

Module specification

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Module Code	NUR703
Module Title	Holistic Co-ordination of Complex Care Across the Life Span
Level	7
Credit value	30
Faculty	Social & Life Sciences
HECoS Code	100279 100280 100287
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Adult Nursing	Core
PG Dip Adult Nursing	Core
MSc Mental Health Nursing	Core
PG Dip Mental Health Nursing	Core
MSc Children's Nursing	Core
PG Dip Children's Nursing	Core

Pre-requisites

None

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	11 th November 2022
With effect from date	01/01/2023
Date and details of revision	
Version number	1

Module aims

This module aims to enable students to build on their knowledge of physical and mental health needs and to identify the pathophysiology and resulting complex health needs of patients presenting with various conditions across the lifespan. It aims to further develop the integration of knowledge and practice in relation to providing holistic/ person centred, individualised care within a multi-agency arena.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Construct and critically evaluate a holistic, individualised evidence based plan of care for a client /service user with complex needs and explore the impact of the altered physiology on those care needs (within the field of practice). (NMC P 1 1.12, 1.16, 1.18, 1.20, P2 2.1, 2.9, P3 3.2, 3.3, P4 4.2,4.3,4.13, P5 5.7)
2	Critically appraise key legislation, guidelines and policy changes relating to the delivery, coordination of care, safeguarding and care funding (within the field of practice). (NMC P 1 1.2, 1.19, P2 2.5, P3 3.6,3.16, P4 4.1,P5 5.12, P6 6.1, P7 7.2, 7.3, 7.4, 7.13)
3	Critically discuss and show understanding of co-morbidities and the demands of meeting people's complex nursing and social care needs when prioritising evidence based plan of care (within the field of practice). (NMC P1 1.8, 1.9, 1.11, 1.13, P2 2.10, 2.11, P3 3.1, 3.4, 3.5, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, P4 4.4, 4.5, 4.6,4.8, 4.9, 4.10, 4.12, 4.15, 4.18, P5 5.11, P7 7.1, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12)

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 for this module uses a field specific enquiry based approach in which students work in field specific small groups within the clinical simulation environment. Students will undertake an analysis of a given clinical situation (in the simulation suite) which will be used to produce a care plan with critical commentary for a patient in a clinical situation with pathophysiology.

This will be thus used to produce a bio-psychosocial plan of care with critical commentary for a patient with complex health needs relevant to the field of practice. (individually presented in written format).

The student will be required to take part in small field specific group analysis lasting 20 minutes (30%) (group mark) and submit a written care plan (500 words) and critical commentary (2500 words) (70%) (individual mark).

Clinical Practice Outcomes in the '*Ongoing record of the Achievement of Proficiencies for Registration*' are formatively assessed throughout the part, and summatively assessed in the end module of each part as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2 & 3	Coursework	100%

Derogations

- Postgraduate Diploma/ Masters of Science Nursing students will be allowed two attempts at each module. This excludes the Safe Medicate examination in each part of the programme, where three attempts will be allowed.
- There are no compensatory passes in the Postgraduate Diploma/ Masters of Science programme due to professional body requirements, and all assessment elements of each module must be passed.
- Postgraduate Diploma/ Masters of Science Nursing students have to pass all elements of assessment by the end of each part (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.
- Postgraduate Diploma/ Masters of Science Nursing students will have the opportunity to re-attempt any referred modules within each part 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 30 credit modules at level 6 & 7 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 six modules/two years of the programme.

Learning and Teaching Strategies

Lectures, group work and discussion, directed study and presentations by lecturing and clinical staff. The use of the clinical simulation suite will support the assessment. A Virtual Learning Environment will be used to enable students to offer support to each other. Students will have access to group tutorial support.

Indicative Syllabus Outline

The content will include the following:

Enhancing recovery from medical and surgical interventions (including sepsis)/Managing complex needs in acute or community settings /Principles of pathogenesis related to long-term conditions/Pathophysiology and psychosocial aspect of identified medical and surgical needs /Related pharmacology /pharmacokinetics / pharmacodynamics / Clinical systems, informatics and SBAR / Palliative care and decision making related to treatment and care preferences / Malnutrition and dehydration (including enteral feeding, Intravenous infusions and therapy and central lines)/Cannulation and venepuncture/ ECG/Blood transfusion/Chest auscultation/Health promotion/education /Assessment, Care planning and discharge / Therapeutic relationships and working in partnership with people, families and carers / Safeguarding in relation to complex needs / BLS update.

