

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Integrated Approaches To Complex Needs					
Module Code	UZZSW5-15-2		Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?		No
Owning Faculty	Health and Applied Sciences		Field	Mental Health and Learning Disabilities		
Department	Nursing and Midwifery		Module Type	Project		
Contributes towards	FdSc Integrated Mental Health and Social Care					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	29 November 2016		Valid from	January 2017		
Revision CAP Approval Date			Revised with effect from			

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"> Examine the inter-relationship between mental and physical wellbeing and the potential impacts of one upon the other (Component A). Discuss the management of long term and complex health needs, including appropriate support strategies (Component A). Critically discuss issues of risk and empowerment in relation to individuals with complex health needs (Component A). Describe strategies that support behaviour change and lifestyle management for those who live with long term and complex health needs (Component A). Appraise relevant policy and legislation in relation to long term conditions (Component A).
Syllabus Outline	<p>Ethics and Values Based Practice</p> <ul style="list-style-type: none"> Power, empowerment and diversity The Recovery Approach <p>Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> Person Centred Practice and Approaches in relation to long term and complex health needs Humanistic approaches to supporting individuals with long term and

	<ul style="list-style-type: none">complex health needsPsychosocial implications of living with long term and complex health needsModels of change <p>Practice Delivery and Decision Making</p> <ul style="list-style-type: none">Legislative and policy framework in relation to Long Term ConditionsManagement of riskManagement of long term and complex health needs in community based settingsPhysiology of long term conditions including: diabetes, stroke, cardiovascular, movement disorders, obesity, dementiaImpact of diagnosisCo-morbidity and overshadowingHealth Tool Kits, intervention, prevention and assistive technologyModels of change to help adopt strategies of well-being and health improvementSelf-Care and promotion of independence and resilienceImpact on wider relationships such as family, peers, employers, neighbours																																				
Contact Hours	<p>There will be 36 hours of scheduled contact time at University Centre Weston.</p> <p>The scheduled contact time with staff, will include; lectures, seminars and tutorials.</p> <p>In addition to scheduled contact time, the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means may be used to support student learning.</p>																																				
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, work based learning; enquiry based learning, case based learning and role play.</p> <p>Independent learning includes hours engaged with essential reading and technology enhanced learning. 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>																																				
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, 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> <table><tr><td colspan="4">Number of credits for this module</td><td>30</td><td></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><td></td></tr><tr><td>150</td><td>36</td><td>39</td><td>75</td><td>150</td><td>✓</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written assignment or essay, project</p>	Number of credits for this module				30		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	36	39	75	150	✓																		
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150	36	39	75	150	✓																																

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		
Coursework assessment percentage		100%
Practical exam assessment percentage		
		100%

Reading Strategy

Core reading

Any core reading will be indicated clearly, along with the method for accessing it, eg students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

Further reading

All students are 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. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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. *Current* advice on additional reading will be available via the module handbook or Blackboard pages.

Indicative Reading List

Books:

Carrier, J. (2015) *Managing Long Term Conditions and Chronic Illness in Primary Care 2nd edition*, London: Routledge

Collins, E. Drake, M. and Deacon, M. (2013) *The Physical Care of People with Mental Health Problems, A Guide for Best Practice*, London: Sage

Department of Health (2005a) *The National Service Framework for Long term conditions*, HMSO

Lloyd, E. and Heller, T. eds (2012) *Long Term Conditions: Challenges in Health and Social Care*. London: Sage

Lubkin, I. and Larsen, P. (2009) *Chronic Illness: Impact and Interventions 7th edition*,

	<p>London: Jones and Bartlett</p> <p>Presho, M. ed (2008) <i>Managing Long Term Conditions. A Social Model for Community Practice</i>. Oxford: Wiley - Blackwell</p> <p>Journals: Journal Of Psychiatric And Mental Health Nursing Journal Of Social Work Practice Journal Of Mental Health</p>
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Part 3: Assessment	
Assessment Strategy	<p>Develop and produce an accessible resource for service users related to a condition or care pathway with a supporting essay that analyses and evaluates the rationale for developing the resource, the type of format, intended audience and links to relevant policy.</p> <p>Resource 1000 words max Essay 1000 words max</p> <p>Opportunities for formative assessment will occur throughout the module, to check students' knowledge of the module content. The nature of the formative assessment will be designed to ensure students have a clear understanding of the requirements for the summative assessment and to allow an opportunity to adapt and respond to formative feedback.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Development of a resource with 1000 word supporting paper	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Development of a resource with 1000 word supporting paper	100%
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.	

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First CAP Approval Date	29 November 2016			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	Link to MIA 10573