding of grief, loss and bereavement.</li><li>Support mechanisms for families and for staff.</li><li>Ethical, legal and cultural frameworks in children palliative care.</li></ul>																									
Contact Hours	A total of 36 hours in the form of seminars and online activities																									
Teaching and Learning Methods	<p>A variety of teaching methods will be used to facilitate learning in this Module including:</p> <ul style="list-style-type: none"><li>Seminars</li><li>Workshops</li><li>Presentations</li><li>Directed and independent learning</li><li>Case study discussion through action learning sets</li></ul> <p>The approach for this module is based upon the model of adult education. Teaching strategies that value student's previous learning and placement experiences are applied throughout the module.</p> <p>The module will be structured around facilitated seminars which will provide opportunities to share experience and consolidate learning.</p>																									
Key Information Sets Information	<table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>15</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>36</td><td>114</td><td></td><td>150</td></tr></table> <div></div> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	Key Information Set - Module data					Number of credits for this module									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114		150
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	<p><b>Coursework:</b> Written assignment or essay</p> <p>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:</p> <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td colspan="2">0%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td colspan="2">100%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td colspan="2">0%</td></tr><tr><td></td><td></td><td></td><td>100%</td></tr></table>	Total assessment of the module:								Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%					100%
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Reading Strategy	<p><b>Core reading</b></p> <p>The texts in <b>BOLD</b> type in the reading list indicate those which provide an essential grounding in the subject. Students are expected to read one of these in preparation for and whilst studying the Module. They are available through the UWE Library either as hard copy or electronic version (e-book).</p> <p><b>Further reading</b></p> <p>Other references in the reading list are suggested as they cover one or more aspects of the Module in more depth. These are also available through the Library. Students are encouraged to read widely around the subject, beyond the tests listed, using a variety of bibliographic and full text databases, and Internet resources via the UWE Library. Many resources can be accessed remotely through external access whilst off-campus.</p> <p><b>Access and skills support</b></p> <p>The development of literature searching skills is supported by a Library seminar provided for Level three student. Additional ad-hoc support is available through the Library Services web pages. This includes interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>																								
Indicative Reading List	<p>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.</p> <p>The Association of Paediatric Palliative Medicine Master Formulary (2015) 3rd edition. Available at <a href="http://www.togetherforshortlives.org.uk/assets/0000/9144/APPM_Master_Formulary_2015_protected.pdf">http://www.togetherforshortlives.org.uk/assets/0000/9144/APPM_Master_Formulary_2015_protected.pdf</a> (accessed 15.03.2016)</p> <p>Beringer, A.J. &amp; Heckford, E.J. (2012) Was there a plan? End of Life care for children with life-limiting conditions: a review of multi-service health care records. <i>Child: Care, Health and Development</i>. 40(2) pp176-183</p> <p>Brown, E., (2007). Supporting the child and the family in paediatric palliative care. London : Jessica Kingsley</p> <p>Chambers, L., (2009). <i>A guide to the development of children's palliative care services</i>. Bristol: Association for Children's Palliative Care (ACT).Available at: <a href="http://www.togetherforshortlives.org.uk/professionals/resources/2430_a_guide_to_the_development_of_childrens_palliative_care_services">http://www.togetherforshortlives.org.uk/professionals/resources/2430_a_guide_to_the_development_of_childrens_palliative_care_services</a> (accessed 15.03.2016)</p> <p>Department of Health (2008). Better care, better lives. Improving the outcomes for children, young people and their families with life-limiting and life-threatening conditions. London: Department of Health.</p>																								

	<p>Department of Health. (2016). National Framework for Children and Young People's Continuing Care.  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499611/children_s_continuing_care_Fe_16.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499611/children_s_continuing_care_Fe_16.pdf</a>. Accessed 26/2/16</p> <p>Fraser J, Harris N, Beringer AJ, Prescott H &amp; Finlay F, (2010) Advanced care planning in children with life-limiting conditions – the Wishes Document. <i>Archives of Disease in Childhood</i> 95:79-82</p> <p><b>Gringyer, A., (2011). <i>Palliative and End of Life Care for Children and Young People</i>. John Wiley &amp; Sons Inc.</b></p> <p><b>Goldman A., (2012). <i>Oxford Textbook of Palliative Care for Children</i>. 2<sup>nd</sup> Edition. Oxford: Oxford University Press.</b></p> <p>Harris, N., Beringer A, &amp; Fletcher. M, (2016) Families' priorities in life-limiting illness: improving quality with online empowerment. <i>Archives of Disease in Childhood</i> 101:247-252</p> <p><b>Price, J. and McNeilly, P (2009). <i>Palliative care for children and families: an interdisciplinary approach</i>. Basingstoke: Palgrave Macmillan.</b></p> <p>Royal College of Nursing (2012). <i>Palliative care for children and young people</i>. RCN competencies. London. RCN publishing.</p> <p><b>Teare, J., (2008). <i>Caring for Children with Complex Needs in the Community</i>. London. Blackwell</b></p> <p>Widdas, D., McNamara, K, &amp; Edwards, F. (2013) A Core Care Pathway for Children with Life-limiting and Life-threatening Conditions, 3rd Edition, Together for Short Lives. Available at:  <a href="http://www.togetherforshortlives.org.uk/assets/0000/4121/TfSL_A_Core_Care_Pathway_ONLINE.pdf">http://www.togetherforshortlives.org.uk/assets/0000/4121/TfSL_A_Core_Care_Pathway_ONLINE.pdf</a> (accessed 15.03.2016)</p>
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Part 3: Assessment	
Assessment Strategy	A case study of an actual (anonymised) or fictitious case, which includes the critical analysis of an extended care plan for a child or young person with a life-limiting condition (2000 words). (Component A)

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.2000 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. 2000 word assignment	100%
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	

