

MODULE DIRECTORY

LEVEL 4

SCHOOL OF SPORT, HEALTH and OUTDOOR EDUCATION

HEALTH PORTFOLIO

FACULTY OF BUSINESS and MANAGEMENT

2017-2018

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INTRODUCTION

This Module Directory includes all the modules for Level 4 of the Health Portfolio within the School of Sport, Health and Outdoor Education in the academic year 2017-2018.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

BMHP4001: Counselling Skills and Communication

DATED: 16/03/2017

LEVEL: 4

CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this module is to the necessary knowledge and critical understanding of the impact of the different forms of counselling skills, communication and Information Communication Technology within health and social care and its importance for effective service delivery

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Explore how communication skills are used in health and social care and the various factors influencing these processes
- Understand how theoretical perspectives apply to counselling work in health and social care and be able to demonstrate appropriate skills in a counselling interaction
- Understand how boundaries and ethical codes are applied in counselling work in health and social care

INDICATIVE CONTENT

- Relevant theories: humanistic, cognitive, and psychoanalytical.
- Techniques and purposes: written, listening, verbal, non-verbal, record keeping, giving information, challenging, poor practice, educating, decision making, negotiating, advocacy, counselling, mentoring etc.
- Influences on individuals: self-concept, self-esteem, ideal self, prejudice, stereotyping, values and beliefs, stress.
- Inappropriate interpersonal communication: Barriers to communication, inappropriate language, incongruent messages, misinterpretation, breach of confidentiality, breach of trust, invasion of privacy, power, threat and abuse.
- Maintaining confidentiality: privacy, confidentiality, and disclosure, protection of individuals, rights and responsibilities and safeguarding.
- Standard IT software: word processing, spreadsheets, database, information retrieval, e-mail.
- Benefits: meeting individual needs administration of treatment, efficiency, accuracy, communication, independence.
- Enhances activities of care workers and organisations: meeting needs of staff, business administration, and efficiency, quality of practice and service delivery, meeting requirements of other agencies, accountability and audit.

- Legal considerations: health and safety, data protection, access to records.
- Counselling relationship: boundaries e.g. political, social, organisational; context of work; policies and procedures; professional counselling contract
- Ethical guidelines: British Association for Counselling and Psychotherapy (BACP) Code of Ethics; other emerging guidelines as appropriate; other professional codes e.g. Nursing and Midwifery Council
- Legal factors: legislation relating to data protection, anti-discriminatory practice, protection of vulnerable people; professional liability, indemnity
- Role of supervision: nature of counselling supervision, different models of supervision, importance for ethical practice

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to present (individually and/or in small groups) delivering the findings of research and reflections of agreed cohort interest to the student group, stimulating discussion and debate and formative feedback. The module will be augmented by lectures, tutorials, reviews, articles, application to case studies, media resources, presentations and seminars and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Demonstration of Skills and Write Up	1000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP4001	
Module Title	Counselling Skills and Communication	
Classification	Reading List entry	Electronic*
Essential	Midwinter, R and Dickson, J (2015) <u>Embedding counselling and communication skills : a relational skills model</u> London : Routledge	☐
Essential	Thompson, N (2011) <u>Effective Communication: A Guide for the People Professions.</u> Basingstoke: Palgrave Macmillan.	☐
Essential	Hough, M. (2014) <u>Counselling Skills and Theory</u> (4 th Edition) London: Hodder Education	☐
Essential	Bond, T and Mitchels, B (2015) <u>Confidentiality & record keeping in counselling and psychotherapy</u> London : SAGE	☒
Essential	Pilgrim, D., Tomasini, F. & Vassilev, I. (2011) <u>Examining Trust in Healthcare; A Multidisciplinary Perspective.</u> Basingstoke; Palgrave Macmillan.	☒
Further	McLeod, J. and McLeod. (2011) <u>Counselling Skills: A practical Guide for Counsellors and helping professionals</u> (2 nd edition) Maidenhead; Open University Press	☐
Further	Tolan, J. (2012) <u>Skills in Person centred Counselling and Psychotherapy</u> (2 nd Edition), London: Sage	☐
Further	BMJ online	☒
Further	British Journal of Psychotherapy and Counselling	☒
Further	Journal of Educational Psychology.	☒
Further	Mental Health Nursing	☒
Further	Nursing Ethics	☒
Further	www.bacp.org	☒
Further	www.dh.gov.uk	☒
Further	www.healthpsychology.org.uk	☒
Further	www.skillsforhealth.org.uk	☒
Further	www.who.org.uk	☒
Further	www.wales.gov.uk	☒

