

## Module specification

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Module Code	NHS60JD
Module Title	Minor Illness Assessment and Management
Level	6
Credit value	20
Faculty	FSLS
HECoS Code	100260
Cost Code	GANG

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Advanced Clinical Practice	Option
Standalone Module	Option

## Pre-requisites

This minor illness module is suitable for nurses, paramedics, pharmacists, physiotherapists and other allied health professionals working in primary care centres, urgent and out of hours care, walk in centres, minor injury units, emergency departments and pre-hospital settings.

Students must have 2 years post-registration experience as a Registered Health Care Professional in an unscheduled or Scheduled care settings. Please state your experience on your application form.

## Breakdown of module hours

Learning and teaching hours	66 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>66 hrs</b>
Placement / work based learning	60 hrs

Guided independent study	74 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>For office use only</b>	
Initial approval date	15/07/21
With effect from date	01/09/21
Date and details of revision	03/03/22 – amended learning and teaching hours 05/06/2024 – updated assessment element from Poster Presentation to Presentation from September 2024.
Version number	3

## Module aims

To enhance practitioners' expertise in the assessment and management of minor illness;

To assist practitioners to function effectively and efficiently within the constraints of contemporary healthcare provision in the management of minor illness; To synthesize and evaluate the management of minor illness through an evidence based teaching package.

To support practitioners who wish to increase confidence in the assessment and management of minor illness. Also to enable those that aspire towards a practitioner level role to develop the skills and knowledge required.

This module can be offered as a stand-alone module.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate knowledge of related anatomy and physiology in assessing and managing individuals presenting with minor illness
2	Demonstrate an in-depth knowledge of related pathophysiology in the management of minor illness and in your clinical reasoning
3	Critically reflect upon the ethical, legal, risk assessment and safeguarding issues influencing decision making in the assessment and management of minor illness.
4	Discuss existing theoretical discourses and practices to develop evidence based practice
5	Critically explore inter-professional working for effective discharge planning not always referring or conveying to emergency departments to reduce the national crisis and referring in the context of risk management to the most appropriate setting.

## Assessment

Indicative Assessment Tasks:



This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Presentation to peers and managers to bring back to their community of practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 - 5	Presentation	100

## Derogations

Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'. Students who fail to demonstrate competence or endanger patients by acts or omissions in practice may be subject to Wrexham University's Suitability for Practice Procedures as well as any invoked by their employer. Any decision to invoke the Suitability for Practice Procedures will be taken by the Programme Leader in consultation with the Professional lead, following discussion with the student, Practice Mentor and the Service Manager.

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

## Learning and Teaching Strategies

The learning and teaching strategy aims to foster a student centred, creative approach, as students taking this programme will be qualified and experienced, it is essential that the approach to learning and teaching used, throughout reflects and builds upon students' prior learning and clinical experience. The module will consist of clinical assessment, diagnostics and clinical reasoning. We will revisit and explore with more complexity using the spiral curriculum.

Students will be in both classroom-based lectures and on-line delivery, using flipped classrooms, scale up, discussions, seminars, workshops, tutorial sessions, together with case-based learning and simulation based education.

The practice element, will employ an experiential strategy, including observation and supervision working towards practice competencies. Simulation based education is an important part of the teaching strategy and this will help the students to practice clinical skills, enhance practice (as they are already experienced clinicians), acquire skills and improve decision-making, in a safe educational environment

Synchronous and asynchronous teaching both online and on campus, within our active learning framework will be essential to our blended learning approach. The students will be expected to access the many resources in an asynchronous way, to complement their learning journey and their personal and employment circumstances. A key component of online learning and effective pedagogy is the construction of a community of enquiry (Garrison et al., 1999).



The community of enquiry model supports a social constructivist approach and attempts to create an effective learning experience, through the adoption of the three interdependent elements – social, cognitive and teaching presence. Critical thinking and a social presence will start in the classroom or simulation suite and continue in the discussion groups. The programme team will facilitate and direct the course of study to build the community of enquiry.

## Indicative Syllabus Outline

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- The multifaceted approach of this module will meet the needs of healthcare practitioners by providing an opportunity to develop knowledge and skills that underpin the principles of assessment and management of minor illness.
- This will encourage critical thinking and improved decision making.
- The module will promote both professional and academic development.
- Candidates will require access to a suitable clinical environment and a clinical mentor willing/able to supervise them in practice.
- Module content will include both adult and children aged 1-16 years.
- Clinical History taking, professional communication and referral of minor illness presentations in all relevant settings will be discussed
- Diagnostic reasoning will be explored
- Therapeutic intervention and health promotion will be explored
- Clinical diagnostics- Basic blood tests will be interpreted
- Assessment and management of clinical history taking, managing comorbidities and wound healing, managing ear nose and throat disorders and lymph gland examination, eye disorders, dermatology conditions and dermatology simulation with patients, abdominal disorders and examination, headaches, fits, faints and funny turns with case studies, managing and assessment acute and chronic respiratory conditions and examination, back pain management traumatic and non-traumatic, common paediatric presentations and an introduction to mental health.
- Professional issues surrounding this advancing role will be discussed in context.

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Johnson, G., Hill-Smith, I., Ellis, C. (2012) *The minor illness manual*. Oxford: Radcliffe Medical Press.

Johnson, G. (2017) *Minor illness in Under Fives*. USA: On demand Publishing LLC

### Other indicative reading



Ankrett VO and Williams I.(1999) *Quick Reference Atlas of Dermatology*. MSL;ISBN-13: 978-0953598205

Bethal,J. (2008) *Paediatric Minor Emergencies*. Keswick: M&K Publishing.

Drennan, V & Goodman, C (eds) (2014), *Oxford Handbook of Primary Care and Community Nursing*. 2nd edn, OUP.

Greenstein B and Gould D. (2004) *Trounce's Clinical Pharmacology for Nurses*. Churchill Livingstone; ISBN-13: 978-0443072086

Guillebaud J. (2007) *Contraception Today: A Pocketbook for Primary Care Practitioners*. Churchill Livingstone; ISBN-13: 978-0415417433

Greenhalgh T. (2006) *How to Read a Paper: The Basics of Evidence-Based Medicine*. Wiley Blackwell; ISBN-13: 978-1405139762

Hopcroft, K., Forte, V. (2010) *Symptom sorter*. Fifth Edition. Oxford: Radcliffe Medical Press.

Moulds, A., Martin, P., Bouchier -Hayes, T. (2003) *Emergencies in general Practice*. London: Kluwer Academic Publishers.

Morris-Jones, R.(2014) *ABC of Dermatology*. Chichester: Wiley and Sons.

Neal MJ. (2005) *Medical Pharmacology at a Glance*. Wiley Blackwell; 2005 ISBN-13: 978-1405133609

Pease A, Pease B. (2004) *The Definitive Book of Body Language: The secret meaning behind people's gestures*. Orion: ISBN-13: 978-0752861180 R

Smith,L., Coleman,V. (2010) *Child and Family Centred Healthcare. Concept, Theory and Practice*. Palgrave. MacMillan.

Springhouse (Ed). (2014) *Assessment Made Incredibly Easy*. Springhouse; ISBN-13: 978-1582553917

Talen, Mary R., Burke Valeras, Aimee (Eds.) (2013) *Integrated Behavioral Health in Primary Care Evaluating the Evidence, Identifying the Essentials*.

