



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Caring for adults with long term health needs				
Module Code	UZTY3H-30-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	MSc Nursing (Adult)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2017		Valid to		

CAP Approval Date	5 April 2017
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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"> • Demonstrate an in-depth knowledge ethical principles for the promotion of rights, inclusion, independence and choice of people with learning disabilities, or mental health needs (Component A) • Critically explore the legal mechanisms and ethical principles for the promotion of rights, inclusion, independence and choice of people with learning disabilities, or mental health needs, (Component A) • Recognise the impact of health care needs on the mental wellbeing of the individual and their carers, demonstrating an informed understanding of theories and concepts that contribute to the promotion of physical and mental wellbeing in adults (Component A) • Demonstrate in depth understanding and knowledge of the legal, ethical and key policy frameworks that govern adult nursing in a range of clinical situations (Component A) • Critically discuss the adult nursing priorities required for effective care management across the life span, applying evidence based approaches to enhance nursing care delivery and health outcomes (Component A) • Discuss and critically analyse the principles of care for adults living with complex, life limiting or long term health needs (Component A) • Demonstrate a sound and culturally sensitive knowledge and understanding that may impact on care planning and delivery (Component A)
Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> • Ethical issues and Models • Mechanisms for support of self and others <p>Communication and Interpersonal Skills</p> <ul style="list-style-type: none"> • Supporting and recognising informal carers • Lived experience of individuals with long term health needs • Having difficult conversations, for example, breaking bad news • Use of telehealth and telecare • Meeting communication needs of

- People with learning disabilities
- People with mental health needs
- People with dementia
- Family and carers

Nursing Practice and Decision Making

- Pathophysiology, psycho social perspectives, pharmacology and nursing care related to common Long Term Health conditions
- Meeting essential mental and physical health needs which are specific to:
 - People with learning disabilities
 - People with mental health needs
 - Older people
 - People at the end of life
 - The unconscious patient
 - People with dementia

Leadership Management and Team Working

- Clinical Audit
- Measuring standards
- Quality outcomes
- Social Policy and its impact on care delivery
- Health Informatics

Personal development

- Autonomous working and scope of practice
- Reflection of personal and professional development

Contact Hours 72hours contact to include face-to-face, case based learning, online learning

Teaching and Learning Methods A variety of approaches will be used which may include:

- Technology enhanced learning e.g. BlackBoard
- Workshops and Masterclasses
- Lectures and Seminars
- Enquiry based learning
- Case based learning
- Role play

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.

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				30
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 -

Written Exam: Exam
Coursework: Assignment

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		50%	
Coursework assessment percentage		50%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

Core readings

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. 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 readings

All students are encouraged to read widely using the library catalogue, 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 Guide 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 in year one. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services 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 guide or Blackboard pages

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Applied Sciences.

Books

Carrier, J. (2015) *Managing Long-term Conditions and Chronic Illness in Primary Care*. 2nd Edition. Abingdon-on-Thames: Routledge.

Grant, G.; Ramcharan, P.; Flynn, M. and Richardson, M. (2010) *Learning Disability a life cycle approach*. 2nd Edition. Oxford: Oxford University Press.

Lloyd C, Heller T (2012), *Long Term conditions; Challenges in health and social care*. London, Sage Publishing

Nicol, J. (2015) *Nursing Adults with Long Term Conditions (Transforming Nursing Practice Series)*. Exeter: Learning Matters.

Rahman, S. (2017) *Enhancing Health and Wellbeing in Dementia*. London: Jessica Kingsley Publishers.

Trenoweth, S.; Docherty, T.; Franks, J. and Pearce, R. (2011) *Nursing and Mental Health Care (Transforming Nursing Practice Series)*. California: Sage Publications Ltd.

Journals

	British Journal of Nursing Journal of Advanced Nursing Journal of Clinical Nursing Journal of Community Nursing Nursing Older People
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Part 3: Assessment	
Assessment Strategy	<p>Component A</p> <p>A 2 hour seen exam focusing on adults living with complex, life limiting or long term health needs.</p> <p>The assessment within this module requires students to explore through a critical and evidenced review of a case study related to practice, reflecting on the nurses' role in caring for the client with a long-term condition.</p> <p>Component B</p> <p>To further develop students' awareness of the policies that can inform and influence practice a 1000 word critical review of a current policy related to long-term health needs.</p> <p>At level, M students are expected to critically evaluate, synthesise and provide independent perspectives regarding the delivery of treatment/intervention and management of a patient with a complex, life limiting or long-term condition.</p> <p>Formative assessment through student led presentations will explore the current policy context in relation to the care needs and experiences of adults living with complex, life limiting or long term conditions</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2 hour seen exam	50%	

First Sit (further attendance at taught classes is not required)		
Component B Description of each element	Element weighting (as % of component)	
2. 1000 word critical review	50%	
Resit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2 hour seen exam	50%	

Resit (further attendance at taught classes is not required)		
Component B	Element weighting	

Description of each element	(as % of component)
2. 1000 word critical review	50%
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	

FOR OFFICE USE ONLY

First CAP Approval Date	5 April 2017		
Revision CAP Approval Date		Version	1 Link to MIA 10632