BMHP4012: Equality Diversity and Inclusion

DATED: 16/03/2017

LEVEL: 4

CREDITS: 20

JACS CODE: L400

AIM(S):

The aim of this module is to enable the student to examine and critically evaluate the legal framework for equality of opportunity and the rights of children and young people.

Learning outcomes:

Upon the successful completion of this module the student will be able to:

- Describe the legal framework that is relevant to work with children and young people in relation to equality of opportunity.
- Identify and evaluate how positive anti-discriminatory and inclusive practice is implemented within own workplace.

Indicative content:

This module is designed to develop student's awareness and understanding of:

- The rights of the child and young person within an equality legislative framework.
- Definitions of discrimination, including direct, indirect, labelling, stereotyping and prejudice.
- Causes and effects of discrimination and the theoretical perspectives of Discrimination and prejudice.
- Current initiatives and strategies relating to diversity, equality of opportunity and inclusive practice.
- Celebrating diversity within the workplace.
- The development and review of anti-discriminatory policies within the workplace.

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to present (individually and/or in small groups) delivering the findings of research and reflections of agreed cohort interest to the student group, stimulating discussion and debate and formative feedback.

The module will be augmented by lectures, tutorials, reviews, articles, application to case studies, media resources, presentations and seminars and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation and Supporting Paper	1000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP4012	
Module Title	Equality, Diversity and Inclusion	
Classification	Reading List entry	Electronic*
Essential	Baldock. P. (2012) <u>Understanding Cultural Diversity in Early Years</u> . London: Sage	☐
Essential	Martin-Denham, S. (2015) <u>Teaching Children & Young People with Special Educational Needs & Disabilities</u> , London: Sage	☐
Essential	Thompson, N. (2016) <u>Anti-discriminatory practice (6th Ed)</u> , Basingstoke: Palgrave Macmillan	☐
Essential	Hodkinson, A. (2015) <u>Key Issues in Special Educational Needs and Inclusion</u> , London: Sage	☐
Further	Cockburn, P.& Handsco, A. (2011) <u>Teaching Children 3-11 years.</u> (3 rd Edition). London: Sage.	☐
Further	Sardoc, M (2016) Equality of Opportunity, Cultural Diversity and Claims for Fairness. CEPS Journal, 2016, Vol.6 (2), p.25-42	☒
Further	Journal of Cultural Diversity	☒
Further	Diversity in Health and Social Care Disability and Society	☒
Further	Disability Health Journal	☒
Further	Journal Diversity Management	☒
Further	www.ccwales.org.uk	☒
Further	www.equalities.gov.uk	☒
Further	www.equalityhumanrights.com	☒
Further	www.wales.gov.uk	☒
Further	www.scie.org.uk	☒

BMHP4004: Introduction to Public Health

DATED: 16/03/2017

LEVEL: 4

CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this module is to raise learners' awareness and critical evaluation of factors influencing public health and the different approaches taken to reduce incidence of disease and illness in communities.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Understand different approaches and strategies used to measure, monitor and control the incidence of disease in communities
- Investigate the implications of illness and disease in communities for the provision of health and social care services
- Understand the factors influencing the health and wellbeing of individuals in health or social care settings.

