University of the West of Scotland

Module Descriptor

Session: 2023/24

Last modified: 08/02/2024

Status:

Title of Module: Contemporary Integrated Community Nursing

Code: NURS10032	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Carol Russell		

Summary of Module

To deliver effective patient care, nurses must have the confidence and skills to work across a range of different roles and settings within the integrated community nursing environment. This module is designed to introduce the principles and practice of integrated community nursing across a range of settings. This module considers the health and social care policy that is influencing health and social care integration and integrated community nursing. This module will explore different methods and approaches to care delivery for patients in a community context. The module will facilitate the development of the student's knowledge and skills to enable practitioners to deliver safe, effective care and person-centred care with a focus on prevention, early intervention and enablement to support people to live well in their home or community.

Module Overview

· Health and Social Care policy

· Health and Social Care partnership and integration

· Integrated community nursing

· Care delivery in a community context and responding to patient need.

· Contemporary nursing concepts (e.g. person centred care, frailty, digital health, resilience, vulnerability, safeguarding through the years).

· Valuing own role

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Demonstrate a critical understanding of health and social care policy that influences integrated community nursing.

L2. Critically discuss health and social care integration and the impact this will have on meeting the needs of service users.

L3. Critically review the principles of care delivery within the integrated community team.

L4. Apply detailed knowledge of a range of contemporary nursing concepts in relation to role within integrated community nursing team.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10. Demonstrate an understanding of the policy drivers in health and social care integrated health care. Demonstrate an understanding of Integrated community nursing.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Demonstrating an understanding of the relationship between theory and nursing practice in an integrated community care setting. Demonstrate originality and creativity using a rage of skills and techniques to inform integrated community nursing practice. Apply critical skills to a range of research papers, reports and policy documents related to integrated community nursing.
Generic Cognitive skills	SCQF Level 10. Demonstrating knowledge and understanding of the scope of professional and multi-disciplinary team values and practice.

Communication, ICT and Numeracy Skills	SCQF Level 10. Improve inter-professional understanding and communication. Demonstrate an ability to communicate effective in inter-professional contexts. Demonstrate proficiency in information searching and retrieval from a range of sources including digital databases Improve digital literacy skills.	
Autonomy, Accountability and Working with others	SCQF Level 10. Understanding of own role as part of an integrated community team contributing to the delivery of safe and effective patient care. Practice in ways that show awareness of own and others' roles and responsibilities.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching
This module will be delivered online utilising a range of technologically and digitally enabled learning tools on the Virtual Learning Environment (VLE). Students will be supported by the VLE and will receive: Core quality assured module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by asynchronous discussion boards, directed wider reading including access to electronic library and e-books.   The learning and teaching strategies on this module contribute to the development of UWS graduate attributes: • Universal: Critical thinker, collaborative, socially responsible   • Work-ready: Knowledgeable, problem solver, ambitious   • Successful: Resilient, driven, daring

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Personal Development Plan	6
Tutorial/Synchronous Support Activity	6
Asynchronous Class Activity	4
Independent Study	160
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Core

Scottish Government and Convention of Scottish Local Authorities (COSLA). (2019) Health and Social Care: Integrated Workforce Plan. Available at: https://www.gov.scot/publications/national-health-social-care-integrated-workforce-plan/

Scottish Government. (2017) Nursing 2030 Vision. Available at: https://www.gov.scot/publications/nursing-2030vision-9781788511001/

The Public Bodies (Joint Working) (Scotland) Act 2014 (asp 9) Available at: https://www.legislation.gov.uk/asp/2014/9/enacted/

Recommended

Chilton, S. and Bain, H. (2017) A Textbook of Community Nursing.2nd ed. London: Hodder Arnold

Miller, R., Brown, H. and Mangan, C. (2016) Integrated Care in Action. Jessica Kingsley Publishers: London.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: It is expected that students will participate in all delivered elements as part of their engagement with this module.

Supplemental Information

Programme Board	ANCH
Assessment Results (Pass/Fail)	No
Subject Panel	ANCH (Community and Health Programmes)
Moderator	Laura McMillan
External Examiner	L Hollowood
Accreditation Details	
Changes/Version Number	2.02 Moderator TBC EE Updated.

Assessment: (also refer to Assessment Outcomes Grids below)

Summative Assessment 1
Poster Presentation (30%)

Summative Assessment 2
Written Assignment- 2500 words (70%)

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓		✓	✓	30	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay			✓	✓	70	0
Combined Total For All Components					100%	0 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality of care.

Within the module, quality of care, inclusiveness and employability are achieved by:

•   Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities tostudents and prospective students.

•   Promotion of confidence and knowledge of their rights as a student and employee.

•   Promotion of respect and knowledge of client diversity, their needs, rights and associated practitionerresponsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Further detail is available in the specific section of the Programme Specification.

UWS Equality and Diversity Policy

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)