

Module Details	
Module Title	Symptom Management in Life Limiting Illness
Module Code	NUR7032-C
Academic Year	2020/1
Credits	30
School	School of Nursing and Healthcare Leadership
Subject Area	Nursing
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Online Lecture (Synchronous)	5
Online Lecture (Asynchronous)	5
Learning Objects Interaction	10
Work based learning	150
Online Tutorials (Synchronous)	25
Online Seminar (Synchronous)	15
Directed Study	90

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
To enable students to examine and explore issues centred on a range of symptoms which occur during both palliative and end of life phases of an illness utilising personal and clinical experiences supported by theoretical and research-based evidence. To develop problem solving and critical reasoning skills by adopting a problem-based learning approach involving small group work and the development of an autonomous approach to self study.

Outline Syllabus

Principles of palliative and end-of-life care

Pathophysiology and aetiology of symptoms in malignant and non-malignant conditions including pain, nausea and vomiting, agitation, breathlessness

Symptom clusters including anorexia-cachexia syndrome, breathlessness and anxiety

Issues in symptom assessment including assessment in dementia

Pharmacology of symptom management

Non-pharmacological approaches to symptom palliation - complementary, alternative and psychological therapies.

Local, regional anaesthetic techniques

Influences and responses to symptoms in the bio-psycho-social being

Legal, professional and ethical issues surrounding symptom management - mental capacity, children, people with dementia

Multi-professional approaches to collaborative symptom management Leadership, management and change theory

Measuring quality - clinical audit and effectiveness of care

Learning Outcomes

Outcome Number	Description
1	1.1 Demonstrate a systematic understanding of key aspects of managing a range of symptoms experienced in life limiting illnesses, including symptoms experienced at the end of life by children, young people and adults. 1.2 Deploy techniques of analysis and enquiry to acquire detailed knowledge at the forefront of symptom management.
2	2.1 Demonstrate an ability to make use of scholarly review and primary sources appropriate to the holistic multidisciplinary assessment and management of symptoms and appreciate the limits of knowledge. 2.2 Devise and sustain arguments and solve problems using ideas and techniques, some of which are at the forefront of symptom management in life limiting illness.
3	3.1 Apply the methods and techniques learnt to review, consolidate, extend and apply knowledge and understanding and undertake appropriate further training. 3.2 Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and identify a range of solutions to the problems associated with palliative and end of life care. 3.3 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and develop conceptual understanding as circumstances allow, some of these will be delivered face to face in the classroom, while others will be delivered either live online (synchronous sessions) or pre-recorded online (asynchronous, meaning that you can access the lecture at your own convenience). (LO 1.1, 1.2, 2.1, 2.2).

Seminars and group learning will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding. Again, these may be delivered face to face or in online synchronous sessions. (LO 1.1, 1.2, 2.1, 2.2, 3.2, 3.3). Directed study provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO 1.1, 1.2, 2.1, 2.2, 3.2, 3.3). Technology will be used to enhance learning whenever appropriate and may be used to deliver core content. VLE will be used to provide access to online resources, lecture notes & external links to websites of interest and simulation in labs and practicals will be used, if appropriate, to acquire new skills. Learning objects will involve allocated time within the module for students to engage with specific packages of learning using problem-based learning, subject specific content or clinical skills resources. 'Work-based learning' consists of opportunities to participate in practice, enhance acquisition of skills and gain competence (LO 2.1, 2.2, 3.1, 3.2, 3.3). Formative assessment and feedback at individual tutorials, meetings and through electronic communication will facilitate reflection and student self-assessment. Group discussions on the VLE will enable opportunities for tutor and peer review. Further meetings can be arranged through electronic communication. LO 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3 are assessed by Mode of Assessment 1. LO 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, are assessed by Mode of Assessment 2. Skills in practice are assessed by mode of assessment 3.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Development of audit tool to measure quality of management of chosen symptom in own clinical setting (3000 words).	N/A	60%
Summative	Presentation	Seminar - Case study: critical evaluation of management of symptom /symptom cluster	2 hour	40%
Summative	Clinical Assessment	Achievement of pass in competency outcomes in practice document (Pass/Fail)	N/A	0%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.