

MODULE SPECIFICATION FORM

Module Title: Supporting Wellbeing in Long Term and Vulnerable Conditions	Level: 5	Credit Value: 20
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Module code: HLT506	Cost Centre: GANG	JACS3 code:
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Semester(s) in which to be offered: 1, 3	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: September 2013 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic Department: Health Sciences	Module Leader: Dr. J. Pike
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Module duration (total hours):200 Scheduled learning & teaching hours 70 Independent study hours 130 Placement hours	Status: core/option/elective (identify programme where appropriate): Core BSc Health, Wellbeing and Community
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Programme(s) in which to be offered: BSc Health, Wellbeing and Community	Pre-requisites per programme (between levels):
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<p>Module Aims: This module aims to</p> <ul style="list-style-type: none"> i) develop students knowledge and understanding of disease causation theories ii) explore disordered physiology and the impact that this can have on individual health
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- iii) to explore the impact of long term illness on the lives and experiences of individuals, carers and families
- iv) to explore secondary health education and prevention strategies that promote self care and independence for individuals living with conditions

Expected Learning Outcomes:

At the end of this module, students will be able to:

Knowledge and Understanding:

1. Outline the common symptoms experienced by individuals with physical and/or mental long term/life-limiting conditions
2. Evaluate the impact of living with a chronic/ long term condition on individuals and families
3. Critically discuss key legislation, guidelines and policies relating to the protection of vulnerable groups/people with chronic/long term conditions
4. Utilising health education strategies, promote a level of self-care and quality of life for a person with a chronic disease/long term condition.

Transferable/Key Skills and other attributes:

Appropriately respond to equal opportunities and diversity issues in context.
 Use information and communications technology to enhance verbal and written Presentations, and to facilitate relevant information retrieval.
 Demonstrate competence in skills transferable to the workplace.
 Identify appropriate problem-solving strategies.

Assessment:

The assessment of this module comprises of two elements.

1. Poster Presentation (40%) The poster should be designed to act as a health education resource for individuals living with a long term condition. The poster must address an aspect or aspects of the long term condition that can be improved through self management. The effectiveness of the Poster Presentation in helping to educate a client or patient group will be evaluated orally during the presentation.
2. Essay (60%)(2,000 words) will support the health education poster. The essay will critically discuss factors influencing (e.g. biological, psychological and sociological and economic impact, vulnerability) self care of a person with a chronic disease or living with a long-term condition.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1&4	Poster Presentation	40%		1,000

2	2&3	Essay	60%		2,000
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Learning and Teaching Strategies:

A variety of teaching methods will be used including lectures, seminars, open learning materials, debate, service user stories and case studies, discussion and tutorials and simulation. Directed study using the library and on-line learning platform (Moodle) will be promoted.

Syllabus outline:

The pathophysiology of common signs and symptoms of chronic/long term conditions, for example, pain, breathlessness, reduced mobility. The biological, psychological and sociological and economic impact of chronic disease/ living with long-term conditions. Key concepts such as stigma / end of life care / Compliance and Concordance/ Family care givers and multi professional approach. The concept of vulnerability - legislation, policy and guidelines - including POVA/ NSF. Specific reference to vulnerability in relation to mental health, safeguarding children and older adults/ Domestic abuse.

Disease Causation theories. Health education and self care management to include secondary and tertiary health prevention and education – interventions that promote self-care. Teaching and empowering others. Service user stories and experiences.

Bibliography:

Essential reading:

Knight A, and McNaught A. 2011. Understanding wellbeing: an introduction for students and practitioners of health and social care. Lantern publishing Ltd, Banbury UK.

Larkin, M. (2009) *Vulnerable groups in health & social care* London, Sage Publications

Lloyd, C.E. and Hellier, T. (2012) *Long-Term Conditions: Challenges in Health & Social Care*, London, Sage Publications

Other indicative reading:

Carrier, J. (2009) *Managing Long-Term Conditions and Chronic Illness in Primary Care*. London: Routledge.

De Chesnay, M. & Anderson, B.A. (2012) *Caring for the vulnerable. Perspectives in nursing theory, practice and research* 3rd edition, London, Jones & Bartlett Publishers

Department of Health (2012) *Caring for our future, reforming care and support, White Paper*

<https://www.gov.uk/government/publications/caring-for-our-future-reforming-care-and-support>

Margerson, C. & Trenoweth, S. (2010) *Developing Holistic Care for Long Term Conditions*. London: Routledge.