

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Assessing Complex Needs	<b>Level:</b>	7	<b>Credit Value:</b>	10
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<b>Module code:</b>	NHS765	<b>Is this a new module?</b>	No	<b>Code of module being replaced:</b>	N/A
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<b>Cost Centre:</b>	GANG	<b>JACS3 code:</b>	B710
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<b>Semester(s) in which to be offered:</b>	2	<b>With effect from:</b>	September 15
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Alison Williams
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Scheduled learning and teaching hours	25 hrs
Guided independent study	25 hrs
Placement	50 hrs
<b>Module duration (total hours)</b>	100 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
MSc Health and Social Care (Community Specialist Practice)	✓	<input type="checkbox"/>
Post Graduate Diploma in Community Specialist Practice (District Nursing)	✓	<input type="checkbox"/>
MSc Health and Social Care (Community Specialist Practice)	✓	<input type="checkbox"/>
MSc / Postgraduate Diploma Primary Healthcare		✓

<b>Pre-requisites</b>
None

Office use only

Initial approval August 15

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 2

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

At the end of this module, students will be able to		Key Skills	
1	Justify and interpret the clinical assessment of an adult/child within your care	KS1	KS3
		KS7	KS8
2	Justify the approach to the interaction with the carers and relatives as part of the therapeutic relationship	KS2	KS4
		KS5	KS6
3	Critically evaluate the care of an adult/child with a specific condition	KS1	KS2
		KS3	KS6
		KS9	
4	Using a critical approach, evaluate decisions made in order to maintain the patient at home	KS2	KS6

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 an adult or child from clinical practice. Students will present the complexities of the patient's case and reflect upon it, taking into account their holistic needs. The adult or child discussed should be one that would have ordinarily been nursed in the acute sector, but due to the changing nature of community nursing, 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.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 4	Case Study	100%		2500
2	NMC (2001) 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		

**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. Students will have some shared learning with level 6 students, however there will be tutor groups and seminars to take account of the different level of study for this module.

**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/](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