

MODULE SPECIFICATION FORM

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| Module Title: Innovations in Community Practice – District Nursing | Level: 7 | Credit Value: 20 |
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| Module code: NHS769 | Cost Centre: GANG | JACS3 code: B710 |
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| Trimester(s) in which to be offered: 2 | With effect from: September 2015 |
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| Office use only: To be completed by AQSU: | Date approved: August 2015 |
| | Date revised: - |
| | Version no: 1 |

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| Existing/New: N | Title of module being replaced (if any): N/A |
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| Originating School: Social and Life Sciences | Module Leader: Alison Williams |
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| Module duration (total hours): 200 Scheduled learning & teaching hours: 30 Independent study hours: 70 Placement hours: 100 | Status: core/opton (identify programme where appropriate): Core |
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| Programme(s) in which to be offered: Post Graduate Diploma in Community Specialist Practice (District Nursing) MSc Health and Social Care (Community Specialist Practice) | Pre-requisites per programme (between levels): Nil |
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| <p>Module Aims:</p> <p>The module will enhance the students' ability to lead and manage a district nursing team by recognising the need for change and designing and planning an innovation to reflect the</p> |
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needs within the locality. The module will also enable the students to disseminate this good practice.

Intended Learning Outcomes:

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

1. Critically appraise leadership and management theory as applied to community health care practice in the context of district nursing.
2. Critically evaluate and apply the leadership skills needed to manage projects/initiatives/audits within district nursing practice.
3. Justify and interpret models of change in relation to developing new ways of working including barriers to change and suggest a change in practice
4. Using a critical approach, evaluate the contemporary context of healthcare organisational frameworks and judge key political drivers within the commissioning process and the procurement of healthcare provision.

NMC (2001) Standards for Common Core:-
12.7,12.9,12.11, 12.12

NMC (2001) Standards for District Nursing Students appertaining to this module:-
13.16, 13.18, 13.19, 13.23, 13.24, 13.25, 13.26, 13.27.

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:

Students will be expected to produce a written assignment with a significant research base, and as a result to identify a potential change in practice, bringing in change management theory, governance, strategic planning and entrepreneurship as appropriate to the planned change. The poster presentation will constitute a visual representation of that planned change coupled with an oral defence and will promote the development of IT and presentation skills and facilitate the sharing of innovations in practice.

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 | 1,2,4 | Essay | 60% | | 3,000 |
| 2 | 3 | Poster presentation | 40% | | 1,000 |
| 3 | NMC (2001) Standards for Specialist Practice 13.16,13.18 13.19,13.231 3.24,13.2513 .26,13.27 | 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, student presentations of practice learning, case studies and scenarios.

Syllabus outline:

Change theory, barriers to change, principles and practice of audit, models of change, clinical governance and key political drivers, decision making and problem solving, service development, entrepreneurship and creativity, networking, budgeting and procurement

Bibliography:

Essential reading:

MacKian, S. and Simons, J. (2013). *Leading, Managing, Caring: Understanding Leadership and Management in Health & Social Care*. Oxford: Routledge

Martin, V, Charlesworth, J. and Henderson, E. (2010). *Managing in Health & Social Care*. Oxford: Routledge.

Mullins, L.J. (2013). *Management and Organisational Behaviour, (10th Ed)* Harlow: Pearson Education.

Paton, R. A. and McCalman, J. (2008). *Change Management: a guide to effective implementation (3rd Ed)*. London: Sage.

Walshe, K. and Smith, J. (2011). *Healthcare Management (2nd Ed)*. Buckingham: Open University Press.

Other indicative reading:

Huber, D. L. (2005) *Disease Management – A guide for case managers*. Missouri. Elsevier.