

Module specification

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Module Code	NUR706
Module Title	Acute and Chronic Care Across the Life Span
Level	7
Credit value	30
Faculty	Social and Life Sciences
HECoS Code	100279 100287 100280
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	135 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	135 hrs
Placement / work based learning	See Programme Specification hrs
Guided independent study	240 hrs
Module duration (total hours)	375 hrs

For office use only	
Initial approval date	11 th November 2022
With effect from date	01/01/2023
Date and details of revision	December 2024 – added technical detail regarding the portfolio assessment for implementation from Sept 2025
Version number	2

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	Develop the ability to meet individual learning needs through the use of a reflective portfolio based approach (within the field of practice) (Part Two of Practice Assessment Document). (NMC P1 1.1,1.2,1.3,1.5, 1.10,1.17, 1.19 P5 5.10, P6 6.11)
2	Identify and develop a person centred approach to the assessment planning and delivery of evidence based nursing care, and describe how any risks are safely managed (within the field of practice). (NMC P1 1.9, 1.13, 1.16,1.18, 1.20, P2 2.8, 2.10, P3 3.4,3.5, 3.9,3.15, 3.16, P4 4.1, 4.2, 4.3, 4.4, 4.10, 4.12, P5 5.4, 5.7,P6 6.1, 6.3, 6.5, 6.6, 6.10, P7 7.6, 7.8, 7.11, 7.13)
3	Critically 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 (within the field of practice). (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	Critically analyse and implement differing approaches to the assessment and management of acutely ill people including investigations, pharmacological interventions, clinical management and psychological support (within the field of practice). (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	Demonstrate the application of the physiology and analyse the impact of common symptoms experienced by individuals with long term/life-limiting conditions (within the field of practice). (NMC P3 3.2, 3.14, P4 4.9, P7 7.5, 7.9, 7.10)
6	Demonstrate proficiency and accuracy when calculating dosages of prescribed medicines (within the field of practice). (NMC P4 4.14)

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 four elements:

Assessment 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 (group mark) and provide the supporting evidence for the decisions made through the individual submission of a plan of care of 1000 words (individual mark).

Assessment Two

A project developing a field specific 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 and the rationale must include the physiology and effect of the identified problem, relevant policy and appropriate interventions.

Assessment Three

Clinical Practice Outcomes in the 'Ongoing Record of the Achievement of Proficiencies for Registration' are Summatively assessed in this module at the end of part Two as Pass / Fail.

Assessment Four

The student will sit an on-line examination (safeMedicate) that will demonstrate the student's ability to carry out field specific drug calculations that will be recorded as a pass/fail (pass mark set at 90%). The maximum time to complete the examination is two hours (most students complete this in one hour).

For the purpose of the assessment board, the mark for the Portfolio (Pass/Fail) element will be recorded separately under NUR706P for consideration at the end-of-year board. Assessment elements 1 and 2 will be submitted to an earlier board, providing students with the opportunity to resit before the end of the year.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	2, 3,4	Presentation	50%
2	5	Coursework	50%
3	1	Portfolio	Pass/Fail
4	6	Examination	Pass/Fail

Derogations

- The Safe Medicate examinations in Postgraduate Diploma/Master of Science Nursing programme will be set as pass/fail with a pass rate of 80% for Part one, 90% Part two and 100% for Part three. Re-sits must also achieve 80%, 90% and 100% for the respective parts. A refer in the Safe Medicate examination or the portfolio element will not cap the rest of the module
- Postgraduate Diploma/Master 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/Master of Science programme due to professional body requirements, and all assessment elements of each module must be passed.
- Postgraduate Diploma/Master 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/Master 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, seminars, workbooks, simulation participation and group work. Students will also be supported through the virtual learning environment and tutorial supervision.

Indicative Syllabus Outline

The content will include the following:

Acutely Ill

Recognising the unwell patient / Assessment strategies / Monitoring in acute care /Care bundles / Oxygenation and oxygen therapy / Nebuliser devices/Resuscitation / Medical emergencies and surgical emergencies/ Suicide in an emergency context / Surgical pre/post-operative care (including wound and drain/stoma management) / Investigations interpreting and sharing findings / 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 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/ Person centred and shared assessment, planning, decision making and goal setting, implementation, evaluation and reassessment of nursing care when working with people, their families and carers, communities and populations of all ages (demonstrating and applying knowledge of human development from conception to death, knowledge of body systems and homeostasis, human anatomy and physiology, biology, genomics, pharmacology and social and behavioural sciences when undertaking full and accurate nursing assessments and appropriate care plans)/ 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.

Chronic Illness

Causes of long term conditions / common long term conditions / Related pharmacology, effects of medicines, allergies, drug sensitivities, side effects, contraindications, adverse reactions, incompatibilities, prescribing errors and poly pharmacy / Self-management plans /Public health and health promotion strategies / management of chronic and advanced pain / symptom management / stigma / end of life care / compliance / Partnership approach - family care givers

and multi professional approach / Community Nursing/ Causes of common health conditions and the interaction between physical and mental health and illness.