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

Adult Field Specific delivered by Adult field Lecturers

Managing complex needs in acute or community settings in context of adult/assessment
Principles of pathogenesis related to long-term conditions
Related pharmacology /pharmacokinetics / pharmacodynamics/ Pathophysiology and psychosocial aspect of identified medical and surgical needs/Palliative care and decision making related to treatment and care preferences/Assessment, Care planning and discharge/Safeguarding in relation to complex needs/assignment brief and tutorials – formative and summative assessment preparation.

Children's Field Specific delivered by Child field Lecturers

Managing complex needs in acute or community settings in context of children
Principles of pathogenesis related to long-term conditions
Related pharmacology /pharmacokinetics / pharmacodynamics/ Pathophysiology and psychosocial aspect of identified medical and surgical needs/Palliative care and decision making related to treatment and care preferences/Safeguarding in relation to complex needs/ assignment brief and tutorials –formative and summative assessment preparation.

Mental Health Field Specific delivered by Mental Health field Lecturers

Managing complex needs in acute or community settings in context of mental health
Principles of pathogenesis related to long-term conditions/Related pharmacology /pharmacokinetics / pharmacodynamics/ Pathophysiology and psychosocial aspect of identified medical and surgical needs/ Palliative care and decision making related to treatment and care preferences/Safeguarding in relation to complex needs/ assignment brief and tutorials –formative and summative assessment preparation.

The above syllabus takes account of the following:

EU Directive Annex V2 Point 5.2.1

General principles of health and nursing/ Nursing principles in relation to general and specialist medicine, general and specialist surgery, care of the old and geriatrics/Dietetics/Anatomy & Physiology/ Pharmacology/Principles of Administration/Social Sciences – sociology and psychology/Preventative medicine/Health Education/Child Care and Paediatrics/Mental Health and Psychiatry/Biophysics, Biochemistry, and Radiology

NMC Future Nurse Standards of Proficiency for registered nurses

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

Platform 2 Promoting health and preventing ill health (2.1, 2.5, 2.9, 2.10, 2.11)

Platform 3 Assessing needs and planning care (3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16)

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

Platform 5 Leading and managing nursing care and working in teams (5.7, 5.11, 5.12)

Platform 6 Improving safety and quality of care (6.1)

Platform 7 Coordinating care (7.1, 7.2 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12 7.13)

QAA (2019) Subject Benchmark Statement Health Studies

5.2 vii, viii, xiii, xix

QAA (2020) Characteristic Statement Master's Degree

Section 2 - Category 3: Section 3: 3.2, 3.3, 3.4

Indicative Bibliography:

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

Essential Reads

Barber, P. and Robertson, D. (2020), *Essentials of Pharmacology for Nurses*. 4th ed. Maidenhead: Open University Press

Ellis, P., Standing, M. and Roberts, S. (2020), *Patient Assessment and Care Planning in Nursing*. 3rd ed. London: Sage.

Glasper, A., Richardson, J. & Randall, D. (2021), *A Textbook of Children's and Young People's Nursing*. 3rd ed. London: Elsevier.

Porth, C.M. (2015), *Essentials of Pathophysiology: Concepts of Altered Health States*. 4th ed. Philadelphia: Lippincott Williams & Wilkins.

Twycross, R. and Wilcock, A. (2021), *Introducing Palliative Care*. 6th ed. London: Pharmaceutical Press.

Wrycraft, N. (2015), *Assessment and Care Planning in Mental Health Nursing*. Maidenhead: Open University Press.

Other indicative reading

Blows, W. (2016), *Biological basis of mental health*. 3rd ed. London: Routledge.

De Chesnay, M. and Anderson, B.A. (2020), *Caring for the Vulnerable: Perspectives in Nursing Theory, Practice and Research*. 5th ed. Burlington, MA: Jones & Bartlett Learning.

Macqueen, S., Bruce, E. and Gibson, F. (2012), *The Great Ormond Street Hospital Manual of Children's Nursing Practices*. Chichester: Wiley-Blackwell. (second edition due May 2022)

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