MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Consolidating and leading the Science and Practice of Relationship-Centred Care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>66-7418-00C/66-704427</td>
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<tr>
<td>CREDITS</td>
<td>15</td>
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<tr>
<td>LEVEL</td>
<td>7</td>
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<td>JACS CODE</td>
<td>B700</td>
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<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>Greg Thomas/ Nick White</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>MODULE STUDY HOURS (based on 10 hours per credit)*</th>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
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<td>75 plus additional 170 NMC non-credit hours</td>
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MODULE AIM

To consolidate your ability to apply and lead evidence and value-based practice, applying theoretical and scientific concepts to the care of people of all ages with complex needs within your field of practice.

MODULE LEARNING OUTCOMES

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

1. Critically review and appraise appropriate evidence and relevant scientific theory to evaluate clinical risk and promote safe decision making when caring for people with complex needs.

2. Critically evaluate the application of leadership and management in promoting professional values and standards in relationship-centred care.
3. Critically analyse and apply leadership and management skills in ensuring high quality, innovative and evidence-based care.

4. Demonstrate competence and critically appraise learning in preparation for professional practice against the NMC Domains.

**SUGGESTED GENERIC INDICATIVE CONTENT**

- The scientific and technological evidence base underpinning decision making, including management of specific complex conditions and symptoms.
- Self-awareness and professional development in relation to leadership style.
- Maintaining relationships in unpredictable complex and changing situations.
- Theories of management and leadership.
- Building resilience.
- Management skills including quality assurance, delegating and prioritising.
- Leading and managing complex systems and processes.
- Innovation and social enterprise.
- Interprofessional working.
- Needs of clients across the lifespan and fields of nursing including related anatomy, physiology and pathology.
- Clinical skills development.
- Decision Making Models: Managing risk in clinical situations to ensure safety is maintained; making application to 'real world' situations.
- Professional standards and values, including promoting autonomy, partnership working, critiquing of evidence based practice, policy and guidelines.
- Nursing decision making relating to medicines: Determining and assessing risk relating to medicine administration. Medicine calculation methods, medicines action, contra-indication and common dosages.

**Employability attributes addressed within this module**

- Application of numeracy.
- Health informatics.
- Problem solving.
- Team working.
- Research and enquiry.
- Evidence based practice.
- Knowledge application.
- Decision making.
- Striving for excellence.
- Working well under pressure.
- Planning and organisation.
- Creativity.
- Flexibility.
- Self-awareness.
- Influencing and negotiating.
- Critical thinking.
• Personal professional Portfolio skills.

SUGGESTED FIELD SPECIFIC CONTENT

Adult

• Physiological dysfunction and related pathophysiology in complex adult cases.
• SMART
• Pharmacology and medicine management in complex adult cases.
• Decision making, problem solving, risk management in challenging and complex adult cases.
• Contextualisation of physical care skills in a range of environments where adult complex care needs may be met safely and effectively.
• Critique and application of professional standards and values in the context of meeting complex care needs in adults.
• Interaction between physical health and mental health, for example, Chronic Obstructive Pulmonary Disease and Depression.
• Partnership working across sectors.
• Direction of travel in adult nursing for the future.
• Handling feedback from service users and colleagues.
• Management of ethical and legal dilemmas.
• EU requirements.

Mental Health

• Consolidating sciences in relation to mental health care and consider the implications for service users including those with complex needs.
• Rights and choices in the use of medicines, and alternatives to medicines, and the nurses' role as an advocate in support of service users' choices.
• Analysis and application of physical caring skills for people with both physical and mental health needs.
• The interaction of complex physical and mental health problems across a spread of health and social care settings including specialist areas of practice.
• Consideration of physical and mental health choices in the wider context of peoples' lives.
• Integrating recovery principles, holistic care, physical health assessment, and self-management across a range of environments where care will be delivered.
• Anger management approaches.
• Attachment theory.
• Cognitive Behaviour therapy.
• Group analytic therapy.
• Mindfulness.
• Psychodynamic therapy.
• Critique and application of professional standards and values in the context of supporting complex client needs within a range of mental health settings.

Child
• Physiological dysfunction and related pathophysiology in complex children's conditions.
• Paediatric Life Support
• Pharmacology and medicine management in complex children's conditions.
• Decision making, problem solving, risk management in challenging and complex children's conditions.
• Contextualisation of physical care skills in a range of environments where children's complex care needs may be met safely and effectively.
• Critique and application of professional standards and values in the context of meeting complex care needs in children.
• Interaction between physical health and mental health, for example, Cystic Fibrosis
• Partnership working across sectors.
• Direction of travel in children's nursing for the future.
• Handling feedback from service users and colleagues.
• Management of ethical and legal dilemmas.

LEARNING AND TEACHING METHODS

Students studying for level 7 are expected to be autonomous learners however they will be supported in their learning in the following ways:

• **Tutor-led sessions** include lectures, seminars and workshops. They will comprise of 'active' learning and aim to ensure that the student is fully engaged with the learning process and able to utilise evidence-based learning.

• **Lectures** will include sessions led by academics in nursing, and other professions, where appropriate, that aim to explore generic competencies, relevant policy, theories and concepts and their application across a wide range of nursing contexts.