INDICATIVE CONTENT

- Roles of different agencies: local, national, international agencies e.g. local authorities, health boards, government, EU, WHO, voluntary organisations
- Epidemiology: incidence (geographical distribution, incidence rates, trends), vulnerable groups, causes, spread and controls
- Infectious disease: one of: influenza, food/water borne infections, HIV/AIDS, a childhood illness, tuberculosis, MRSA
- Non-infectious disease: one of: malignant disease, cardiovascular diseases, obesity, asthma
- Priorities and approaches: prevention, treatment, safeguarding, palliative care, remedial care
- Lifestyle choices: diet, exercise, substance use, work culture, relaxation.
- Priorities: e.g. safety and security, mobility, diet, hygiene, intellectual, social, emotional needs
- Strategies, systems and policies: organisation of service provision, quality of provision, choices, complaints policies, partnerships, involvement of friends and family etc.
- Activity to encourage behaviour change: education, physical exercise, games, consultation, exercises (e.g. focus group), input from specialists etc.
- Relationship: planning, facilities, expertise, partnership working, funding, individual v public good

LEARNING AND TEACHING STRATEGY

The teaching and learning methods will be varied, to include formal lecturers, seminars, case studies, research, use of statistical data, discussion and debates. The expertise of outside speakers will be utilised. Emphasis will be placed on experiential learning with appropriate activities issued to the students

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Event Discussion and Supporting Paper	1000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
I Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness and understanding of public health issues, to enable them to better meet the needs of a growing population of service users, using innovative and creative ideas to ensure sustainable person centred care is delivered. The module will empower students in expressing their views to inform sustainable change initiatives and to develop confidence in leading and supporting effective changes to service delivery through continuous professional development.	

READING LIST

Module Code	BMHP4004	
Module Title	Introduction to Public Health	
Classification	Reading List entry	Electronic*
Essential	Schreider, M.J. (2013) <u>Introduction to Public Health</u> (4 th Edition) Burlington MA: Jones and Bartlett Learnin	☐
Essential	Jones, I. & Douglas, J. (Eds) (2012) <u>Public Health: Building Innovative Practice</u> , London: Sage	☐
Further	Carrerio, I. & Howard, N. (2011) <u>Introduction to Epidemiology</u> (2 nd Edition). Maidenhead: OU	☐
Further	Farmer, P., Basilio, M. Klienman, A. & Kim, J.Y. (2013) <u>Reimagining Global Health: An Introduction</u> , California: University of California Press	☐
Further	Douglas, J., Eagles, S., Handsley, S., Jones, L., Lloyd, C.E. & Spurr, S. (2010) <u>A reader in Promoting Public health; Challenge and Controversy</u> (2 nd Edition), Milton Keynes: Open University	☐
Further	www.cieh.org.uk Chartered Institute of Public Health	☒
Further	www.doh.gov.uk UK Department of Health	☒
Further	www.doh.gov.uk/cmo Chief Medical Officer's website	☒
Further	www.europa.eu.int European Union website	☒
Further	www.fphm.org.uk Faculty of Public Health	☒
Further	www.hda-online.org.uk Health Development Agency	☒
Further	www.hpa.org.uk Health Protection Agency	☒
Further	www.nhs.uk Main NHS website	☒
Further	www.statistics.gov.uk National Statistics Online	☒
Further	www.who.int World Health Organisation	☒
Further	Journal of the Chartered Institute of Environmental Health	☒
Further	Journal of the Royal Institute for the Promotion of Health	☒
Further	The New scientist	☒
Further	Journal of community Nursing	☒

BMHP4010: Managing Organisations**DATED: 16/03/2017****LEVEL: 4****CREDITS: 20****JACS CODE: L400**

AIMS(S)

The aim of this module is to provide the student with an introduction to the theoretical concepts related to organisational behaviour in the health and social care context. It will also develop learners' understanding about their responsibilities in ensuring the health and safety of service users in health and social care services will be explored. In addition current thinking in leadership and management within the health and social care arena will be an area of prominent debate.

LEARNING OUTCOMES

On successful completion of this module, the student should be able to:

- Evaluate a contemporary theme in health management and its impact on organisational behaviour
- Demonstrate an understanding of how health and safety legislation is implemented, monitored, and reviewed.