Develop a holistic and systematic approach to the planning and delivery of nursing care

Person centred and shared assessment, planning, decision making and goal setting, implementation, evaluation and reassessment of nursing care when working with people, their families and carers / Individualised nursing care developing person centred evidence based plans for nursing interventions, documenting progress and decisions made/working in partnership with to support individuals, their families and carers to manage their own care when appropriate / Nursing models and care pathways / Recognising patient needs and prioritising what is important to them and their families / when to refer to other professionals or services/ Recognising an emergency situation (including NEWS) / Introduction to risk awareness and risk assessment, / Introduction to maternity care / *Fundamentals of Care/Essence of Care (Ensuring Safety)* Practising reliably and safely / Risk assessment (generic) (Development of Nursing Procedures as identified in Annex B).

Adult Field Specific delivered by Adult field Lecturers

Recognising the unwell and deteriorating patient in context of adult/ Medical emergencies and surgical emergencies in context of Adult field/ Investigations interpreting and sharing findings/ Application of ethical and legal issues including consent and withdrawal or limitation of treatment in context of adult/Adult focused Person centred and shared assessment, care planning, decision making and goal setting, implementation, evaluation and reassessment of nursing care when working with people, their families and carers, / field specific case studies/Accountability and Legal frameworks in context of Adult Nursing field specific/ Nursing models and care pathways/ field specific pharmacology/ pain assessment/ long-term conditions/safeMedicate/Assignment brief and tutorials –formative and summative assessment preparation.

Children's Field Specific delivered by Child field Lecturers

Recognising the unwell and deteriorating patient in context of Children/ Medical emergencies and surgical emergencies in context of children/ Investigations interpreting and sharing findings/ Application of ethical and legal issues including consent and withdrawal or limitation of treatment in context of children/pain assessment/long-term conditions/safeMedicate Child centred and shared assessment, care planning, decision making and goal setting, implementation, evaluation and reassessment of nursing care when working with children, their families and carers/ field specific case studies/ field specific pharmacology/ Nursing models and care pathways /Accountability and Legal frameworks in context Children's Nursing/Assignment brief and tutorials –formative and summative assessment preparation.

Mental Health Field Specific delivered by Mental Health field Lecturers

Recognising the unwell patient and deteriorating patient in context of mental health/ Medical emergencies and surgical emergencies in context of mental field/ Suicide in an emergency context/ Investigations interpreting and sharing findings/ Application of ethical and legal issues including consent and withdrawal or limitation of treatment in context of mental health Mental Health focused Person centred and shared assessment, care planning, decision making and goal setting, implementation, evaluation and reassessment of nursing care when working with people, their families and carers/ pain assessment/ long-term conditions/field specific case studies/ Nursing models and care pathways /Accountability and Legal frameworks in context of

Mental Health Nursing/ field specific pharmacology/ safeMedicate/ 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

Acutely Ill /Nursing principles of General and Specialist Medicine/ Nursing principles of Care of the old & geriatrics/ Pathology/ Health education/ Hygiene/Anatomy and physiology/ Legal aspects of Nursing/Pharmacology and Principles of administration/ Social and health legislation / General and specialist surgery/Mental health and psychiatry/Child Care and Paediatrics/Biophysics, Biochemistry, and Radiology.

NMC Future Nurse Standards of Proficiency for registered nurses

Platform 1 Being an accountable professional (NMC 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 1.10, 1.13, 1.16, 1.18, 1.19, 1.20)

Platform 2 Promoting health and preventing ill health (NMC 2.7, 2.8, 2.10,)

Platform 3 Assessing needs and planning care (NMC 3.1, 3.2, 3.3, 3.4,3.5, 3.8, 3.9, 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, 5.7, 5.9,5.10, 5.11)

Platform 6 Improving safety and quality of care (NMC 6.1,6.2, 6.3, 6.5, 6.6, 6.10, 6.11)

Platform 7 Coordinating care (NMC 7.1,7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.13)

QAA (2019) Subject Benchmark Statement Health Studies

5.2 ii, iii, iv, x, xviii

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

Clarke, D. and Malecki-Ketchell, A. (2016), *Nursing the Acutely Ill Adult: Priorities in Assessment and Management*. 2nd ed. London: Palgrave.

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.

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

McCance, K. and Heuther, S. (2019), *Pathophysiology: The Biologic Basis for Disease in Adults and Children*. 8th ed. St. Louis: Elsevier.

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

Other indicative reading

Corkin, D., Clarke, S. & Liggett, L. (2012), *Care planning in children and young people's nursing*. Chichester: Wiley-Blackwell. (For children's nursing)

Mutsatsa S. (2016), *Medicines Management in Mental Health Nursing*. London: Sage. (For mental health nursing)

Neal, M.J. (2020), *Medical Pharmacology at a Glance*. 9th 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.

Wills, J. (2022), *Foundations for Health Promotion*. 5th ed. London: Elsevier.

Employability skills – the Wrexham Graduate

Each module and programme is designed to cover core Wrexham Graduate Attributes with the aim that each Graduate will leave Wrexham 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
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Communication