

**MODULE SPECIFICATION PROFORMA**

Module Title:	Chronic Disease Management	Level	7	Credit Value:	20
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Module code:	NHS781	New	Code of module being replaced:	NA
		Existing X		

Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	3	With effect from:	September 18
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School:	Social & Life Sciences	Module Leader:	Vic Graham
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Online learning and teaching hours	21 hrs
Guided independent study	119 hrs
Placement	60 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc Advanced Clinical Practice (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Advanced Clinical Practice	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Healthcare Leadership)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MSc Health Sciences (Therapies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
NA

Office use only	
Initial approval: August 16	
APSC approval of modification 08/03/21 minor updates to align with ALF and online delivery, updated ML, updated derogation to apply to all students.	Version 3
Have any derogations received SQC approval?	Yes No <input type="checkbox"/>

## MODULE SPECIFICATION PROFORMA

<b>Module Aims</b>
<p>To enable critical exploration of the concepts of holistic chronic disease management.</p> <p>To enhance the practitioner's awareness of the patient and their carer's needs in managing the complex care of a patient with a long term chronic condition within their scope of practice.</p>

<b>Intended Learning Outcomes</b>			
Key skills for employability			
<p>KS1 Written, oral and media communication skills</p> <p>KS2 Leadership, team working and networking skills</p> <p>KS3 Opportunity, creativity and problem solving skills</p> <p>KS4 Information technology skills and digital literacy</p> <p>KS5 Information management skills</p> <p>KS6 Research skills</p> <p>KS7 Intercultural and sustainability skills</p> <p>KS8 Career management skills</p> <p>KS9 Learning to learn (managing personal and professional development, self-management)</p> <p>KS10 Numeracy</p>			
At the end of this module, students will be able to		Key Skills	
1	Evaluate the role of the practitioner in providing holistic care for patients with chronic disease	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Appraise a range of strategies in relation to holistic chronic disease management	KS1	KS3
		KS4	KS5
		KS6	KS9
3	Evaluate the care of a patient with a chronic condition taking into account the complexities of the condition and the context of care	KS1	KS3
		KS4	KS5
		KS6	KS9
4	Evidence higher level critical thinking skills and problem solving in the care of a patient with a chronic condition	KS1	KS3
		KS4	KS5
		KS6	KS9

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### Transferable/key skills and other attributes

Critical thinking  
Decision making and problem solving  
Effective written and verbal communication skills  
Initiative and self-direction in study

### Derogations

The following derogation will apply for all students undertaking the module: Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.

In Addition:

Students undertaking the MSc Advanced Clinical Practice (all routes):

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

### Assessment:

A care management study which critically evaluates the holistic assessment and implementation of care management for an individual with chronic disease, with regard to the student's own role and scope of practice. The role of the practitioner and interdisciplinary practice with other members of the multidisciplinary team/ complementary therapist(s) involved in order to provide holistic care will be critically applied to the individual or group's care.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Case Study	100%		4,000

### Learning and Teaching Strategies:

A variety of blended learning and teaching strategies will include synchronous and asynchronous online delivery throughout. Interactive lectures will be used to provide core knowledge, whilst lecturer-facilitated, student-led small group discussion and seminars will support a problem-based, case based learning approach.

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**Syllabus outline:**

Care and case management  
 Key concepts relating to chronic disease management and self-management  
 Application of health promotion concepts  
 Theories, models and approaches to chronic disease management  
 Ethical and professional issues relating to chronic disease management  
 The role of complementary therapy

**Bibliography:**

**Essential reading**

Crowley, L. (2014) *Essentials of human disease*. London: Jones and Bartlett  
 Lubkin, I.M., Larsen, P.D. (2015) *Chronic illness: impact and interventions* (9th Ed).  
 Massachusetts: Jones and Bartlett

**Other indicative reading**

Carrier, J. (2015) *Managing Long-term Conditions and Chronic Illness in Primary Care: A Guide to Good Practice* London: Routledge  
 Klug Redman, B. (2012) *Nursing ethics in chronic disease self-management* New York: Springer