INDICATIVE CONTENT

- Types of organisation: public, private, not for profit, formal/informal and differences e.g. service based.
- Organisational structure, culture and communication and impact on service delivery
- Factors that drive change in health and social care; including responsiveness to the Agenda for Change and principles of change management
- Organisational effectiveness: different perspectives; outcome based, process based, financial efficiency, customer satisfaction, performance etc.
- The distinction between management and role of leadership: functions of contemporary health management and types of leadership.
- Strategies for building effective teams for working in health and social care, e.g. group dynamics, types of team, influences on effective team working, professional engagement.
- Implementation and issues relating to health and safety legislation and impacts on service users and practitioners in the health and social care workplace. For example, concepts of risk, safety and security; systems, policies and procedures for communicating information.
- The monitoring and review of health and safety in the health and social care workplace. For example, audit of risks; review of practice; learning from experience; external environments and impacts; updating of policies and procedures.

LEARNING AND TEACHING STRATEGY

The teaching and learning methods will be varied, to include formal lectures, seminars, case studies, research, use of statistical data, discussion and debates. The expertise of outside speakers will be utilised. Emphasis will be placed on experiential learning with appropriate activities issued to the students

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Event Risk Assessment	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
I Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness and understanding of public health issues, to enable them to better meet the needs of a growing population of service users, using innovative and creative ideas to ensure sustainable person centred care is delivered. The module will empower students in expressing their views to inform sustainable change initiatives and to develop confidence in leading and supporting effective changes to service delivery through continuous professional development.	

READING LIST

Module Code	BMHP4010	
Module Title	Managing Organisations	
Classification	Reading List entry	Electronic*
Essential	Field, R & Brown, K (2016) <u>Effective Leadership, Management and Supervision in Health and Social Care (Post-Qualifying Social Work Practice Series)</u> Second Edition Learning Matters ; London	☐
Essential	Klinga, C M, Hansson J, Hasson H, and Andreen-Sachs, M (2015) <i>Collective leadership as a management arrangement of integrated health and social care</i> International Journal of Integrated Care, 01 May 2015, Vol.15(5) [Peer Reviewed Journal]	☐
Essential	Mullins, L.J (2013) <u>Management and Organisational Behaviour</u> , 10th Ed., England: Prentice Hall.	☐
Essential	Norhouse, P.G (2012) <u>Introduction to Leadership: Concepts and Practice</u> , Second Edition. London: Sage Publications	☐
Further	Calpin PJ, Langridge E, Morgan, Platts R (2012) <u>Diploma in Leadership for Health and Social Care Level 5</u> Nelson Thornes Ltd: Cheltenham	☐
Further	Tilmouth T (2012) <u>Diploma in Leadership for Health and Social Care and Children</u>	☐
Further	www.dti.gov.uk/bestpractice/management.leadership.ht	☒
Further	www.dh.gov.uk	☒
Further	www.leadership-he.com	☒
Further	www.organisationalpsychology.com	☒
Further	www.wales.gov.uk	☒

BMHP4011: Personal and Academic Development

DATED: 16/03/2017

LEVEL: 4

CREDITS: 20

JACS CODE: L400

AIM(S)

- To provide students with the underlying study, research and ICT skills needed to engage successfully within HE and the health and care employment sector.
- To encourage learners to develop as health and care practitioners by linking own skill set and personal targets to related area of employment.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Evidence examples of a range of academic and research skills undertaken throughout HE learning;
- Compile evidence of application and analysis of the professional and academic skills, personal values and commitment to professional practice needed to work in health and/or care.

INDICATIVE CONTENT

- Study Skills and the learning process (e.g. definitions, the learning process, conditions for learning, learning styles, memory).
- Academic skills including essay and report writing styles and structures, research skills, referencing (i.e. electronic and manual), marking systems and utilising feedback in order to improve.
- Revision and examination techniques (e.g. preparation, organisation, memory aids, managing stress).
- Developing an appropriate writing style (e.g. linking ideas together, using facts, opinions or arguments, analytical thinking, etc.).
- Organising study (e.g. time management, organising space, organising resources).
- Personal Skills, self-critique and improvement (including overcoming obstacles, mindfulness, life planning, goal setting, maximizing individual potential, building confidence and self-esteem, motivating self and others, identifying self-limiting beliefs).
- How own Personal Qualities link in with codes of conduct within industry (i.e. NMC, BACP, CCSIW).
- ICT Skills and e- learning as required to support learning, employment recruitment and interview preparation (e.g. Word, Power point, VLE, e mail, social media e.g. Facebook and the internet).

