

Module Specification

Module Summary Information

1	Module Title	Psychological and psycho-social aspects of peripheral vascular disease
2	Module Credits	10
3	Module Level	7
4	Module Code	LBR7664
5	Semester Taught	2 or 3

6	Module Overview
<p>This module offers an opportunity to critically consider and investigate the intricacies and complexities of living with all aspects of lower limb peripheral vascular disease (PVD), this encompasses both arterial, venous and lymphatic diseases, as well as associated tissue viability complexities and multi-morbidity. People with PVD and associated multi-morbidities can experience high rates of mental ill health including increased incidences of depression, anxiety, and distress.</p> <p>Effective management of PVD requires constant efforts from the person living with PVD. This can be compounded by social exclusion from health services. Emotional health is necessary to manage PVD and associated wounds effectively so practitioner awareness of caring for emotions is paramount to promote self-management and knowledge gain in people with PVD. Also, educational and support resources, aimed to enable people to engage in effective self-management and enablement in order to reduce resultant avoidable psychological distress. Psychological care should be integrated in order to optimise health outcomes and improve the experience and quality of life for people with PVD.</p> <p>This module aligns with the post-graduate philosophy and is designed to be flexible and practice-led. You will have the opportunity to develop skills of enquiry, reflection and problem solving. An online learning approach is taken. You will be encouraged to think critically and share practice experiences within an online discussion forum with your fellow students, as well as engaging in both directed and self-directed learning activities. You will be an active partner in your own learning and development and in return you will receive regular feedback and feed forward aimed at developing your academic skills and have the opportunity to discuss your progress with the module team.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • The relationship between psychological and psychosocial influence of living with PVD multi-morbidities and its associated complexities. • An individualised approach to recognising each person's understanding, decision making processes & care strategies. • Quality of life & adjustment to living with PVD and associated wounds. • Language matters & communications skills. • Solution focussed approaches. • Motivational interviewing. • Emotional health promotion. • Health narrative & individual health appraisal. • Assessment of psychological status and associated multi-morbidities. • Inclusion, equality and accessibility. 	

- Lived experience of PVD and associated complexities.
- Cultural considerations.

8		Module Learning Outcomes	
		On successful completion of the module, students will be able to:	
	1	Critically examine and assess the current approaches in the clinical area to identify individual's coping strategies with their lived experience of PVD and related multi-morbidities.	
	2	Critically consider the evidence surrounding integrating individualised psychology and psycho-socially supported PVD and associated complexities within partnership working opportunities.	
	3	Critically explore opportunities to engage with people experiencing distress as a result of PVD and related multi-morbidities, with focus on delivering individualised self-management approaches.	
	4	Critically appraise culturally competent approaches to reach people living with PVD, and associated multi-morbidities, within diverse communities.	

9		Module Assessment		
Learning Outcome Number <i>(from table 8)</i>	Coursework	Exam	In-Person	
1, 2	Assignment (50%)			
3, 4			Presentation (student choice of method) (50%)	

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable	10	4x 1 hour live or pre-recorded remote lectures 3x1 hour group tutorials/workshops 3x 1 hour live webinars
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	40	Moodle activities, practice-based learning, case histories, discussion groups, reading, literature searching, critique of articles, presentations, assessments
Private Study (PS) includes preparation for exams	50	Reading, 1:1 tutorials, preparation for assessments, student group activity, project progression activities
Total Study Hours:	100	

11	Key Texts and Online Learning Resources
<p>You will be introduced to the Virtual Learning Environment (VLE) and be expected to engage with materials throughout this online module. The module has a reading list online. This which will be a comprehensive and continually updated resource of a variety of sources of literature and information that will support learning and achievement of learning outcomes. You may also have access to your workplace library and resources.</p> <p>Below is a sample that will support your learning:</p> <p>Books:</p> <p>Edmonds, M. E. & Sumpio, B. E. (2019) <i>Limb Salvage of the Diabetic Foot: An Interdisciplinary Approach</i>. Cham: Springer International Publishing AG.</p> <p>Katon W, Maj M and Sartorius N (2010) <i>Depression and diabetes (World Psychiatric Association)</i>, Wiley: England.</p> <p>Levy D (2018) <i>Practical Diabetes Care, 4th Ed</i>, Oxford: Wiley Blackwell.</p> <p>O'Donohue W, James L, Snipes C (2019) <i>Practical strategies and tools to promote treatment engagement</i>, USA: Springer.</p> <p>Sidawy, A. and Perler, B. (2018) <i>Rutherford's Vascular Surgery and Endovascular Therapy, 2-Volume Set 9th Edition Elsevier Hardcover ISBN: 9780323427913. eBook ISBN: 9780323581301</i></p>	

Sinclair A, Dunning T, Rodríguez Mañas L, Munshi M (2017) *Diabetes in Old Age*, 4th Ed, Oxford: Wiley-Blackwell.

Steinberg M, Miller W (2015) *Motivational interviewing in Diabetes Care: Facilitating self-care (Applications of Motivational Interviewing)*, USA: Guildford Press.

The Australian Centre for Behavioural Research in Diabetes (2019) *Diabetes and Emotional Health Handbook and Toolkit*, <https://acbrd.org.au/diabetes-and-emotional-health-handbook-and-toolkit/> [date accessed: 14/03/19]

Journals:

Batty GD, Russ TC, Stamatakis E, Kivimäki M. (2014) Psychological distress and risk of peripheral vascular disease, abdominal aortic aneurysm, and heart failure: pooling of sixteen cohort studies. *Atherosclerosis*. 236(2):385-8. doi: 10.1016/j.atherosclerosis.2014.06.025. Epub 2014 Jun 30. PMID: 25137648.

Phillips N.A.& Mate-Kole C.C. (1997) Cognitive Deficits in Peripheral Vascular Disease; A Comparison of Mild Stroke Patients and Normal Control Subjects. *Stroke*; Vol 28, (4), 777-784. <https://doi.org/10.1161/01.STR.28.4.777>

Websites:

Diabetes UK (2014) Psychological Service Case Study 1. Three dimensions for diabetes (3DFD): Integrating psychological, social and diabetes care for patients with poor glycaemic control, <https://diabetes-resources-production.s3-eu-west-1.amazonaws.com/diabetes-storage/migration/pdf/Psychological%2520Services%2520Case%2520Study%25201%2520-%25203DFD%2520%28November%25202014%29.pdf> [date accessed: 14/03/19]

NHS England (2018) Language Matters, Language and diabetes, <https://www.england.nhs.uk/wp-content/uploads/2018/06/language-matters.pdf> [date access: 14/03/19]

Diabetes UK: <http://www.Diabetes.org.uk/>

International Diabetes Federation: <https://www.idf.org/>

Journal of Vascular Surgery <https://www.jvascsurg.org/>

National Institute for Clinical Excellence: <http://www.nice.org.uk>

The Australian Centre for Behavioural Research in Diabetes:

<https://acbrd.org.au/book-chapters/resources/for-health-professionals/>

The Diabetic Foot Journal <https://diabetesonthenet.com/diabetic-foot-journal/>

World Health Organisation: <http://www.who.int/ncd/dia/>