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Module Code:	NUR516
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Module Title:	Meeting the needs of patients & families in acute and chronic illness
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Level:	5	Credit Value:	40
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Cost Centre(s):	GANG	JACS3 code:	B740
		HECoS code:	100279

Faculty	Social and Life Sciences	Module Leader:	Yolanda Evans
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Scheduled learning and teaching hours	84 hrs
Placement	See Programme Specification
Guided independent study	178.5 hrs
Module duration (total hours)	262.5 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
Bachelor of Nursing (Honours) with Registered Nurse (Adult)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only		
Initial approval:	03/03/2020	Version no: 1
With effect from:	26/05/2020	
Date and details of revision:		Version no:

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 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 management of acutely ill Adults 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 conditions. (NMC P3 3.2, 3.14, P4 4.9, P7 7.5, 7.9, 7.10)

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	IA
Enterprising	I
Ethical	IA
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	
Confidence	
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	
Organisation	I
Leadership and team working	I
Critical thinking	I
Emotional intelligence	I
Communication	IA

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 (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.

Assessment:

Indicative Assessment Tasks:

Assessment:

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 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 (for example, constipation) and the rationale must include the physiology and effect of the identified problem, relevant policy and appropriate interventions.

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

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,3,4 & 5	Presentation	50%
2	2	Project	50%

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.

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 (including respiratory - asthma, cardiovascular – myocardial conditions, and endocrine - diabetes) and surgical emergencies (including musculo-skeletal and digestive) / 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 and withdrawal or limitation of treatment / DOLS / Care Planning / 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 including neurological (Parkinson's disease, motor neurone, multiple sclerosis, dementia), musculo-skeletal (osteoarthritis), cardiovascular (CVA) and respiratory systems (COPD) Cancer (including lymphoedema) / 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.

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

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.

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:

Essential reading

Indicative Bibliography:

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

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

Nicol, J. (2015), *Nursing Adults with Long Term Conditions*. 2nd ed. London: Sage

Tait, D., James, J., Wilson, C. and Barton, D. (2015), *Acute and Critical Care in Adult Nursing*. 2nd ed. London: Sage.

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.