MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Understanding the centrality of the service user in relationship centred care</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>66-4508-00C</td>
</tr>
<tr>
<td>CREDITS</td>
<td>20</td>
</tr>
<tr>
<td>LEVEL</td>
<td>4</td>
</tr>
<tr>
<td>JACS CODE</td>
<td>B700</td>
</tr>
<tr>
<td>SUBJECT GROUP</td>
<td>Nursing</td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>Nursing and Midwifery</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>tbc</td>
</tr>
</tbody>
</table>

| MODULE STUDY HOURS (based on 10 hours per credit)* | | | |
| Scheduled Learning and Teaching Activities | Placement (if applicable) | Independent Guided Study | Total Number of Study Hours |
| 40 | 100 plus additional NMC Non Credit Hours 42 | 60 plus additional NMC Non Credit Hours 22 | 200 |

*To be used for Key Information Sets - see Module Descriptor guidance notes

MODULE AIM

To introduce students to the knowledge and skills integral to providing compassionate care, which is service user centred and meets the requirements of the NHS constitution.

MODULE LEARNING OUTCOMES (up to 4 LOs max)

By engaging successfully with this module a student will be able to

1. Discuss the importance of the 'patient's/client's story'
2. Discuss the importance of communication in identifying and assessing areas of risk including fundamental ethical and legal issues that underpin relationship centred care
3. Discuss the role of the nurse in upholding the NHS constitution in promoting choice
4. Present their work appropriately for an academic audience applying accepted conventions.

INDICATIVE CONTENT

- The Code: Standards of conduct, performance and ethics for Nurses and Midwives (NMC 2008).
- NHS Constitution
- Concept of choice
- Study skills - including literature searching
• The Code: Standards of conduct, performance and ethics for Nurse and midwives (NMC2008)
• human factors
• working in a team
• Information transfer issues within a team for example; writing patient records/reports, handover /case conference.
• Barriers to effective communication, conflict and dealing with difficult situations, protocols
• Professional portfolio.
• Core conditions for communication/therapeutic communication.
• compassion and dignity
• Information transfer issues within a team for example; writing patient records/reports, handover/case conference
• Ethical and legal frameworks
• Risk assessment and maintaining safe working practice
• professional portfolio
• Study skills - literature searching/writing to academic conventions
• Nursing/clinical skills development.

Employability Attributes Addressed in this module:
• Commercial/business/sector awareness.
• Communication skills.
• Customer service expectations.
• Report and note writing Literacy.
• Motivation and engagement.
• Problem solving.
• Receiving and acting on feedback.
• Research enquiry and integrating professionalism.
• Commitment.
• Positive attitude.
• Action planning.

Mental Health
• The changing role of mental health nurses from directors of care to coaches and allies.
• Importance of relationships which are respectful of the individual’s choices, experiences and circumstances.

Child
• Communicating with children and families.
• Role of the children's nurse in negotiation of care delivery within legal and ethical frameworks

Adult.
• Identifying people’s needs and strengths. Motivation, empowerment, promoting recovery.
• EU requirements.
**LEARNING AND TEACHING METHODS**

Students will be supported in their learning to understand core concepts so that they can apply these concepts to practice experience, in order to achieve the Level 4 Learning Outcomes and NMC competencies, in the following ways:

A blended approach to teaching and learning is adopted harnessing a wide range of teaching and learning strategies, focusing upon experiential and enquiry based learning. Students will be supported and prepared to take increased responsibility in care giving within placement setting. These include:

- Academic Adviser, who is an identified, named field specific tutor, will help guide the Students professional development within the tutorial sessions within this module.

- Supervision and facilitation of reflection on practice learning. Academic Adviser (field specific) will actively encourage students to engage in reflective learning activity to help make the best of academic and work place learning opportunities.

- Keynote lectures will be used to ensure students understand the relevant theory underpinning the module content.

- Practical simulation exercises within the clinical skills suite to enable the development of fundamental care skills.

- Small group seminars will encourage students to share and compare experiences, apply theory to practice, evaluate personal learning and provide peer support.

