

MODULE SPECIFICATION PROFORMA

Module Title:	Meeting the needs of patients and families in acute and chronic illness	Level:	5	Credit Value:	40
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Module code:	NUR501	Is this a new module?	Yes	Code of module being replaced:	
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Cost Centre:	GANG	JACS3 code:	
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Trimester(s) in which to be offered:	2	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Yo Evans
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Scheduled learning and teaching hours	60 hrs
Guided independent study	340 hrs
Placement	See Programme Specification hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
Bachelor of Nursing (Honours) with Registered Nurse (Adult)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

This module aims to equip nursing students with knowledge and skills to enable them to deliver person centred care for acutely and chronically ill clients/service users and their families.

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	Demonstrate and apply health promotion strategies and care policies to promote a level of self-care and quality of life responsive to an individual's needs. (NMC PV 4, 7, C&IS 1, 2, 6, A3.1 NPDM 3, 4, 7, 8, LMTW 1, 2)	KS1	
		KS2	
2	Demonstrate effective communication skills in the care process to establish effective partnerships with service users and relevant others. (NMC PV 2, 4, 6, 8, NPDM 1, 10, C&IS 1, 2, 3, 4, 5, 7, LMTW 7)	KS1	
		KS2	
3	Interpret and apply the principles of the person centred framework for nursing as it applies to both acutely and chronically ill patients and their families. (NMC PV 4, C&IS 4, NPDM, 3, 7, 10, A1.1, A3.1)	KS6	
		KS9	
4	Interpret and implement differing approaches to the management of acutely ill Adults including investigations, pharmacological interventions, clinical management and psychological support. (NMC NPDM A1.1, A7.1, A8.1)	KS3	
		KS9	

5	Relate the physiology and understand the impact of common symptoms experienced by individuals with long term/life-limiting conditions. (NMC PV A1.1, NPDM A1.1, A4.2, A8.1,)	KS9	
Transferable/key skills and other attributes			
Assessment skills Application of theory to practice Communication skills Interpersonal skills Problem solving skills			

Derogations

- Two attempts will be allowed at this module with a possible third attempt if this has not been used on another module in this academic year.
- There are no compensatory passes, and all elements have to be passed.
- A second attempt if needed, will be allowed within the academic year.
- Feedback on assessed work will be provided within four weeks of submission
- Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.

Assessment:

The assessment of this module comprises of two elements:

Part One

The student will be required to work as part of a small team in presenting their discussion and findings around a simulated field specific scenario and provide the supporting evidence for the decisions made through the individual submission of a plan of care.

Part Two

A project developing a health education resource (booklet/ leaflet) for a person who is living with a long term condition, outlining the rationale for health promotion intervention (1,500 words). The booklet/ leaflet must highlight an aspect of the long term condition that requires intervention (for example, constipation) and the rationale must include the physiology and effect of the identified problem, relevant policy and appropriate interventions.

Clinical Practice Outcomes in the ‘*Ongoing record of Achievement of practice competence*’ are formatively assessed throughout the academic year, and summatively assessed in the Personal and Professional Development module at the end of each year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	2,3 & 4	Presentation	50	Group Presentation 20 minutes	Care Plan 500
2	1,3,& 5	Project	50		1500

Learning and Teaching Strategies:

Lectures, seminars, work books, simulation participation and group work. Students will also be supported through the Moodle™ virtual learning environment and tutorial supervision.

Syllabus outline:

The content will include the following:

Acutely Ill

Recognising the unwell patient / Assessment strategies / Monitoring in acute care / 1000lives Care bundles / Oxygenation and oxygen therapy / Resuscitation / Medical emergencies (including respiratory - asthma, cardiovascular – myocardial conditions, and endocrine - diabetes) and surgical emergencies (including musculo-skeletal and digestive) / Suicide in an emergency context / Surgical pre/post-operative care (including wound and drain/stoma management) / Investigations / Catheterisation / Intravenous therapy / Psychological support in acute illness. / Support for families and carers of an acutely ill patient / Application of ethical and legal issues including consent and withdrawal or limitation of treatment / DOLS / Care Planning / Mental Capacity in relation to emergency care / Impact of learning disabilities / A proactive approach to the management of violence and aggression / Pathophysiology and related pharmacology in acute conditions / BLS update.

Chronic Illness

Causes of long term conditions / common long term conditions including neurological (Parkinson's disease, motor neurone, multiple sclerosis, dementia), musculo-skeletal (osteoarthritis), cardiovascular (CVA) and respiratory systems (COPD) Cancer (including lymphoedema) / Related pharmacology / Self-management plans /Public health and health promotion strategies / management of chronic and advanced pain / symptom management / stigma / end of life care / compliance / family care givers and multi professional approach / Community Nursing.

The above syllabus takes account of the following:

EU Directive

Acutely Ill / Personal and professional development
Nursing principles of Specialist Medicine/ Nursing principles of Care of the old & geriatrics/
Pathology/ Health education/ Pharmacology

NMC standard

5.6.1 Life Sciences (including anatomy and physiology)/ Pharmacology and medicines management/ Social, health and behavioural sciences /Causes of common health conditions and the interaction between physical and mental health and illness.

5.6.2 Eating, drinking, nutrition and hydration/ Comfort and sleep/ Contenance promotion and bowel and bladder care/ Skin health and wound management/ Clinical observation, assessment, critical thinking and decision making/ Symptom management, such as anxiety, anger, thirst, pain and breathlessness/ Public health and promoting health and wellbeing /Medicines management

QAA Standards

A3 B1, B2, B3, B4, C1, C2

1000 lives +

Human Factors/ Communication/ Patient engagement /Inter professional practice/
Improvement models

Bibliography:

Essential reading

Creed, F. & Spiers, C. (2010), *Care of the acutely ill adult: an essential guide for nurses*. Oxford: University Press.

McVeigh, H. (Ed). (2016), *Fundamental aspects of long-term conditions: a guide for students of nursing and health*. London: Andrews.

Nicol, J. (2015), *Nursing adults with long term conditions*. (2nd ed.) London: Sage

Tait, D., James, J., Wilson, C. & Barton, D. (2015), *Acute and critical care in adult nursing*. London: Sage.

Other indicative reading

1000 lives plus (2010), *Tools for Improvement 3: Improving Clinical Communication using SBAR*. Cardiff: 1000 lives plus.

<http://www.wales.nhs.uk/sites3/Documents/781/T4I%20%283%29%20SBAR.pdf>

Baughan, J & Smith, A. (2013), *Compassion, caring and communicating: skills for practice*. (2nd ed.) London: Pearson.

Becker, R. (2010), *Fundamental Aspects of Palliative Care Nursing: An Evidence Based Handbook For Student Nurses*. (2nd ed.) London: Mark Allen Publishing Ltd.

Margerson, C. & Trenoweth, S. (2010), *Developing Holistic Care for Long Term Conditions*. London: Routledge.

Naidoo, J & Wills, J. (2016), *Foundations for health promotion*. London: Bailliere Tindall Elsevier, 4th Ed.