

Module specification

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Module Code	NUR519
Module Title	Meeting the needs of patients and families in acute and chronic illness (Mental Health Field)
Level	5
Credit value	40
Faculty	Social and Life Sciences
HECoS Code	100287
Cost Code	GANG
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BN (Hons) Mental Health Nursing	Core

Breakdown of module hours

Learning and teaching hours	84 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	84 hrs
Placement hours	See Programme Specification
Guided independent study hours	178.5 hrs
Module duration (Total hours)	262.5 hrs

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.

Module Learning Outcomes

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

1	Demonstrate effective communication skills in the health care process to establish effective partnerships with service users and relevant others. (NMC 1.1,1.2,1.11,1.12, 1.20, P2 2.9,2.10, P4 4.3)
2	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 P1 1.12, P2 2.1, 2.2, 2.8, 2.11, P3 3.6, P5 5.6 P7 7.2, 7.8)
3	Interpret and apply the principles of the person centred framework for nursing as it applies to both acutely and chronically ill mental health patients and their families. (NMC 1.4,1.8, 1.9, 1.16, 1.18, P2 2.7, P3 3.1, 3.4, 3.5, 3.8, 3.10, 3.15, P4 4.1,4.2, 4.6, 4.7, 4.8,4.12, 4.13, 4.14, 4.15, 4.18, P5 5.2, 5.7, 5.9, P6 6.2, P7 7.10)
4	Interpret and implement differing approaches to the assessment and management of acutely ill mental health patients including investigations, pharmacological interventions, clinical management and psychological support. (NMC P3 3.3, 3.11, 3.12, 3.13, 3.16, P4 4.4, 4.5, 4.10, 4.11, P5 5.4, 5.11, P6 6.11, P7 7.1, 7.6, 7.7)
5	Relate the physiology and understand the impact of common symptoms experienced by individuals with long term/life-limiting mental health conditions. (NMC P3 3.2, 3.14, P4 4.9, P7 7.5, 7.9, 7.10)

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: The student will be required to work as part of a small team in presenting their 20-minute 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 of 500 words

Assessment 2: A project developing a health education resource (e.g. booklet/ leaflet) for a person who is living with a long-term condition, outlining the rationale for health promotion intervention (1,500 words). The project 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.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 3, & 4	Coursework	20 minutes / 500 words	50%	
2	2, 5	Coursework	1,500 words	50%	

Derogations

Students wishing to RPL will be subjected to the University RPL regulations and the subject level RPL policy. The NMC permit only 50% of the programme to be achieved via RPL (unless an NMC registered nurse where more than 50% of the programme is permitted). All those who have used the RPL process will have to demonstrate that they have achieved the clinical proficiencies (capable of being mapped to the Standards of proficiency for registered nurses and complies with Article 31 (3) of Directive 2005/36/EC (Adult field)) and theoretical learning outcomes in accordance with the part they are wishing to RPL. Applicants will still need all the necessary screening processes as outlined in the University Pre-registration Nursing Selection and Recruitment policy and includes an interview.

Learning and Teaching Strategies

Lectures, seminars, workbooks, simulation participation and group work. Students will also be supported through the Moodle™ virtual learning environment and tutorial supervision. There will be field specific and shared teaching with Adult, Child & Mental Health students where content is applicable to all fields.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, work placements and personal tutorials in Welsh.

Indicative Syllabus Outline

Recognising the unwell patient / Assessment strategies / Monitoring in acute care / Care bundles / Oxygenation and oxygen therapy / Nebuliser devices/Resuscitation / Medical emergencies (including respiratory - asthma, cardiovascular – myocardial conditions, and endocrine - diabetes) and surgical emergencies/ 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 / Communication strategies - support for families and carers of an acutely ill patient / Application of ethical and legal issues including consent/safeguarding and withdrawal or limitation of treatment / DOLS / Care Planning – develop, prioritise and review person centred care plans relating to commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments when undertaking full and accurate assessments of nursing care needs / 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 / Principles of pathogenesis/BLS update/ formative and summative assessment preparation.

Epidemiology of long-term conditions / Long-term care in Mental Health Services / Self-management plans (including identification of signs of deterioration) / Health care provision for long-term conditions / Public Health and Health promotion strategies / The impact of the person experiencing long-term care needs (including stigma) / Related pharmacology, effects of medicines, allergies, drug sensitivities, side effects, contraindications, adverse reactions,

incompatibilities, prescribing errors and poly pharmacy/ End of life care (including symptom management and/or management of chronic and advanced pain)/ Compliance / Structuring Care to Enable Recovery / Partnership approach - family care givers and multi professional approach / Community Nursing Strategy/ Causes of common health conditions and the interaction between physical and mental health and illness.

(Development of communication and relationship management skills in Annex A/Development of Nursing Procedures in Annex B).

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (NMC 1.1, 1.2, 1.3, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.18, 1.19, 1.20)

Platform 2 Promoting health and preventing ill health (NMC 2.1,2.2, 2.7, 2.8,2.9, 2.10, 2.11)

Platform 3 Assessing needs and planning care (NMC 3.1, 3.2, 3.3, 3.4,3.5, 3.6, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16)

Platform 4 Providing and evaluating care (NMC 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8,4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.18)

Platform 5 Leading and managing nursing care and working in teams (NMC 5.2, 5.4, 5.6,5.7, 5.9, 5.11)

Platform 6 Improving safety and quality of care (NMC 6.2, 6.11)

Platform 7 Coordinating care (NMC 7.1, 7.2, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10)

QAA Standards

5.2 iii, x, xviii

Indicative Bibliography

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

Essential Reads:

Clifton, A., Hemingway, S., Felton, A., Stacey, G. (eds) (2018), *Fundamentals of Mental Health Nursing: An Essential Guide for Nursing and Healthcare Students*. Chichester: Wiley Blackwell.

Harrison, M., Howard, D & Mitchell, D. (2014), *Acute mental health nursing: From acute concerns to the capable practitioner*. 2nd ed. London: Sage Publications.

McVeigh, H. (ed.) (2016), *Fundamental Aspects of Long-Term Conditions: A Guide for Students of Nursing and Health*. London: Andrews.

Other indicative reading:

Naidoo, J. & Wills, J. (2016), *Foundations for Health Promotion*. 4th ed. London: Bailliere Tindall Elsevier.

Neal, M.J. (2016), *Medical Pharmacology at a Glance*. 8th ed. Chichester: John Wiley & Sons Ltd.

Watson, M., Ward, S., Vallath, N., Wells, J. and Campbell, R. (2019), *Oxford Handbook Palliative Care*. 3rd ed. Oxford: Oxford University Press.

Administrative Information

For office use only	
Initial approval date	19/05/2022 (v1)
With effect from date	09/2023
Date and details of revision	10/2025: Revision to the Module Specification to relocate Learning Outcome 5 from Assessment 1 to Assessment 2, and to make minor administrative amendments to the Assessment Two description to clarify the booklet/leaflet example.
Version number	2