

Module Title:	Assessing Complex Needs	Level:	6	Credit Value:	10
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Module code:	NHS687	Is this a new module?	No	Code of module being replaced:	N/A
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Cost Centre:	GANG	JACS3 code:	B710
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Semester(s) in which to be offered:	2	With effect from:	April 19
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School:	Social & Life Sciences	Module Leader:	Teresa Davies
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Scheduled learning and teaching hours	25 hrs
Guided independent study	25 hrs
Placement	50 hrs
Module duration (total hours)	100 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Community Specialist Practice (District Nursing) BSc (Hons) Community Specialist Practice (Community Children's Nursing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Graduate Diploma in Community Specialist Practice (District Nursing) Graduate Diploma in Community Specialist Practice (Community Children's Nursing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BSc Primary Healthcare / Graduate Diploma Primary Healthcare	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval August 15

APSC approval of modification April 19

Have any derogations received SQC approval?

Version 3

Yes No

Module Aims

1. In the context of people being cared for at home, prepare participants to deal with complex care situations systematically and creatively and make sound judgements within the boundaries of their own discipline in order to contribute to the person centred assessment, planning, management and evaluation of care for patients/clients with a range of medical conditions.
2. Enable the continuing development of high level professional and transferable skills and attributes in problem solving and personal initiative within the home care setting.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

		Key Skills	
1	Critically evaluate the clinical assessment of an adult or child in your care	KS1	KS3
		KS7	KS8
2	Critically analyse the care of an adult or child with a specific condition.	KS2	KS4
		KS5	KS6
		KS9	
3	Using the nursing process as a structure, consider decisions made in order to maintain the patient at home taking into consideration the interaction with the carers and relatives	KS2	KS6
		KS10	

NMC (2001) Standards for Common Core:-

12.3,12.5,12.10,12.11

NMC (2001) Standards for Specialist Practice appertaining to this module:-

13.1, 13.2, 13.4,13.5, 13.6,13.8, 13.9,13.10,13.14, 13.5, 13.16, 13.17

NMC (2001) Standards for District Nursing Students appertaining to this module:-

28.1, 28.2, 28.3, 28.5

NMC (2001) Standards for Community Children's Nursing Students appertaining to this module:-

22.1, 22.2, 22.4

Transferable/key skills and other attributes

Derogations

Assessment:

This assessment will constitute a case study of a patient from clinical practice. Students will present the complexities of the patient's case and reflect upon it, taking into account their holistic needs. The patient discussed should be one that would have ordinarily been nursed in the acute sector, but due to the changing nature of community nursing practice, is now being nursed in their own home.

Please note:

All elements of assessment must be attempted and passed (NMC 2001), there is no compensation between elements or modules.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer.

Students who have been unsuccessful are allowed one further attempt only in each element of assessment in order to redeem failure.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	All	Case Study	100		2000

2	NMC (2011) Standards for Specialist Practice 13.1, 13.2, 13.4, 13.5, 13.6, 13.8, 13.9, 13.10, 13.14, 13.5, 13.16, 13.17 DN 28.1, 28.2, 28.3, 28.5 CCN 22.1, 22.2, 22.4	Portfolio	Pass/Refer		
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Learning and Teaching Strategies:

The students' learning will include a close link between theory and practice. Classroom teaching will be supplemented by a close relationship between the student and the mentor who will be responsible for directing the learning in practice. Class time will include discussions and group work, case studies and scenarios.

Syllabus outline:

Models of clinical consultation, principles of clinical diagnosis, clinical history taking and patient communication, patient consent, principles of clinical examination, complexity and holism, acute or chronic disease management appropriate to the student's field of practice, including where appropriate carer/relative involvement (e.g. cardiac conditions, respiratory conditions, diabetes, disability, life limiting conditions and frailty) enhanced care and case management including admission avoidance.

Bibliography:

Essential reading

Coyne, I., Neill, F. and Timmins, F. (2010) *Clinical skills in children's nursing*. Oxford: Oxford University Press

Huber, D. (2005) *Disease management: a guide for case managers* St. Louis: MI, Elsevier

O'Brien, L. (2012) *District nursing manual of clinical procedures*. Oxford; Wiley-Blackwell

World Health Organisation (2015) *Integrated management of childhood illness* WHO
http://www.who.int/maternal_child_adolescent/topics/child/imci/en/

Other indicative reading

Mc Murray, A., Clendon, J. (2015) *Community Health and Wellness*. London, Elsevier