University of the West of Scotland

Module Descriptor

Title of Module: eHealth: Assessment from a Distance

Code: COMP11111	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

Technology is being used widely to ensure individuals can remain at home for longer and when necessary receive safe, efficient and effective health care. There has been a rapid development of ehealth within the UK and internationally. There is a necessity for a global health and social care workforce that is competent in assessing patients and service users from a distance with the use of such technologies as, the telephone and video conferencing. The module will facilitate the development of the student's knowledge and skills in undertaking structured, safe, effective, person centred assessment from a distance by focusing on the core skills of communication and decision making. The module will build on the student's skills and theoretical knowledge base and will require significant self-reflection and group discussion. This module will appeal to a wide range of healthcare professionals working in hospital and community settings across all fields in the UK and Internationally. It is anticipated that at times during their working week the health care professional will communicate with patients/service users via the telephone and/or other technologies. Throughout the module students will be encouraged to develop their graduate attributes, in particular: critical thinking, collaboration, knowledge and effective communication.

Indicative Module Content

The content of the module includes:

- National and International drivers for ehealth
- Application of ehealth nationally and Internationally
- Frameworks for assessment
- Communication skills which support assessment at a distance
- Models and frameworks of decision making
- Potential error and decision support tools.

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

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. Identify and evaluate models and frameworks for assessment at a distance

L2. Critically appraise the communication skills required to provide an effective, safe and person-centred assessment from a distance

L3. Critically analyse theories, models and tools, which facilitate decision making from a distance.

L4. Demonstrate the application of complex knowledge and skills required to undertake an assessment from a distance

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)	SCQF Level 11. Demonstrate a broad and integrated knowledge of assessing patients from a distance and where this may be applicable to clinical practice. A critical understanding of theories and principles of decision making and diagnostic error and communication. Critically appraise models and frameworks of consultation and communication.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Demonstration of a critical understanding of the application of the principal theories and concepts relating to the process of safe, effective and person-centred assessment from a distance in practice. Utilise simulation and real situations to reflect on, practice and enhance therapeutic and communication skills. Undertake critical reflection, analysis, evaluation and synthesis of contemporary theories and frameworks in assessment both face to face and from a distance
Generic Cognitive skills	SCQF Level 11. Critically review and consolidate knowledge and skills in clinical assessment form a distance. Provide verbal and written effective, constructive reflections and feedback to

	colleagues. Take responsibility for the evaluation of the work of self and others in defined areas of work and provide constructive feedback to colleagues.
Communication, ICT and Numeracy Skills	SCQF Level 11. Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit its purpose. Enhance interpersonal and inter-professional communication skills. Develop and enhance health literacy skills to support assessment from a distance. To access, retrieve, critique and apply a range of reliable and credible evidence throughout online activities. Demonstrate how these transferable knowledge and skills apply to practice.
Autonomy, Accountability and Working with others	SCQF Level 11. Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit its purpose. Enhance interpersonal and inter-professional communication skills. Develop and enhance health literacy skills to support assessment from a distance. To access, retrieve, critique and apply a range of reliable and credible evidence throughout online activities. Demonstrate how these transferable knowledge and skills apply to practice.

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	
This module is offered as blended delivery. This module features a range of contemporary learning and teaching strategies to meet the learning outcomes. The Virtual Learning Environment will provide the student with a range of eLearning resources and Web 2.0 technologies to support their communication and use of resources. Simulation, scenarios and clinical calls will be utilised to enrich the module content and the students' knowledge and understanding of the topics. Independent and self-directed learning will be incorporated to enable the student to consolidate their learning and skill development.	
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	15
Tutorial/Synchronous Support Activity	15
Asynchronous Class Activity	6
Personal Development Plan	6
Independent Study	158
	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:

There is no core text for this module. All are considered recommended reading. In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

Hunter C (2018) Telephone Triage Care Class Professional Publishing, UK*

Kahneman D. (2011) Thinking, Fast and Slow UK, Penguin Books.*

Lai PC (2017) The Literature Review of Technology Adoption Models and Theories for the Novelty Technology Journal of Information Systems and Technology Management 14(1) 21-38*

Nolan, M., Brown, J., Davies, S., Nolan, J., & Keady, J. (2006) The senses framework: improving care for older people through a relationship centred approach. Getting Research into Practice (GRiP) Report No 2. Project Report. Sheffield: University of Sheffield.*

Silverman J., Kurtz S., and Draper J. (2013) Skills for Communicating with Patients, 3rd Edition,Oxford, Radcliff Publishing Ltd.*

Croskerry P, Singhal G and Mamede S (2013a) Cognitive debiasing1:origins of bias and theory of debiasing, BMJ Quality and Safety [Online]*

(**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)

Formative Assessment:
This module is formatively assessed by group discussion and reflections of assessments from a distance.
The student will undertake a 3,500 word case study. The student will critically reflect on an assessment from a distance. They will critically analyse and evaluate the practical application of current theory and research in decision-making, communication and the use of an appropriate consultation structure (100%).

(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 Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	✓	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)