- Describing key research skills/data collection methods (e.g. primary and secondary sources, interview, questionnaire, observation, focus groups, questionnaire design, sampling methods).
- Employment skills including stress management, 'wheel of life', SMART goals, team work, peer assessment and support, CV building, working in groups.

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Panel Interview	1500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Professional Portfolio		50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP4011	
Module Title	Personal and Academic Development	
Classification	Reading List entry	Electronic*
Essential	Burns, T. and Sinfield, S. (2012) Essential Study Skills: The Complete Guide to Success at University. (3 rd Edition) London: Sage	☐
Essential	Cottrell, S. (2012) Study Skills Handbook, 4 th Edition, Palgrave Macmillan: Basingstoke	☐
Essential	Wilson, J. (2013) Essentials of Business Research: A Guide to Doing Your Research Project, Sage: London	☐
Further	Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook (Palgrave Study Guides), Palgrave Macmillan: Basingstoke	☐
Further	Leigh, J. (2013) <u>How to Write Successful CVs and Job Applications</u> . (2 nd Edition) Oxford: Oxford University Press Piscitelli, S.V. (2013) Study Skills: Do I Really Need This Stuff? 2 nd Edition, Prentice Hall: Harlow	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2012) Research Methods for Business Students, 6 th Edition, FT/Prentice Hall: Harlow	☐
Further	International Journal of Educational Development	☒
Further	International Journal of Training & Development	☒
Further	Assessment & Evaluation in Higher Education	☒
Further	Computers & Education	☒
Further	www.sagepub.co.uk/burnsandsinfield3e	☒
Further	www.palgrave.com/skills4study	☒
Further	www.skills4health.co.uk	☒
Further	www.skills4study.com/	☒
Further	www.socialresearchmethods.net/kb/contents.php	☒
Further	www.palgrave.com/skills4study/	☒

BMHP4003: Psychology for Health and Social Care

DATED: 16/03/2017

LEVEL: 4

CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this module is to develop understanding of the psychological factors which influence human behaviour throughout the lifespan and how these apply to health and social care settings

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Understand theories of lifespan development
- Analyse how psychological theories are applied to health and social care practice
- Examine social and biological determinants of human behaviour displayed in health and social care contexts

INDICATIVE CONTENT

- Life stages: infancy; early childhood; later childhood; adolescence; adulthood; late adulthood; final stages of life and death
- Theories of lifespan development: stage versus open-ended theories; continuity versus discontinuity; static versus dynamic theories; idiographic versus nomothetic perspectives on personality
- Theories: behavioural; cognitive; psychodynamic and humanistic
- Theorists: Freud; Erikson; Maslow; Rogers; Beck; Piaget; other theorists as appropriate e.g. Buhler, Havighurst, Kohlberg, Gutmann, Lowenthal, Gould, Loevinger, Berne
- Theoretical perspectives related to group and individual human behaviour. e.g. perspectives related to human conditioning.
- Concepts associated with human behaviour, including personality, perception, learning, intelligence, attitude, motivation, communication and resistance.
- The relevance of perspectives and concepts associated to behavioural psychology in relation to the workplace, and their application to a Health and Social Care work environment.
- The diversity and impact of individual and group behaviour upon others in an organisational environment within Health and Social Care. E.g. conflict and team dynamics.
- Debate in social-psychological areas.

