

Module specification

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| Module Code | NUR 625 |
| Module Title | Holistic Co-ordination of Complex Care in Mental Health |
| Level | 6 |
| Credit value | 40 |
| Faculty | Social & Life Sciences |
| HECoS Code | 100287 |
| Cost Code | GANG |

Programmes in which module to be offered

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|---|---|
| Programme title | Is the module core or option for this programme |
| Bachelor of Nursing (Honours) Mental Health Nursing | Core |

Pre-requisites

N/A

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 |

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|------------------------------|---------|
| For office use only | |
| Initial approval date | 15/5/22 |
| With effect from date | Sept 24 |
| 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:

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|---|---|
| 1 | Construct and critically evaluate a holistic, individualised evidence based plan of care for a client /service user with complex mental health needs and explore the impact of the altered physiology on those care needs. Recognising and responding to any risk of deterioration, in order to construct a holistic plan of care. (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 safe delivery, protection, coordination of care, safeguarding and care funding for people with complex mental health needs.(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 mental health nursing and social care needs when prioritising evidence based plan of care. (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 an enquiry based approach in which students work in small groups within the clinical simulation environment. Students will undertake an analysis of a given mental health disorder (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 mental health needs (individually presented in written format).

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

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 | 1,2,3 | Coursework | 100% |

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.

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. Moodle™ will be used to enable students to offer support to each other. Students will have access to group tutorial support. There will be field specific and shared teaching with Adult and Child students where content is applicable to all fields.

Indicative Syllabus Outline

Managing complex needs in acute or community settings (including comorbidity, dual diagnosis, suicidal ideation and harm reduction) / Models of interventions to support the development of communication and interpersonal skills in complex health care situations/Enhancing recovery from medical and surgical interventions (including sepsis)/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 (including finance resources and funding streams)/ Multiagency care planning and working (evaluation of quality of care provided)/Safe discharge between caseload settings and services/Therapeutic relationships and working in partnership with people, families and carers demonstrating co-production; non-oppressive; collaborative practice that acknowledges diversity and individual needs/ Safeguarding in relation to complex needs/ Professional, legal, and ethical standards related to complex mental health care//BLS update/ formative and summative assessment preparation.

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

The above syllabus takes account of the following:

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 Standards

5.2 vii,viii,xiii,xix

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update (further field specific reading will be available in module handbook).

Essential Reads

Barber, P. and Robertson, D. (2015), *Essentials of Pharmacology*. 3rd ed. Maidenhead: Open University Press/McGraw-Hill Education.

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

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

Twycross, R. and Wilcock, A. (2016), *Introducing Palliative Care*. 5th ed. London: CRS Press.

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

Other indicative reading

De Chesnay, M. and Anderson, B.A. (2016), *Caring for the Vulnerable: Perspectives in Nursing Theory, Practice and Research*. 4th ed. London: Jones & Bartlett Publishers.

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