- A Blackboard site will be provided which will contain e-learning materials, virtual learning environments, useful references and hyperlinks to supporting information sources.

- Self-directed time will be used for developing reflections on practice, assessment material and independent learning.

**ASSESSMENT TASK INFORMATION**

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code EX/CW/PR</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration**</th>
<th>In-module retrieval available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assignment</td>
<td>CW</td>
<td>100%</td>
<td>3000 words</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Assessment for Learning**

- a  Review of evidence from users and carers - Discuss with Academic Adviser
- b  Literature searching exercise
Examples of assessment

Task 1

Students will be asked conduct a systematic search of the literature relating to the negotiation of care between service users, carers and providers.

Following a review of the literature, the student will describe and discuss the communication theories and ethical or legal principles impacting on negotiation of care.

The student will conclude by identifying implications of the evidence for orientating nursing practice towards relationship-centred partnership with service users.

This assignment will demonstrate the students library and literature-searching skills. It will also assess awareness of the processes of clear communication and of the significance of a mental capacity or competence in informed consent and the negotiation of care.

*Assessment task limit of a max of two tasks per 20 credits, and a max of three tasks for a module larger than 20 credits
** Timetabled examinations - duration must be whole numbers of one, two or three hours and ten minutes of reading time will be added on to this as standard.

FEEDBACK

Students will receive feedback on their performance in the following ways:
Throughout the module, students will receive academic support from an allocated academic and receive oral feedback on progress from both tutors and peers.

- Formative Feedback will be provided by seminar leaders on the contributions and performance of students in tutorials and seminars.
- Feedback on performance in the assignment will be provided in accordance with university guidelines, using a standardised proforma, in order to feed forward into future work - within 3 weeks
- Tutorial support including intermediate feedback will be provided if required.

LEARNING RESOURCES (INCLUDING READING LISTS)

Examples of the key learning resources the module will use:

Online resources
- National Electronic Library for Health http://www.nelh.nhs.uk
- Department of Health website http://www.doh.gov.uk
- Health online [http://healthonline.co.uk]
- NMC website [http://www.nmc-uk.org/]
- NICE website [http://www.nice.org.uk/]
- RCN website [http://www.rcn.org.uk/]
- BB site presenting service user experiences
- A VLE will be available to support the module
- Professional and statutory body websites

**Mental Health Nursing**


**Child Nursing**


**Adult Nursing**


**Journals such as:**

- *Patient Education and Counselling.*

**Study skills/finding evidence**

• Bruce, Lyndsay (2007) *Understanding research and evidence-based practice*. Reflect
• Cottrell, Stella (2013) *The study skills handbook*. Palgrave and Macmillan
• Gerrish, Kate & Lacey, Anne (2010) *The research process in nursing*. Blackwell Publisher.
• Dawes, M., Summerskill, W., Glasziou, P., Cartabellotta, A., Martin, J., Hopayian, K., Porzsolt, F., Burls, A., Osborne, J. (2005) Sicily statement on evidence-based practice *BMC Medical Education Volume 5* http://www.biomedcentral.com/1472-6920/5/1
SECTION 2  MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

| NEW MODULE | Y |
| NEW MODULE - NO CHANGE | N |
| Title Change | N |
| Level Change | N |
| Credit Change | N |
| Assessment Pattern Change | N |
| Change to Delivery Pattern | N |
| Date the changes (or new module) will be implemented | 22/09/2014 |

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

| Course Intake 1 | Module Begins | Module Ends |
| Course Intake 2 | 22/09/2014 | 20/09/2015 |
| Course Intake 2 | 09/03/2015 | 06/03/2016 |

Is timetabled contact time required for this module? | Y

Are any staff teaching on this module non-SHU employees? | N

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked

| *Overall PERCENTAGE Mark of 40% | Y |
| *Overall PASS / FAIL Grade |

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module? | N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor) | Task No. 1

NON-STANDARD ASSESSMENT PATTERNS

MARK ‘X’ IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.

X

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNE 2014</td>
<td>Checked Against SI</td>
</tr>
</tbody>
</table>