

**MODULE SPECIFICATION PROFORMA**

<b>Module Title:</b>	Minor Illness Assessment and Management	<b>Level</b>	6	<b>Credit Value:</b>	20
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<b>Module code:</b>	NHS60JD	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	NHS60FD
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<b>Cost Centre(s):</b>	GANG	<u>JACS3</u> code:	
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<b>With effect from:</b>	January 19
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Gilly Scott
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Scheduled learning and teaching hours	60 hrs
Guided independent study	82 hrs
Placement	58 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
BSc (Hons) Primary Health Care	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standalone module aligned to BSc (Hons) Primary Healthcare for QA and assessment purposes	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p><b>Pre-requisites</b></p> <p>This minor illness module is suitable for nurses, paramedics, pharmacists, physiotherapists and other allied health professionals working in primary care centres, urgent and out of hours care, walk in centres, minor injury units, emergency departments and pre-hospital settings.</p> <p>You must have 2 years post-registration experience as a Registered Health Care Professional in an unscheduled or scheduled care settings. Please state your experience on your application form.</p>
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**Office use only**

Initial approval: November 18

Date of revision: *Enter date of approval*

Version: 1

Have any derogations received Academic

Yes  No  N/A

Board approval?

**Module Aims**

To enhance practitioners expertise in the assessment and management of minor illness;

To assist practitioners to function effectively and efficiently within the constraints of contemporary healthcare provision in the management of minor illness;

To synthesize and evaluate the management of minor illness through an evidence based teaching package.

To support practitioners who wish to increase confidence in the assessment and management of minor illness. Also to enable those that aspire towards a practitioner level role to develop the skills and knowledge required.

This module would coexist the BSc in Primary Health Care, but can also be offered as a stand-alone module.

**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	
1	Demonstrate knowledge of related anatomy and physiology in assessing and managing individuals presenting with minor illness	KS1	
2	Demonstrate an in-depth knowledge of related pathophysiology in the management of minor illness and in your clinical reasoning	KS1	KS2
		KS3	K4
3	Critically reflect upon the ethical and legal issues influencing decision making in the assessment and management of minor illness.		
		KS3	K4

4	Critically discuss the influence of evidence based practice on minor illness care	KS6	
5	Critically evaluate inter-professional working for effective discharge planning not always referring or conveying to emergency departments to reduce the national crisis and referring in the context of risk management to the most appropriate setting.	KS2	KS3
<p>Transferable skills</p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Diagnostic reasoning</li> <li>• Advanced problem solving</li> <li>• Decision making in critical situations</li> <li>• Demonstrate effective verbal and written communication skills</li> <li>• Exercise initiative and personal responsibility</li> </ul>			

### Derogations

*Guidance: Enter any derogations that apply to this module and that have been approved by Academic Board (200 words maximum).*

Credits shall be awarded by an Assessment Board for those modules in which a mark of at least 40%, or a pass grade, has been achieved in the assessment, therefore no compensation is permitted.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer.

### Indicative Assessment:

*Guidance: Please give details of indicative assessment tasks below. This would include a short description of each element, e.g. whether an examination is seen or unseen.*

#### Summative

1: Poster Presentation to peers and managers. This will be in the form of a case study. Students will be required to present their knowledge of related anatomy and physiology and pathophysiology in assessing and managing their chosen individual presenting with minor illness. In addition, students will show how the related pathophysiology underpins their clinical reasoning. Students will then explore inter-professional working and risk management in relation to their effective discharge planning when identifying the most appropriate setting for their patient's discharge/transfer/referral.

*Guidance: Please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). Normally, each intended learning outcome should be assessed only once.*

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	Poster Presentation	100%	20 minutes	Equivalent to 1,500 words

**Learning and Teaching Strategies:**

A blended learning approach will be adopted which utilises focused lectures, workshops, skills teaching and practice, case studies, quizzes, peer review and directed independent study. Most of the study hours for this module comprise independent learning by expecting participants to add depth and breadth to their knowledge of topics, to practice skills and to reflect on critical incidents and their practice.

The multifaceted approach of this module will meet the needs of healthcare practitioners by providing an opportunity to develop knowledge and skills that underpin the principles of assessment and management of minor illness. This will encourage critical thinking and improved decision making.

The module will promote both professional and academic development.

Candidates will require access to a suitable clinical environment and a clinical mentor willing to supervise them in practice.

**Syllabus outline:**

- Module content will include both adult and children aged 1-16 years.
- Clinical History taking, professional communication and referral of minor illness presentations in all relevant settings will be discussed
- Diagnostic reasoning will be explored
- Therapeutic intervention and health promotion will be explored
- Clinical diagnostics- Basic blood tests will be interpreted
- Assessment and management of clinical history taking, managing comorbidities and wound healing, managing ear nose and throat disorders and lymph gland examination, eye disorders, dermatology conditions and dermatology simulation with patients, abdominal disorders and examination, headaches, fits, faints and funny turns with case studies, managing and assessment acute and chronic respiratory conditions and examination, back pain management traumatic and non-traumatic, common paediatric presentations and an introduction to mental health.
- Professional issues surrounding this advancing role will be discussed in context.

**Bibliography:**

Johnson, G., Hill-Smith, I., Ellis, C. (2012) The minor illness manual. Oxford: Radcliffe Medical Press.

Johnson,G. (2017) Minor illness in Under Fives. USA: On demand Publishing LLC

**Other indicative reading**

Ankrett V, and Williams, I. (1999) Quick Reference Atlas of Dermatology.

Bethal,J. (2008) Paediatric Minor Emergencies. Keswick: M&K Publishing.

Drennan, V. and Goodman, C. (2014), Oxford Handbook of Primary Care and Community Nursing. Oxford: Oxford University Press.

Greenstein B and Gould D. (2004) Trounce's Clinical Pharmacology for Nurses. Edinburgh: Churchill Livingstone.

Guillebaud J. (2007) Contraception Today: A Pocketbook for Primary Care Practitioners. London: Informa Healthcare.

Greenhalgh T. (2006) How to Read a Paper: The Basics of Evidence-Based Medicine. Chichester: Wiley Blackwell;

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Moulds, A., Martin, P., Bouchier -Hayes, T. (2003) Emergencies in general Practice. London: Kluwer Academic Publishers.

Morris-Jones, R.(2014) ABC of Dermatology. Chichester: Wiley Blackwell..

Neal MJ. (2005) Medical Pharmacology at a Glance. Chichester: Wiley Blackwell.

Pease A, Pease B. (2004) The Definitive Book of Body Language: The secret meaning behind people's gestures. New York: Bantom Dell.

Rushforth, H. (2014) Assessment Made Incredibly Easy. London: Lippincott, Williams and Wilkins.

Smith,L. and Coleman,V. (2010) Child and Family Centred Healthcare. Concept, Theory and Practice. London: Palgrave. MacMillan.

Talen, R. and Burke, V. (2013) Integrated Behavioural Health in Primary Care Evaluating the Evidence, Identifying the Essentials. New York: Springer Science.