

**MODULE SPECIFICATION FORM**

Module Title: Managing community specialist practice- Community Children's Nursing	Level: 6	Credit Value: 20
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Module code: NHS690	Cost Centre: GANG	JACS3 code: B710
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Trimester(s) in which to be offered: 1	With effect from: September 2015
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<b>Office use only:</b> To be completed by AQSU:	Date approved: August 2015 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating School: Social and Life Sciences	Module Leader: Alison Williams
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Module duration (total hours): 200 Scheduled learning & teaching hours: 30 Independent study hours: 70 Placement hours: 100	Status: core/option (identify programme where appropriate): Core
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Programme(s) in which to be offered:  BSc (Hons) Community Specialist Practice (Community Children's Nursing)  Graduate Diploma in Community Specialist Practice (Community Children's Nursing)	Pre-requisites per programme (between levels):  Nil
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<b>Module Aims:</b>  This module will equip the students with the underpinning knowledge of leadership and management in the context of community specialist practice.
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## **Intended Learning Outcomes:**

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

1. Appraise the principles of rostering, including skill mix and equity, workload priorities and managing risk in community children's nursing practice
2. Examine the local health board delegation policy and assessing competency in team members. This will include aspects of personal development considering all grades of staff within the community children's nursing team.
3. Consider aspects of conflict such as complaints management of patients and staff
4. Consider the management of the community children's nursing caseload and undertake a systematic review of the caseload including rationale for admission, appropriate referral and discharge.

NMC (2001) Standards for Common Core:-

12.9,12.12,12.17.

NMC (2001) Standards for Specialist Practice appertaining to this module:-

13.11,13.12, 13.13,13.14,13.15, 13.19, 13.20, 13.21, 13.22, 13.26,

NMC (2001) Standards for Community Children's Nursing students appertaining to this module:-

22.3, 22.5.

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

**Assessment:**

The student will be required to undertake a written 2 hour examination on identified topic areas. Four weeks' notice will be given prior to the examination of the topic areas. The students will be permitted to take published texts/articles into the examination and must submit a typed reference list. The exam will consist of a number of scenarios from the field of community children's nursing from which the student will work. Each scenario will consist of pertinent points in order to assess the module learning outcomes and will link closely to the requirements of managing community children's nursing practice.

**Please note:**

All elements of assessment must be attempted and passed (NMC 2001), there is no compensation between elements or modules.

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

Students who have been unsuccessful are allowed one further attempt only in each element of assessment in order to redeem failure.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Examination	100%	2 hours	
2	NMC (2001) Standards for Specialist Practice 13.11,13.12, 13.13,13.14, 13.15,13.19, 13.20,13.21, 13.22,13.26, 22.3, 22.5	Portfolio	Pass/refer		

**Learning and Teaching Strategies:**

The students' learning will include a close link between theory and practice. Classroom teaching will be supplemented by a close relationship between the student and the mentor who will be responsible for directing the learning in practice.

Class time will include discussions and group work, student presentations of practice learning, case studies and scenarios.

**Syllabus outline:**

Rostering including e-rostering, skill mix, equity, and team management including sickness and absence, and managing risk and workload priorities. This will include aspects of managing conflict, stress, and supporting others and developing resilience.

Staff development including local strategies (PADA/PDR), delegation and competence.

Managing concerns and complaints of both staff and patients (including local policies) and learning how to listen. Managing caseload priorities and systematic review of the caseload including appropriate referral and discharge.

**Bibliography:**

Essential reading:

Bell Buchbinder, S. and Shanks, N. (2011). *Introduction to Healthcare Management*. London: Jones & Bartlett Learning.

Drake, R. (2014). Five dilemmas associated with e-rostering. *Nursing Times*, Vol.110 (20), pp.14-16.

Drake, R.G. (2014). The nurse rostering problem: from operational research to organizational reality? *Journal of Advanced Nursing*, Vol. 70 (4), pp.800-810.

Lewis, M and Pontin, D. (2008). Caseload management in community children's nursing. *Paediatric Nursing*, Vol. 20, (3), pp.18-22.

Mac Kian, S. and Simons, J. (2013). *Leading, Managing, Caring: Understanding Leadership and Management in Health & Social Care*. Oxford: Routledge

Martin, V, Charlesworth, J. and Henderson, E. (2010). *Managing in Health & Social Care*. Oxford: Routledge.

Wales Audit Office (2014). *District nursing all-Wales review: Betsi Cadwaladr University Health Board*. Cardiff: Wales Audit Office.

Walshe, K. and Smith, J. (2011). *Healthcare Management (2nd Ed)*. Buckingham: Open University Press.

Other indicative reading:

Mullins, L.J. (2013). *Management and Organisational Behaviour, (10th Ed)* Harlow: Pearson Education.

The King's Fund (2013). *Patient Centred Leadership - rediscovering our purpose* London: The King's Fund.