Health Promoting Palliative Care

Module Code: NUR7051-B
Academic Year: 2016-17
Credit Rating: 20
School: School of Nursing
Subject Area: Nursing
FHEQ Level: FHEQ Level 7 (Masters)
Module Coordinator: Professor Allan Kellehear

Pre-requisites:
Co-requisites:

Contact Hours

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
</tr>
<tr>
<td>Tutorials</td>
<td>10</td>
</tr>
<tr>
<td>Directed Study</td>
<td>170</td>
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Availability Periods

<table>
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<tr>
<th>Occurrence</th>
<th>Location/Period</th>
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<tbody>
<tr>
<td>BDA</td>
<td>University of Bradford / Semester 1 (Sep - Jan)</td>
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Module Aims

1) Understand the clinical and social epidemiology of death, dying, bereavement and long-term care-giving
(2) describe how the concepts and methods of health promotion apply to the clinical services approach to palliative care;
(3) Evaluate a palliative care services model of practice employing a public health criteria
(4) Understand how to apply the main methods of health promotion inside an end of life care service (palliative care, aged care or bereavement care service).
Outline Syllabus

1. Introduction to the UK and Global social and clinical epidemiology of end of life care
2. Historical and theoretical perspectives in public health
3. Introduction to Health Promoting Palliative Care (HPPC)
4. Death education
5. Community work, community engagement, and community development
6. Social ecology
7. Current health and end of life care policies and debates
9. Case studies in health promoting palliative care
10. Evaluation science and the politics of knowledge in end of life care

Module Learning Outcomes

On successful completion of this module, students will be able to...

1. Demonstrate a critical awareness of the role of health promotion and education in end of life care.
2. Describe and evaluate the role of death education in end of life care.
3. Demonstrate knowledge and understanding of the role of community development in supporting clinical service provision.

2. Develop and evaluate a plan for community engagement/development programme
3. Develop and evaluate a plan for death education programme for communities.
4. Differentiate between community work and social ecology work.

3. Develop skills of reflection, synthesis and articulate sound argument for a community capacity/assets approach to end of life care.
3. To critically evaluate and apply current evidence from a wide range of sources to inform professional practice in relation to health promoting palliative care and personal learning.
4. Use of information technology skills in preparation and presentation of work.

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and awareness of policy, organisation and delivery of health promotion in end of life care contexts (LO 1.1, 1.2, 1.3, 2.1, 2.2, 2.3). Group discussions will enable students to apply this learning to their own role, examining how multi-agency and multi-professional support works to enhance community learning and support, social capital, and local policy changes in end of life care contexts of ageing, dying, death, loss, and long-term caregiving. (LO 1.1, 1.2, 1.3, 2.1, 2.2, 2.3). Seminars, discussions and tutorials will be used to facilitate teacher/learner/peer dialogue and inter-professional discussion to further develop and challenge conceptual understanding through reflection and analysis of models of assessment, care and service delivery (LO 2.1, 2.2, 2.3). 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 2.1, 2.2, 2.3, 3.1, 3.2). VLE will be used to provide access to online resources, lecture notes and external links to websites of interest. LO 1.1, 1.2, 1.3, 3.3 & 3.4 are assessed by mode of assessment 1. LO 1 2.2, 3.1 & 3.2 are assessed by mode of assessment 2. LO 2.1, 2.2, 2.3, 3.2 are assessed by mode of assessment 3.
### Mode of Assessment

<table>
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<tr>
<th>Type</th>
<th>Method</th>
<th>Description</th>
<th>Length</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Summative</td>
<td>Presentation</td>
<td>A common palliative care service plan will be critically assessed for its gaps in public health provision (1500 words)</td>
<td>0 hours</td>
<td>30%</td>
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<tr>
<td>Summative</td>
<td>Other form of assessment</td>
<td>Outline of individualized plan for a patient with advanced cancer/recent bereavement/living with long-term care 1500 wds</td>
<td>0 hours</td>
<td>30%</td>
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<tr>
<td>Summative</td>
<td>Coursework</td>
<td>Essay exploring the theoretical or conceptual distinctions in public health approaches to end of life care (2000 words)</td>
<td>0 hours</td>
<td>40%</td>
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### Legacy Code (if applicable)

HN-7005D

### Reading List

To view Reading List, please go to [rebus:list](#).