LEARNING AND TEACHING STRATEGY

This module will be taught via formal lectures and equally supported by guided tutorials. The teaching strategies for this module will include case studies, various media sources, review of articles, directed reading, research and practical work, group seminars and presentations, guest speakers as appropriate and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation and Supporting Paper	1000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2,000 words	50%

Assessment Summary

Activity type	Percentage
Written Exam	-
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP4003	
Module Title	Psychology in Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Griggs, R. A. (2014) <u>Psychology: A Concise Introduction</u> , Third Edition, Worth Publishers.	☐
Essential	Smith, J.R. and Haslam, S.A. (2012) <u>Social Psychology</u> , London: Sage Publications Ltd.	☐
Further	The Psychologist, British Psychological Society	☒
Further	Occupational Psychology	☒
Further	Work and Stress	☒
Further	Personnel Psychology	☒
Further	Journal of Managerial Psychology	☒
Further	Journal of Personality and Social Psychology	☒
Further	www.bps.org.uk	☒
	www.simplepsychology.org	☒
	www.socialpsychology.org	☒
	www.health-psychology.org.uk	☒
	www.organisationalpsychology.com	☒

BMHP4002: Social Policy in Health and Social Care

DATED: 16/03/2017

LEVEL: 4

CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to develop a sound knowledge of the legal framework, political influences, and the impact on healthcare practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Understand the significant historical and contemporary landmarks in social welfare provision
- Examine the origins of social policies and the impact of social policies on users of health and social care services
- Carry out an investigation into recent developments in health and social care policy.

INDICATIVE CONTENT

- Social policy: definition of; distinguishing social policy from organisational policy
- World War II and its effects on provision and attitudes to welfare: Beveridge and Bevan and the inception of the welfare state; the range of social policy e.g. income maintenance, employment and benefits, health, housing, social services, education
- Post-war: 'consensus' and differences e.g. the influence of Butler, Gaitskell; ending of
- consensus; The New Right and Thatcherism; 'New Labour' and social inclusion; devolution; personalised services
- Law making processes and the legislature
- Impact of European Legislation and the law making procedures of Europe
- Developments in community care legislation
- Impact of legislation on organisational policies and practices
- Relationship between legislation, policy and practice
- Ethics, law and professional codes of conduct within the field of healthcare
- Confidentiality, accountability, consent, capacity and justice, within the daily healthcare practice context.

LEARNING AND TEACHING STRATEGY

This module will be taught via formal lectures and equally supported by guided tutorials. The teaching strategies for this module will include case studies, various media sources, review of articles, directed reading, research and practical work, group seminars and presentations, guest speakers as appropriate and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning	-	-
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation and Supporting Paper (Practical)	1000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

Activity type	Percentage
Written	-
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP4002	
Module Title	Social Policy in Health and Social Care	
Classification	Reading List entry	Electronic*
Essential	Sealey, C (2015) <u>Social Policy Simplified: Connecting Theory and Concepts with People's Lives</u> Palgrave Macmillan London	☐
Further	Gallagher, A. & Hodge, S. (2012) <u>Ethics, Law and Professional Issues</u> . Basingstoke: Palgrave Macmillan	☐
Further	Office of Public Sector Information (2017) OPSI website [Online] Available from: http://www.opsi.gov.uk/	☒
Further	BMJ online	☒
Further	British Journal of Psychotherapy and Counselling	☒
Further	Journal of Educational Psychology.	☒
Further	Mental Health Nursing	☒
Further	Nursing Ethics	☒
Further	British Association of Social Workers: www.basw.co.uk	☒
Further	British Institute for Human Rights: www.bihhr.org.uk	☒
Further	Directgov online: www.direct.gov.uk	☒
Further	General Social Care Council: www.gsccl.org.uk	☒
Further	Nursing and Midwifery Council: www.nmc-uk.org	☒
Further	Social Care Institute for Excellence: www.scie.org.uk	☒

BMHP4006: Supporting Abilities and Behaviours

DATED: 16/03/2017

LEVEL: 4

CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this module is to develop knowledge and understanding of persons living with disability or with specific needs in partnership with carers, other agencies and professionals, and to develop knowledge and understanding of promoting positive behaviour and responding appropriately to challenging behaviour.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Understand the principles of working inclusively with persons living with disability, challenging behaviour or specific needs
- Examine how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements
- Evaluate the promotion of positive behaviour and appropriate responses to challenging behaviour

