

<b>Module Title:</b>	Support and Empowerment in Health and Wellbeing	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	HLT511	New <input checked="" type="checkbox"/>	<b>Code of module being replaced:</b>	HLT509
		Existing <input type="checkbox"/>		

<b>Cost Centre:</b>	GANG	<b>JACS3 code:</b>	B700
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<b>Trimester(s) in which to be offered:</b>	2	<b>With effect from:</b>	January 16
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Gill Truscott
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
BSc Health Wellbeing and Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Office use only

Initial approval: December 15

APSC approval of modification: December 15

Version 1

**Module Aims**

To develop students' understanding of the principles of resilience and empowerment and the role of the carer in supporting the adult service user. To critically explore the impact carers have within the field of health and the services available to support them.

**Intended Learning Outcomes**

Knowledge and understanding

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

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

Key Skills

1	Appraise the role of the carer in the context of supporting adult service users	KS1
		KS4
		KS5
2	Evaluate how co morbidities might impact on both service users and carers	KS1
		KS3
		KS6
3	Consider factors that may impact on carers, such as culture, gender, age, geography and resilience	KS1
		KS7
		KS6
4	Articulate national policy and legislation in regard to carers and caring for the older person	KS1
		KS2
		KS6
5	Critically review current strategies that aim to enhance the empowerment of service users and their carers	KS1
		KS2
		KS3

6	Identify and critically evaluate the impact of carers on health and wellbeing strategies and recognise the support and services available to carers, including the role of self and independent advocacy.	KS1
		KS8
		KS9

Transferable/key skills and other attributes

**Communication skills:**

Confidence, and the ability to analyse and communicate at all levels and to enthuse and lead others.

Be able to engage and participate in group debate and discussion.

Present verbal and written ideas in a coherent and succinct manner using appropriate language and grammar.

**Managing own learning**

Be able to identify own learning needs and devise plans to address these.

**Working with others**

Demonstrate effective team-working through group work and relevant group tasks.

**Assessment:**

Case study: (100%) The student will critically debate the evolving issues faced by the carer and the person requiring support in a given scenario, reflecting on the situation and potential changes that could be made to improve the wellbeing of both individuals

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-6	Case Study	100		3000

**Learning and Teaching Strategies:**

Interactive lectures will be used to provide core knowledge. This will be supported by online materials, smaller group work and tutorials. An online Moodle forum will be established to facilitate discussion and the sharing of learning and resources within the student community.

Independent learning will be spent researching and reading in support of the subject area and preparing for assessments

**Syllabus outline:**

Defining carers and demographics – age, gender, culture/ the development of the caring role/ the needs of the older person in the context of aging and disease / challenges of caring for both carers and service users – financial, legal and emotional matters / social capital and empowerment /resilience/ factors affecting the caring relationship/the impact of physical impairment on carers/policy and legislation for caring / the impact of caring on health and

social care services/ support services available to carers and the role of advocacy/caring in the future/ unable to care – the next steps

## **Bibliography:**

### **Essential reading**

British Medical Association., (2013) *Carer's Manual*. London, Dorling Kindersley.

Cameron, J., (2008), *Caring For A Parent In Later Life: Getting Support, and Coping with the Financial, Legal and Emotional Issues*. LifeGuides.

Carers UK., (2013) *State of Caring*. Carers UK

Department of Health (2001) *National Service Framework for Older People*. Crown copyright.  
<http://www.doh.gov.uk/nsf/olderpeople.htm>

HMSO (2004) *Carers (Equal Opportunities) Act*. Crown copyright

HM Government (2008) *Carers at the heart of 21st-century families and communities*  
"A caring system on your side. A life of your own." Crown copyright

Jordan, M., (2013) 2<sup>nd</sup> edition. *The essential carers guide*. Hammersmith Health Books

Murray, M., (2014) The effect of dementia on patients, informal carers and nurses. *Nursing Older People*. 26, 5 pp. 27- 31

O'Shea, R., Goode, D., (2013) Effects of stroke on informal carers. *Nursing Standard*. 28, 15, pp.43-47.

National Assembly for Wales (2014) *Social Services and Well-being (Wales) Act*. National Assembly for Wales

National Collaboration for Integrated Care and Support. (2013), *Integrated Care and Support: Our Shared Commitment*. Department of Health

Reid, C.,(2009), *A Scattering*. Arete Ltd

Wright,J.M., Heathcote, K., Wibberley, C., (2014) Fact or fiction: exploring the use of real stories in place of vignettes in interviews with informal carers. *Nurse Researcher*. 21, 4, pp.39-43.