

# Award in Advanced Health Care

## **COURSE DESCRIPTION**

This course builds on existing knowledge and experience. In fact is aimed at providing the student with advanced knowledge, skills and competences required to work and progress in the caring profession within various care settings.

## **TARGET CANDIDATES**

The Award is aimed at students who already possess a Level 3 qualification in Healthcare and wish to develop their knowledge and skills at a higher level. In order to progress within their career towards management level.

**DURATION** 6 months

**CREDIT VALUE** 24 ECTS/ECVET

**MODE OF TRAINING** Lectures and practice

**ASSESSMENT** Assessments include a mix of written examinations, assignments, individual and group presentations and use of contemporary case studies. In addition students will be assessed on their portfolio of evidence for each unit.

**AWARDING BODY** Learning Works

## **LECTURERS**

Dr Corinne Scicluna Ward

Robert Grech

Antoinette Shah

Holger Suarez

Rudolph Cini

Ingrid Magro

## **COURSE STRUCTURE**

### **UNIT 1: ANATOMY AND PHYSIOLOGY (1 CREDIT)**

This unit sets out to facilitate students understanding on the relationship between the concepts of biological health and homeostasis and the processes and mechanisms that regulate and integrate physiological functions in order to maintain biological health. The unit focuses on selected biological systems relevant to the practice of healthcare professionals.

### **UNIT 2: BASIC PHARMACOLOGY (1 CREDIT)**

The purpose of this unit is to introduce students to the basic principles of pharmacology applied to health care. Students are introduced to the major drug groups that affect the differing bodily systems. Throughout this unit, students are able to become self-directed learners; specifically, accessing the most to the most appropriate means of information about individual drugs, their usages, contraindicates, dosages, and routes of administration. Underpinning the above, the importance of the role of the carer in drug administration and evaluation of their effectiveness is emphasised and students are given specific instruction on drug calculations.

### **UNIT 3: EMOTIONAL INTELLIGENCE FOR CARE (1 CREDIT)**

The primary focus of this unit is to help students understand the concept of “emotional intelligence” and its role in modern healthcare leadership. The concept is outlined and contextualised within the healthcare environment, to appreciate how aspects of emotional intelligence support everyday human interactions.

#### **UNIT 4: MANAGEMENT AND LEADERSHIP IN HEALTH CARE (1 CREDIT)**

This unit, examines contemporary management and leadership issues which impacts on health care contexts. Students will explore and debate the approaches to management and leadership within healthcare organisations and examine how they influence their role as healthcare workers within this context. The unit covers the skills required to manage a quality, person-centered health service, including the role of the manager and the importance of leadership and people management. It introduces students to the principal frameworks and tools available to practicing managers thus, supporting them in their application of course material to real life management situations in the health service.

#### **UNIT 5: ADVANCED CLINICAL SKILLS FOR HEALTH CARE (2 CREDITS)**

Aimed at developing students' clinical skills when working in a healthcare context whether residential or domiciliary. The unit covers key areas in care provision from identifying acute and chronic conditions, identifying skin and tissue complications, taking blood samples and treating and dressing lesions and wounds.

At all times students are encouraged to understand the importance of their professional working practices in adhering to standards, guidelines, procedures and working with individuals in a compassionate and caring manner.

#### **UNIT 6: LEGISLATION AND ETHICS (2 CREDITS)**

This unit introduces students to the fundamental moral principles, ethical issues in health care and how these are reflected in legislation. In parallel, the unit focuses on the existing legislative framework for healthcare and emerging policies in this area.

The unit explores the underlying principles and nature of moral responsibility (ethics), analyse and review notions of autonomy, duty, justice, truth, rights and equality. Last but not least, it seeks to effectively manage the relationship between the personal and professional judgments.

#### **UNIT 7: HEALTH AND SAFETY IN CARE (2 CREDITS)**

Health and safety are a crucial priority in all health and social care setting. This unit gives students an understanding of key principles that underpin work in this sector. On successful completion of unit, students will understand how to minimise risks to all individuals in healthcare setting, them as the service users, their friends and family, or employees in this context. At the end of the unit, students should be able to foresee potential hazards and are knowledgeable enough on how to take the most appropriate responses to minimise risks, in the context of relevant legal and local policy requirements.

#### **UNIT 8: UNDERSTANDING DEMENTIA (2 CREDITS)**

This unit, provides students with an understanding of the neurology and diagnosis of dementia. It provides students with the knowledge of the neurology of dementia in order to support the understanding of how individuals may experience dementia and its impact on them and others. It is viewed from a holistic standpoint and focuses on introducing students to person-centered care for individuals with dementia.

#### **UNIT 9: CARING FOR INDIVIDUALS AND MODELS OF CARE (3 CREDITS)**

This unit enables students to recognise the value of a person-centered approach to adult health and social care. The focus point of this unit is based on person-centered values and the reasons as to why these should influence all aspects of care work. This is further explored by comparing and contrasting a range of care models.

The use of the person-centered approach, is further investigated with regard to the formation and use of care plans in ensuring that individuals have their needs, preferences and wishes met.

The use of personal histories is explained and their value analysed in respect of contributing to the promotion of self-esteem and individual identity. The unit also discusses issues around risk management and their place in a person-centered approach to care and support.

### **UNIT 10: PSYCHO-SOCIOLOGICAL PERSPECTIVES IN CARE (3 CREDITS)**

The aim of this unit is to identify the impact psycho-sociological factors have on healthcare practice. Sociologists investigate the interaction between society and health. On the other hand psychologists explore the relationship among psychological, cultural, behavioural factors and health. Together they have informed our understanding for both of health and illness, contributed to major changes in the healthcare policy and which been useful in developing behaviour modification therapies so as to improve the health status of individuals. Understanding how these perspectives are used to form such their practice, deepens students' approach to caring for individuals and supports the development of skills and behaviours for effective professional practice.

### **UNIT 11: MANAGING QUALITY IN HEALTH CARE (3 CREDITS)**

The focus of this unit is how quality plays an essential role in healthcare services as well as the idea that it has many different interpretations and perspectives. Students will gain knowledge of these differing perspectives and consider ways in which health and care service quality may be improved. Students will gain knowledge of some of the methods that can be used to assess different quality perspectives, and develop the ability to evaluate such methods against service objectives.

This unit also enables students to develop their awareness of these differing perspectives, to review the requirements of external regulatory bodies and to analyse these in relation to the needs of patients, customers, staff and other internal stakeholders. They will have the opportunity to use this knowledge to plan, implement, monitor and evaluate a small-scale quality improvement initiative in their own work setting.

### **UNIT 12: PROMOTING AND SUPPORTING INDIVIDUAL'S RIGHTS TO DIGNITY AND PREVENTING ABUSE (3 CREDITS)**

This unit provides students with a clear grasp about the importance of diversity, equality, inclusion and prevention of abuse in promoting an individual's right to dignity. It defines the terms and supports the learner in investigating the importance of dignity and inclusive practice in healthcare. Key legislation is examined and the consequences of non-compliance in the work place.

#### **ENTRY REQUIREMENTS**

- Ages 18 +
- Hold a Level 3 qualification in Healthcare.
- Be able to communicate in the English Language.
- Hold a clean Police Conduct Certificate.