

Module specification

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Module Code	NUR519
Module Title	Meeting the needs of patients & 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

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Bachelor of Nursing (Honours) Mental Health Nursing	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	84 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	84 hrs
Placement / work based learning	See Programme Specification hrs
Guided independent study	178.5 hrs
Module duration (total hours)	262.5 hrs

For office use only	
Initial approval date	19/05/22
With effect from date	Sept 23
Date and details of revision	
Version number	1

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.

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 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.

Part Two

A project developing a health education resource (booklet/ leaflet) for a person who is living with a long-term mental health 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 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	Weighting (%)
1	1,3,4 & 5	Presentation	50%
2	2	Coursework	50%

Derogations

- BN (Hons) Nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate examination in each year of the programme, where three attempts will be allowed.
- There are no compensatory passes in the BN (Hons) programme due to professional body requirements, and all assessment elements of each module must be passed.
- BN (Hons) Nursing students have to pass all elements of assessment by the end of each academic year (part one, two and three of programme), before progressing into the next part of the programme unless exceptional circumstances exist, when they will be permitted until end of the first module in the next part of programme in which to retrieve trailed modules.
- BN (Hons) Nursing students will have the opportunity to re-attempt any referred modules within the academic year before progression is denied.
- 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'.
- The University regulations for 40 credit modules at level 4, 5 & 6 in terms of weighting for overall learning hours, contact learning hours and independent learning hours will be superseded by professional body requirements of 2300 hours theoretical and 2300 hours of clinical practice over the 3 years or 4.5 years part-time (the programme consists of three 40 credit modules in each part of the programme, equalling 9 modules in total)– this will result in each 40 credit module being 262.5hours multiplied by 9 modules is 2362.5 which allows slight slippage of 62.5 hours over required 2300.

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.

Indicative Syllabus Outline

Acutely Ill

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.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication