

Liverpool John Moores University

Title: Introduction to Palliative Care
Status: Definitive
Code: **6097PQHEAL** (120151)
Version Start Date: 01-08-2015

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

Team	Leader
Trudy Hutchison	Y
Daz Greenop	
Susan Ashton	
John Harrison	

Academic Level: FHEQ6 **Credit Value:** 15.00 **Total Delivered Hours:** 28.00

Total Learning Hours: 150 **Private Study:** 122

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	20.000
Seminar	4.000
Tutorial	4.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Essay		100.0	

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 understanding of the key aspects of palliative care in relation to an episode of care.
- 2 Consider 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 / case study	1	2
--------------------	---	---

Outline Syllabus

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

End of life models and tools

Palliative assessment process

Multidisciplinary teamwork

Support mechanisms for patient, family, informal carers

Palliative care in specific care environments; home, care home, secondary care, hospice

Role of Advance Care Planning

Learning Activities

Lecture / Discussion

Workshop / 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 module 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 module is aligned to the Level 6 descriptors for a Level 6

Higher Education Qualification.

2.The module is delivered over one semester.

3.The criteria for admission to the module is that candidates are currently working as a registered professional in a relevant area of practice. Ideally candidates will have studied at degree (level 6) however if this is not the case the applicants skills and professional experience will be discussed to allow the module leader to assess capability to study at level 6

4.The final award is a Continuing Professional Development – Introduction to Palliative care

5.The students have access to Blackboard and the University's other range of electronic support such as access to the electronic library facilities. The students also have access to the module leader through phone contact, emails and face to face meetings. A module guide is also provided which guides students to the wider range of support available.

6.The programme is assessed and run in line with the Academic Framework 2013-14 <http://www.ljmu.ac.uk/eaqs/121984.htm>

7.Attendance is required throughout the module and will be monitored as required by HENW.

8.Module written in 2014

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

- Annual monitoring Review
- Feedback from the students and Boards of Study
- Reports from External Examiner
- Ensuring the module reflects the values of the current teaching and learning strategy

10.This is a stand-alone CPD. An appropriately qualified external examiner will be selected from the team that examine the BSc Health and Social Care.