

Module specification

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Module Code	NHS7D3
Module Title	Complexities of Healthcare in Advanced Practice
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100260
Cost Code	GANG
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc Advanced Clinical Practice	Core
Standalone module	Optional

Breakdown of module hours

Learning and teaching hours	21 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	21 hrs
Placement hours	87.5 hrs
Guided independent study hours	91.5 hrs
Module duration (Total hours)	200 hrs

Module aims

This module aims to critically explore the complexities of healthcare when working with patients and their carers when managing long term health conditions. It is also designed to develop the Advanced Practitioner's awareness of how research informs practice in this context. It examines the concept of 'quality of life' and evidence underpinning clinical decision-making. Using the 'lived experience' of individuals to understand the relevance of co-production in complex conditions management and the role of empowerment in self-care. It is anticipated the module will prepare students to examine their role in this context of palliative care and consider the social and clinical implications of factors (eg. obesity and

dementia) that often complicate opportunity for a balanced approach to holistic care and managing co-morbidities.

Module Learning Outcomes

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

		Education Pillar	Research Pillar	Leadership Pillar	Clinical Pillar
1	Critically examine the experience of individuals living with health conditions considered to be complex and common indicators used for measuring impacts on quality of life.				
2	Evaluate current evidence and reflect on your role as a health promoter/educator in co-producing a plan of wellbeing and empowerment intervention with individuals with complex conditions.				
3	Critically examine complex factors influencing healthcare relevant to your area of advanced practice such as: symptom management, evaluating co-morbidities, identifying priorities in palliative care and the multifaceted impact of complex health conditions.				
4	Recognise/identify a potential area for innovation linked to your current area of work and drawing on the four pillars of Advanced Practice.				
5	Critically examine your professional development when working with individuals with complex needs.				

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.

Assessment 1: Students will construct a patient/individual case study (3,000 words) demonstrating evidence of all 4 pillars of Advanced Practice (NLIAH, 2010), recognising potential for research and innovation where appropriate.

Assessment 2: Students must critically examine their professional development when working with individuals with complex needs presented as an audio or video recording of 10 minutes long (equating to around 1,400 words).

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2,3,4	Written Assignment	3000 words	100%	N/A
2	5	Presentation	10 minutes	Pass/Refer	N/A

Derogations

The student must pass all assessments in order to pass the module.

All students must abide by their professional code of conduct, including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

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

Learning and Teaching Strategies

This module will be delivered via a 'blended learning' approach (underpinned by ALF). Directed study tasks, which may include activities such as recorded lectures, discussion forums, quizzes, case studies, workbooks, key readings, reflective activities or other appropriate learning activity will be made available on the Virtual Learning Environment on a weekly basis. Timetabled 'live' seminars/ sessions will be held (either in a physical classroom or via an online platform), in order to facilitate discussion and debate and support students to progress with their learning. These will be recorded when appropriate and made available on the VLE, encouraging deep learning by enabling content to be revisited and reflected on at a time suitable for the student. Learning and teaching strategies for this module will include seminars and group tutorials. Students will be encouraged to explore areas of their learning and practice that they have self-assessed as requiring development. The spiral curriculum affords the opportunity to revisit prior learning and to develop this for a new context and has been demonstrated to afford an opportunity to revisit and consolidate learning to the benefit of the student (Coelho and Moles 2016).

Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

Indicative Syllabus Outline

- Living with a long-term condition (exploring the 'lived experience')
- Review current literature on chronic disease management and the role of health promotion
- Examine the concepts of well-being and empowerment in self-care
- Quality of life indicators
- Palliative care
- The complex aetiology and influences of obesity
- Balancing co-morbidities when planning care

- Clinical and Social implications of dementia
- Chronic pain management and coping with fatigue
- Supporting individuals experiencing stress
- Adherence and chronic illness and disease.
- Literature searching
- Research innovation, paradigms and methods

Indicative Bibliography

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

Essential Reads:

Larsen, P.D. (Ed.) (2019) *Lubkin's Chronic illness: impact and interventions* (10th Ed). Massachusetts: Jones and Bartlett.

Nicol, J. and Hollowood, L. (2019) *Nursing Adults with Long Term Conditions* (3rd Ed). London; Sage (Learning Matters)

Other indicative reading:

Bee, P., Brooks, H., Callaghan, P., Lovell, K. (Eds) (2018) *A Research Handbook for Patient and Public Involvement Researchers*. Manchester; Manchester University Press.

Carrier, J. (2015) *Managing Long-term Conditions and Chronic Illness in Primary Care: A Guide to Good Practice* London: Routledge.

Cottrell, S. (2017) *Critical Thinking Skills : Effective analysis, argument and reflection* (3rd Ed.). London; Palgrave Macmillan Education.

Health Education and Improvement Wales (2021) *Workforce, Education and Development Services: Introducing advanced practice* Nantgarw: HEIW
<https://heiw.nhs.wales/transformation/workforce-modernisation/introducing-advanced-practice/>

National Leadership and Innovation Agency for Healthcare (2010) *Framework for Advanced Nursing, Midwifery and Allied health Professional Practice in Wales* Llanharan: NLIAH
<https://www.wales.nhs.uk/sitesplus/documents/829/NLIAH%20Advanced%20Practice%20Framework.pdf>

National Leadership and Innovation Agency for Healthcare (2011) *Advanced Practice: The portfolio* Llanharan: NLIAH <https://weds.heiw.wales/assets/Uploads/7700377815/NLIAH-Advanced-Practice-Portfolio-Report.pdf>

Stenberg, N., Furness, P.J. Living Well with a Long-Term Condition: Service Users' Perspectives of a Self-Management Intervention. *Qualitative Health Research*. 2017;27(4):547-558. doi:10.1177/1049732316628834

Administrative Information

For office use only	
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With effect from date	01/09/21
Date and details of revision	September 2022 – sequencing change, updated assessment strategy and module leader June 2025 – LO1&3 terminology August 2025 – LO2 terminology and Aims amended
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