

MODULE SPECIFICATION PROFORMA

Module Title:	Fundamentals of Primary Healthcare	Level:	7	Credit Value:	40
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Module code:	NHS778D	Is this a new module?	Yes	Code of module being replaced:	N/A
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Cost Centre:	GANG	JACS3 code:	B710
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Trimester(s) in which to be offered:	1	With effect from:	March 19
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Faculty:	Social & Life Sciences	Module Leader:	Alison Williams
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Scheduled learning and teaching hours	42 hrs
Guided independent study	358 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
MSc / Postgraduate Diploma Primary Healthcare	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval October 16

APSC approval of modification March 19

Have any derogations received SQC approval?

Version 2

Yes No

Module Aims

This module is a generic module for General Practice nurses and allied health care professionals who may be new to primary care or nurses and allied healthcare professionals who require updates in practice that relate to policy, chronic conditions, legal and ethical issues and current evidence in primary healthcare. The module will enable professionals employed in primary practice to critically appraise approaches and strategies used to manage primary healthcare and to enhance their leadership and clinical skills.

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	Critically articulate the political context of primary healthcare and apply this context to rationalise the implementation of strategies that are used to manage problems within primary healthcare. .	KS1	KS3
		KS4	KS6
		KS9	
2	critically appraise the roles, responsibilities and key skills required for prioritizing care within the context of primary healthcare.	KS1	KS3
		KS8	KS9
		KS7	
3	Critically explore local and national resources that may be required to provide person-centred care for patients in the primary healthcare setting in order to create innovation in practice.	KS6	KS7
		KS4	KS3
4	Review and critically appraise policy, research and theories used to guide decision making in primary healthcare in order to solve complex problems.	KS1	KS6
		KS9	KS10
5	Question the efficacy of skills, tools and options that are used to assess the healthcare needs and problems that pertain to local populations in the primary healthcare context.	KS3	KS6
		KS10	KS7

Transferable/key skills and other attributes

- Interpretation and communication of information, knowledge, and statistics about health and well-being in order to educate and mentor other health care professionals.
- Critical appraisal of published articles, health service reports and documents.
- Research investigative and problem solving skills.
- Critical Decision making and independent thought.

Derogations

All elements of assessment must be passed. Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer grade.

Assessment

Assessment is summative by means of a portfolio. Students will be asked to provide a portfolio of evidence that critically examines the health needs of their populations, ethical legal aspects of primary healthcare, an evidence based approach to managing a range of healthcare problems, leadership issues, the contemporary political context and skills required for roles within primary healthcare. A selection of evidence based, critical reflections upon action are required in order to evidence the required competencies.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Portfolio	100%	N/A	8,000 words

Learning and Teaching Strategies:

The module will be delivered through a mixture of lectures, tutorials and directed private study. Students will discuss and share ideas through student led seminars, webinars, action learning sets, chat rooms, peer group discussion and practical exercises. There will be an element of shadowing healthcare professionals in practice in order to enhance understanding of key skills, roles and responsibilities of health care professionals.

Syllabus outline:

The political drivers for primary healthcare, Leading and managing acute and chronic conditions that arise in primary healthcare, managing treatment rooms and treatment teams, legal and ethical issues, identifying and reporting domestic violence, managing vulnerable groups in primary healthcare, leadership development, commissioning services, managing change and conflict, childhood immunizations, travel health, principles of cervical cytology, sexual health, principles of managing Diabetes, principles of managing respiratory illness in primary care, critiquing research studies that relate to primary care, mentoring and learning, developing innovation, professional accountability, managing patients with mental health issues, managing patients with cardiac problems, health promotion, professional accountability.

Bibliography:

Essential reading

Anderson, D. (2010) *Beyond change management: how to achieve results through conscious change leadership*. San Fransisco. John Wiley.

Barr,J, Dowding, J. (2015) *Leadership in Healthcare*. London. Sage Publications.

Drennan,V, Goodman, C. (2014) *The oxford handbook of primary care and community nursing. Second edition*. Open University Press.

Hampson, G. (2006) *The practice nurse handbook, fifth edition*. Oxford. Wiley-Blackwell.

Jones,L., Bennett, C. (2012) *Leadership in Health and Social Care*. Banbury. Lantern.

Talen, M,R, Valares, A. (2013) *Integrated behavioural health in primary care. Evaluating the evidence, identifying the essentials*. London. Springer.

Welsh Assembly Government (2009) *Free to Lead, Free to Care: Empowering ward sisters/charge nurses Ministerial Task and Finish Group*. Cardiff: WAG

Other indicative reading

Palfery, C. Philips, C. and Thomas, P. (2014) *Effective Health Care Management – an evaluative approach*. Oxford. Blackwell Science.

Kings Fund. [Http://www.kingsfund.org.uk/projects/gp-commissioning/ten-priorities-for-commissioners](http://www.kingsfund.org.uk/projects/gp-commissioning/ten-priorities-for-commissioners).