

Liverpool John Moores University

Title: Palliative Care for Adults
Status: Definitive
Code: **6008HEAL** (123697)
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Trudy Hutchison	Y

Academic Level: FHEQ6
Credit Value: 20
Total Delivered Hours: 28
Total Learning Hours: 200
Private Study: 172

Delivery Options

Course typically offered: S1 & S2 & Summer

Component	Contact Hours
Lecture	20
Seminar	4
Tutorial	4

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	4500 word essay considering the challenges, limits and resources of care.	100	

Aims

The aim of this module is to introduce palliative care principles to generalist health and social care professionals to promote high quality care for all those approaching the end of their lives whatever their condition and whatever setting in which they may reside.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate a systematic and critical understanding of the key aspects of palliative care in relation to an episode of care.
- 2 Critically analyse the challenges of uncertainty, limits of knowledge and resources in relation to your own practice.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay	1	2
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Outline Syllabus

Symptom management of pain, breathlessness, nausea and vomiting, anxiety, depression.

End of life care service provision and improving choice.

Palliative care assessment and communication challenges.

Multidisciplinary teamwork. Support mechanisms for patient, family and staff.

Bereavement and loss, spiritual support.

Learning Activities

Lecture, discussion, workshop and seminar.

Notes

Death is an event for the dying person and is likely to cause great anxiety as people consider the inevitability of their mortality. Palliative care is now recognised as an intervention that has the potential to contrive conditions under which we can achieve a meaningful and dignified death, and also to reduce some fears about death and dying. In recent years there has been a general move towards offering generalist palliative care in care settings such as secondary care, care homes, primary care and prisons in which generalist staff are supported by palliative care specialists.

1. The programme learning outcomes and relevant subject benchmark statements are in line with the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland. The programme is aligned to the Level 6 descriptors for a Level 6 Higher Education Qualification.

2. The programme involves classroom attendance, which is further supported by a range of learning support tools. This is a part time programme and students attend via direct face to face teaching and through a blended approach using the universities Virtual Learning Environment platform.

3. The criteria for admission to the programme require that candidates are currently employed and practicing within their professional area. Ideally candidates will have a minimum of a Diploma in Higher Education associated with their professional role. Students completing a Bachelor of Science degree, within the university, that has this module noted within the programme specification, will have access to this subject.

5. The students have access to a virtual learning environment and the University's other range of electronic support such as access to the electronic library facilities. The VLE site reflects contemporary reading lists and links to journal articles, which continue to be updated. The virtual learning environment offers access to learning in other support areas, such as critical writing and referencing and library support. The students also have access to the programme leader through phone contact, emails and face to face meetings if this is viable. Further support available to all students can be found within the virtual learning environment and in the wider university website.

6. The programme is assessed and offered in line with the Academic Framework <https://www.ljmu.ac.uk/academic-registry/staff/quality-and-standards/frameworks-and-regulations>

7. Attendance is required throughout the module. Attendance includes either direct face to face contact or engagement within the associated learning material which will be available through the virtual learning environment.

9. The methods for improving the quality and standards of learning are as follows:

- Continual Monitoring Engagement
- Student Liaison and feedback
- On-going liaison with the External Examiner
- Reports to and from the External Examiner
- Programme team ensuring that the content reflects the values of the current teaching and learning strategy
- Programme leader updating knowledge and skills to ensure these remain current and relevant
- Continual review of the virtual learning environment

10. A specific External Examiner is identified for the programme. They will also review work submitted by students from any of the degree options.

11. The intake periods for the programme can be found on the website or linked to the associated degree that the student is engaged with.

12. The final award for the stand alone Continuing Professional Development – Introduction to Palliative Care, 20 credits at Level 6.

13. The programme code is 35443.

14. Reviewed 2020/2021

