

University of the West of Scotland

Module Descriptor

Session: 2023/24

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Status: Published

Title of Module: An Introduction to eHealth

Code: COMP11105	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Sciences		
Module Co-ordinator:	Graeme A McRobbie		

Summary of Module

This theoretical module will provide the student with an insight into the use of ehealth systems and processes in the healthcare industry. No prior health care experience is necessary to undertake this module but an interest in exploring how ehealth is used to support individuals by health and social care providers.

Nationally and Internationally a number of ehealth systems and processes are well established at all points in a person's journey through healthcare e.g. electronic health record, SMS reminder services, Information governance and home monitoring. Students undertaking the module will examine the strategic policy drivers for ehealth in the UK and Internationally; introduce and explain a range of concepts associated with ehealth; and consider some of the challenges around acceptance and use of ehealth.

Indicative module content

Conceptualising ehealth; National and International policy drivers; Ehealth models systems and process; EHealth infrastructure in Scotland, UK and Internationally.

Introducing how ehealth is used in healthcare - e.g. electronic health records, systems and theories; ehealth architecture; health informatics, big data; Information governance; privacy, security and ethics; Technology acceptance in healthcare

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
				✓	

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓				✓		

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	✓

Learning Outcomes: (maximum of 5 statements)

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

- L1. Conceptualise ehealth and reflect on a range of models, systems and processes used in the healthcare industry.
- L2. Critically examine the application of ehealth in relation to national and international healthcare priorities
- L3. Critically analyse the barriers and facilitators to ehealth acceptance in the UK.
- L4. Critically examine the legal, ethical and information governance issues surrounding the use and application of ehealth

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11.</p> <p>Develop an awareness of the national and international policy issues in ehealth and how it applies to healthcare.</p> <p>Analysis and reflect on the legal, ethical and information governance issues that can potentially arise through the use of ehealth</p> <p>Examine a health care patient's journey through health services and the ehealth systems and infrastructure that supports this.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Critically reflect on the application of ehealth in relation to national and international health priorities, e.g. long term conditions, access to services, big data and health informatics</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Apply, analyse, evaluate and synthesis techniques to extend ones knowledge and understanding of ehealth.</p> <p>Undertake critical reflection, analysis, evaluation and synthesis of contemporary theories and frameworks in relation to ehealth.</p> <p>Provide verbal and written effective, communication and feedback to colleagues.</p> <p>Work in a self-directed manner and take responsibility for own</p>

Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Use a wide range of ICT applications to support and enhance work at SCQF level 11</p> <p>Develop and enhance your digital literacy skills and those necessary to work in the ehealth field.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Practice in a way that draws upon critical thinking, reflection on own and others roles and responsibilities.</p> <p>Work in a self-directed manner and take responsibility for own work and that of others</p> <p>Exercise autonomy, initiative and accountability in relation to team working</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>This module features a range of contemporary learning and teaching strategies to meet the learning outcomes for the module. Depending on the demand from students this module can be delivered blended or fully online. The Virtual Learning Environment will provide the student with a range of interactive and engaging methods to support their communication with peers on the module and help to make use of resources. Your contribution to the learning teaching and assessment of this module will enable you as a learner to develop a range of UWS graduate skills at this SCQF level 11. These include critical thinking, analytical skills, collaborative working, research skills and problem solving.</p>	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
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Independent Study	164
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

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This is a small sample of material that is available in e-format. Please note that any essential reading will be signposted to the learner via the VLE.

George, C., Whitehouse, D., Duqueno, P. (2013) ehealth: legal, ethical and governance challenges, Springer, Berlin*

Gibbons, M.C. (2008) ehealth solutions for healthcare disparities, Springer-Verlag New York*

Gogia, S. (2020) Fundamentals of telemedicine and telehealth, Academic press, London e-book Highly recommended

Pears, R. (2019) Cite them right: the essential referencing guide. Available: <https://www.vlebooks.com/Product/Index/2025007?page=0> [Accessed: 10 March 2022]*

Wachter, R. (2015) The Digital Doctor: Hope, Hype, and Harm at the Dawn of Medicine's Computer Age. New York: McGraw-Hill Education*

Rosenmoller, M., Whitehouse, D., Wilson, P. (2014) Managing ehealth- from vision to reality, Palgrave Macmillan*

van Gemert-Pijnen, L.J., Kip, H., Kelders, S.M. and Sanderman, R., 2018. Introducing ehealth. In eHealth Research, Theory and Development (pp. 3-26). Routledge.*

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Computing
Assessment Results (Pass/Fail)	No
Subject Panel	Applied and Business Computing
Moderator	tbc
External Examiner	tbc
Accreditation Details	pending
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

A project/assignment will be used to assess the learning outcomes for this module. This is a 4,000 word assignment and carries a 100% weighting. Students will be provided with a range of assignment questions asking them to examine an area of ehealth. Examples may include a project proposal, a solution to a real life ehealth challenge or prepare a review of a topic in the style of a journal article.*

*Students will receive academic support to take forward their ideas for publication (where applicable).

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of	Timetabled Contact Hours
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					Assessment Element	
Review/ Article/ Critique/ Paper	✓	✓	✓	✓	100	0
Combined Total For All Components					100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)