• **Specialist Visiting Lecturers:** The course team will identify practitioners with skills that enable them to contribute to the course. They will be invited to teach with a view to further enhancing the student's learning experience.

• **Tutorials with field specific academic advisers** will be timetabled throughout the course in the relationship centred care modules. They will enable the student to develop a long-term professional relationship with one member of the academic nursing team. During these tutorials the student will identify and explore personal, professional and academic strengths and limitations that will help the student to develop and implement action plans for meeting course requirements and professional development aspirations.

• **Supervision and facilitation of learning through reflection on practice:** The role of academic adviser (and practice mentor) is to actively encourage the student to engage in reflective learning and ensure that theory and practice are effectively linked to promote a caring and compassionate approach to the service user experience. The practice learning section contains further detail of how this element of the course contributes to the course aims.
• **Projects and group work** provide opportunities for the student to work collaboratively in developing communication, negotiation and teamwork skills as well as engaging in dialogue, debate and critique of ideas and practices with their peers. The product of this approach to learning will be supervised through the student’s relationship with their academic-adviser and through presentation in student-led but lecturer supervised timetable events. This will provide semi-structured personal learning experiences that will help develop personal autonomy and leadership skills.

• **Module academic supervision** is provided by named lecturers who will be allocated for each module. They will help guide the student in achieving the module outcomes.

• **Presentations** will help the student to develop confidence in verbal skills and the use of a range of media, this can be usefully transferred the workplace.

• **Directed learning**: a number of hours are dedicated during stage 1 for directed learning to enable the student to be fully orientated to the course. At Stage 2 and 3 direction is minimal in accordance with the expected level of student autonomy.

• **Self-directed learning** will be expected so the students can meet their individual learning needs as identified in their action plans, portfolios, work arising from placements and assessments for learning and grading.

• **Skills rehearsal through simulation and workshops** will provide opportunities to learn specific skills for nursing. These will be made available to students in the faculty skills suites and classrooms. These sessions will contribute to the student’s preparation for practice learning. A variety of materials will be provided to complete, for example bioscience workbook and online materials for pharmacology and administration of medicines.

**Practice based Learning**

13 weeks of your learning experience will occur in a practice environment where you will be supported and assessed in the clinical setting by a fully trained mentor.

**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>
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<tr>
<td>1.</td>
<td>Written critique of the applied principles of the leadership of</td>
<td>CW</td>
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Assessment for learning

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<tbody>
<tr>
<td>a</td>
<td>Skills rehearsal including numeracy linked to ROSE, action plan and portfolio development</td>
</tr>
<tr>
<td>b</td>
<td>Development of CV</td>
</tr>
<tr>
<td>c</td>
<td>Classroom exercise: Presentation</td>
</tr>
<tr>
<td>d</td>
<td>Completion of EU requirements</td>
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**Examples of assessment**

**Written critique assignment**

A written assignment adopting a case study approach of the students' choice that facilitates the critical analysis and evaluation of leadership demonstrated by self and others in the safe and effective delivery of evidence based care

**On-going achievement record (ORA)**

The On-going achievement record will assess generic competencies which relate to the NMC domain: professional values, nursing practice and decision making. Field competencies specific to adult, child and mental health which relate to this domain will also be assessed.

**FEEDBACK**

Feedback on assignment (Task 1):

- Grades and feedback will be available through grade centre.
- Written feedback on performance in the assignment will be provided in accordance with university guidelines in order to feed forward into future work.
- Tutorial support will be provided if required.

Feedback on practice (Task 2)

- Interviews with mentors at designated stages of practice experience to ensure that you are meeting the NMC standards of competency and Essential Skills Clusters.
- Testimonies from individuals you encounter during your practice experience
- Discussion of your reflective accounts of practice learning during and following practice experience with your personnel tutor.
- Review of progress in relation to skills development during and following practice experience with your mentor and personnel tutor.
• Feedback from performance in the use of simulation.
• Self-assessment, peer reflection, feedback from health and social care practitioners and tutor feedback on development of Essential Skills and proficiencies as outlined by the NMC.

**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

**Generic**


**Adult nursing**


**Mental Health nursing**


**SECTION 2 MODULE INFORMATION FOR STAFF ONLY**

**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION**

**MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

<table>
<thead>
<tr>
<th>NEW MODULE</th>
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<tr>
<td>EXISTING MODULE - NO CHANGE</td>
<td>N</td>
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<tr>
<td>Title Change</td>
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<td>Level Change</td>
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<td>Assessment Pattern Change</td>
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<tr>
<td>Change to Delivery Pattern</td>
<td>N</td>
</tr>
<tr>
<td>Date the changes (or new module) will be implemented</td>
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**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 (September) | Monday (week 9) | Friday (week 8) |
| Course Intake 2 (March)     | Monday (week 33) | Friday (week 32) |

**Is timetabled contact time required for this module?**  Y

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

**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 50%*  Y

*Overall PASS / FAIL Grade*  N

*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. | 2 |

**NON-STANDARD ASSESSMENT PATTERNS**

MARK ‘X’ IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, e.g. MODEL B, ALL TASKS MUST BE PASSED AT 50%.

X

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance notes.
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<td>April 2017</td>
<td>Confirmed in MSc Nursing validation</td>
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