INDICATIVE CONTENT

- Understanding of the principles of working inclusively with disabled children and young people and those with specific requirements
- Legal entitlements of disabled children and young people for equality of treatment and principles of working inclusively
- Characteristics of Service led models of provision and young person led models of provision
- Social and medical model of disability and effects on provision
- The importance and role of advocacy
- Working in partnership with families with disabled children or young people and those with specific requirements
- Overcoming barriers which restrict children and young people's access
- The importance of evaluating and challenging existing practice and becoming an agent of change
- How and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
- Roles and responsibilities of partners that are involved with disabled children and young people
- Engage with disabled children or young people
- Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice

- Context and use of proactive and reactive strategies to promote positive behaviour
- Factors associated with challenging behaviours
- Effectiveness of proactive strategies on mitigating challenging behaviours

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
(Presentation and Supporting Paper	1000 words equivalency	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of strategies and responses to promote the positive behaviour of children and young people with specific needs and work closely with agencies and caregivers to sustain behaviour. The strategies help students meet the preferred health care choices of service users and their families.	

READING LIST

Module Code	BMHP4006	
Module Title	Supporting Abilities and Behaviours	
Classification	Reading List entry	Electronic*
Essential	Batshaw, M., Pellegrino, L. and Roizen, N. (2007) <u>Children with disabilities</u> , Brookes Publishing Co, Maryland.	☐
Essential	Shotton, G and Burton, S (2015) <u>Emotional Wellbeing – An Introductory Handbook</u> Speechmark Publishing; London	☐
Essential	Reid, G (2015) <u>Assessing Children with Specific Learning Difficulties: A teacher's practical guide</u> Routledge London	☐
Essential	The Kings Fund (2010) Encouraging healthy Behaviour (Available at https://www.kingsfund.org.uk/sites/files/kf/Library-reading-list-healthy-behaviour-Feb2010.pdf)	☐
Further	Teare, J (Editor) (2008) <u>Caring for Children with Complex Needs in the Community</u> Wiley-Blackwell, London	☐
Further	Woolley, M. (2004) How do they manage? Income and Expenditure of Families with a Severely Disabled Child. York: FamilyFund. http://www.communityequipment.org.uk/wp-content/uploads/How_do_they_manage11.pdf	☐
Further	British Journal of Learning Disabilities	☒
Further	Journal of developmental and Physical Disabilities	☒
Further	Early Years Developmental Journal	☒
Further	Research in Developmental Disabilities	☒

BMHP4007: Understanding Children and Young People's Development

DATED: 16/03/2017

LEVEL: 4

CREDITS: 20

JACS CODE: L530

AIM(S)

The aim of this module is to understand the theories relating to the development of children and young people, and to apply theoretical knowledge of development to enhance work with children and young people.

LEARNING OUTCOMES

Upon the successful completion of this module the student will be able to:

- Identify and evaluate the process of observation and assessment.
- Understand the importance of the theoretical knowledge of child development to enhance work with children and young people.

INDICATIVE CONTENT

- The skills in observing and assessing children and young people's development.
- The advantages and disadvantages of a range of methods of observation and assessment.
- The importance of effective observation.
- The importance of ethics in observations to ensure consent and to maintain confidentiality and anonymity.
- How children and young people develop and the key principles of the work of a broad range of influential theorists.
- Influences on development and the differences between growth, development and maturation.
- The role of adults in supporting the development of children and young people through a range of appropriate activities and experiences.

