# Module specification

**When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: Module directory**

| | |
|---|---|
| Module code | NHS7D3 |
| Module title | Complexities of Healthcare in Advanced Practice |
| Level | 7 |
| Credit value | 20 |
| Faculty | FSLS |
| Module Leader | Joanne Pike |
| HECoS Code | 100260 |
| Cost Code | GANG |

## Programmes in which module to be offered

| Programme title | Is the module core or option for this programme |
|---|---|
| MSc Advanced Clinical Practice | Core |
| Standalone module | Option |

## Pre-requisites

N/A

## Breakdown of module hours

| | |
|---|---|
| Learning and teaching hours | 21 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** | **21** hrs |
| Placement / work based learning | 87.5hrs |
| Guided independent study | 91.5 hrs |
| **Module duration (total hours)** | **200 hrs** |

| For office use only | |
|---|---|
| Initial approval date | 15/07/21 |
| With effect from date | 01/09/21 |
| Date and details of revision | September 2022 – sequencing change, updated assessment strategy and module leader |
| Version number | 2 |

**Module aims**

This module aims to critically explore the complexities of healthcare when working with patients and their carers when managing long term health conditions. It is also designed to develop the Advanced Practitioner's awareness of how research informs practice in this context   It examines the concept of 'quality of life' and evidence underpinning clinical decision-making. Using the 'lived experience' of individuals to understand the relevance of co-production in chronic disease management and the role of empowerment in self-care  the health promotion role for  Advanced Practitioners will be a focus for discussion in this module. It is anticipated the module will prepare students to examine their role in this context of palliative care and consider the social and clinical implications of factors (eg. obesity and dementia) that often complicate opportunity for a balanced approach to  holistic care and managing co-morbidities.

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

| | | Education Pillar | Research Pillar | Leadership Pillar | Clinical Pillar |
|---|---|---|---|---|---|
| 1 | Critically examine the experience of individuals living with a long-term condition common indicators used for measuring impacts on quality of life. | | (blue) | | (green) |
| 2 | Evaluate current evidence and reflect on your role as a health promoter/educator in co-producing a plan of wellbeing and empowerment intervention with individuals with chronic disease. | (red) | (blue) | (yellow) | (green) |
| 3 | Critically examine complex factors influencing healthcare relevant to your area of advanced practice such as: symptom management, evaluating co-morbidities, identifying priorities in palliative care and the multifaceted impact of obesity. | (red) | (blue) | (yellow) | (green) |
| 4 | Recognise/identify a potential area for innovation linked to your current area of work and drawing on the four pillars of Advanced Practice. | | (blue) | (yellow) | (green) |
| 5 | Critically examine your professional development when working with individuals with complex needs. | (red) | (blue) | (yellow) | (green) |

# 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.

Assessment 1: Students will construct a patient/individual case study (3,000 words) demonstrating evidence of all 4 pillars of Advanced Practice (NLIAH, 2010), recognising potential for research and innovation where appropriate.

Assessment 2: Students must critically examine their professional development when working with individuals with complex needs presented as an audio or video recording of 10 minutes long (equating to around 1,400 words).

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|---|---|---|---|
| 1 | 1,2,3,4 | Written Assignment | 100% |
| 2 | 5 | Presentation | Pass/Refer |

# Derogations

The student must pass all assessments in order to pass the module.

All students must abide by their professional code of conduct, including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

# Learning and Teaching Strategies

This module will be delivered via a 'blended learning' approach (underpinned by ALF). Directed study tasks, which may include activities such as recorded lectures, discussion forums, quizzes, case studies, workbooks, key readings, reflective activities or other appropriate learning activity will be made available on the Virtual Learning Environment on a weekly basis. Timetabled 'live' seminars/ sessions will be held (either in a physical classroom or via an online platform), in order to facilitate discussion and debate and support students to progress with their learning. These will be recorded when appropriate and made available on the VLE, encouraging deep learning by enabling content to be revisited and reflected on at a time suitable for the student. Learning and teaching strategies for this module will include seminars and group tutorials. Students will be encouraged to explore areas of their learning and practice that they have self-assessed as requiring development. The spiral curriculum affords the opportunity to revisit prior learning and to develop this for a

new context and has been demonstrated to afford an opportunity to revisit and consolidate learning to the benefit of the student (Coelho and Moles 2016).

## Indicative Syllabus Outline

- Living with a long-term condition (exploring the 'lived experience')
- Review current literature on chronic disease management and the role of health promotion
- Examine the concepts of well-being and empowerment in self-care
- Quality of life indicators
- Palliative care
- The complex aetiology and influences of obesity
- Balancing co-morbidities when planning care
- Clinical and Social implications of dementia
- Chronic pain management and coping with fatigue
- Supporting individuals experiencing stress
- Adherence and chronic illness and disease.
- Literature searching
- Research innovation, paradigms and methods

## Indicative Bibliography:

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

**Essential Reads**

Larsen, P.D. (Ed.) (2019) *Lubkin's Chronic illness: impact and interventions* (10th Ed). Massachusetts: Jones and Bartlett.

Nicol, J. and Hollowood, L. (2019) *Nursing Adults with Long Term Conditions* (3rd Ed). London; Sage (Learning Matters)

**Other indicative reading**

Bee, P., Brooks, H., Callaghan, P., Lovell, K. (Eds) (2018) *A Research Handbook for Patient and Public Involvement Researchers.* Manchester; Manchester University Press.

Carrier, J. (2015) *Managing Long-term Conditions and Chronic Illness in Primary Care: A Guide to Good Practice* London: Routledge.

Cottrell, S. (2017) *Critical Thinking Skills : Effective analysis, argument and reflection* (3rd Ed.). London; Palgrave Macmillan Education.

Health Education and Improvement Wales (2021) *Workforce, Education and Development Services: Introducing advanced practice* Nantgarw: HEIW https://heiw.nhs.wales/transformation/workforce-modernisation/introducing-advanced-practice/

National Leadership and Innovation Agency for Healthcare (2010) *Framework for Advanced Nursing, Midwifery and Allied health Professional Practice in Wales* Llanharan: NLIAH https://www.wales.nhs.uk/sitesplus/documents/829/NLIAH%20Advanced%20Practice%20Framework.pdf

National Leadership and Innovation Agency for Healthcare (2011) *Advanced Practice: The portfolio* Llanharan: NLIAH https://weds.heiw.wales/assets/Uploads/7700377815/NLIAH-Advanced-Practice-Portfolio-Report.pdf

Stenberg, N., Furness, P.J. Living Well with a Long-Term Condition: Service Users' Perspectives of a Self-Management Intervention. *Qualitative Health Research*. 2017;27(4):547-558. doi:10.1177/1049732316628834

## 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