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to discuss issues of contemporary relevance and agreed cohort interest, stimulating debate and supporting formative feedback in preparation for assessment. The module will be augmented by reviews, articles, application to case studies, media resources and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Observation	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of the policies and theories which sustain the health and care of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP4007	
Module Title	Understanding Children and Young People's Development	
Classification	Reading List entry	Electronic*
Essential	Berk. L.E. (2012) <u>Child Development</u> . (9 th Edition). Boston: Pearson	☐
Essential	Smith, P. K., Cowie, H. & Blades, M. (2015) <u>Understanding Children's Development</u> Chichester: John Wiley & Sons Ltd	☐
Further	Keenan, T. and Evans, S. (2016) <i>An Introduction to Child Development</i> (2 nd Edition), London: Sage.	☒
Further	Lindon, J (2010) <u>Understanding Child Development: Linking Theory and Practice</u> . 2 nd Edition. London: Hodder Education	☒
Further	May, P. (2011) <u>Child Development in Practice: Responsive Teaching and Learning from Birth to Five</u> . Abingdon: Routledge	☒
Further	Child Care Health and Development Child Development Early Years Educator Education 3-13 5-7 years	☒
Further	www.ecrp.uiuc.edu	☒
Further	www.education.gov.uk	☒
Further	www.wales.nhs.uk	☒
Further	www.who.int	☒

BMHP4008: Workplace Practice: Children and Young People

DATED: 16/03/2017

LEVEL: 4

CREDITS: 20

JACS CODE: L400

AIM(S)

The aim of this module is to provide students with the opportunity to reflect on and develop their work based practice enhancing their personal and professional development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Reflect on and evaluate personal and professional development within the workplace.
- Show evidence of the knowledge and skills required to work within health and social care.

INDICATIVE CONTENT

This module is designed to develop students' awareness and understanding of:

The strategies available for personal and professional development including identifying the strengths and weaknesses of individuals and producing personal development plans.

Identify learners' individual learning styles through self-assessment.

The application of models of reflection to practice, such as Gibbs, Schon and Johns.

The importance of knowledge and understanding of the care value base including dignity and respect, confidentiality, safeguarding, equality and communication and the policies that support this.

Students must demonstrate skills and learning based upon actions resulting from experiences in the workplace

LEARNING AND TEACHING STRATEGY

Knowledge and understanding of the concepts, associated with work based learning requires a balance of research and theoretical learning. Lectures will introduce the ideas and concepts and will allow students to engage in discussion surrounding relevant topics. However, for the further exploration of these topics workshop sessions and seminars are the most appropriate strategy.

Dedicated tutorial sessions will be provided to support learners in the building of the portfolio. Learning will also take place through the development of skills and knowledge in the work place.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	15
Independent learning	30	15
Placement learning	120	70
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio (and log of hours)		100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
This module will enable students to develop their skills, values and behaviours to enhance their future career aspirations and employability in order to support the community and economy by gaining appropriate employment within the health and social care workforce, as well as transferable skills for employment within other sectors. Students will develop the skills to empower them to work in partnership with others, to meet policy changes and the ongoing challenges faced by society. Students will develop their information, communication and skills required for inter-professional working enabling them to be more effective and sustainable in the use of resources for health care in the future.	

READING LIST

Module Code	BMHP4008	
Module Title	Workplace Practice: Children and Young People	
Classification	Reading List entry	Electronic*
Essential	Bolton, J.E.J. (2014) <u>Reflective Practice Writing and Professional development</u> (4 th Edition) London: Sage	☐
Essential	Moss, B. (2015) <u>Communication Skills for Health and Social Care</u> , London: Sage	☐
Further	Burns, T. and Sinfield, S. (2012) <u>Essential Study Skills: The Complete Guide to Success at University</u> (3 rd Edition) London: Sage	☐
Further	Jackson, C. and Thurgate, C. (2011) <u>Workplace Learning in Health and Social Care</u> , Maidenhead: Open University	☐
Further	Howatson-Jones, L. (2013) <u>Reflective Practice in Nursing</u> (2 nd edition) London: Sage	☐
Further	Care Management	☐
Further	Health and Social Work in the Community	☐
Further	Journal of Communication	☐
Further	www.businessballs.com	☐
Further	www.ccwales.org.uk	☐
Further	www.palgrave.com/skills4stud	☐
Further	www.skills4health.co.uk	☐
Further	www.scie.org	☐