



## Module Descriptor

|                     |   |  |    |
|---------------------|---|--|----|
| Title               | Contemporary Integrated Community Nursing |  |    |
| Session             | 2024/25                                   | Status                                 |    |
| Code                | NURS10032                                 | SCQF Level                             | 10 |
| Credit Points       | 20  | ECTS (European Credit Transfer Scheme) | 10 |
| School              | Health and Life Sciences                  |  |    |
| Module Co-ordinator | C 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

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

|   |   |   |   |  |                 |                          |
|---|---|---|---|--|-----------------|--------------------------|
| <b>Module Delivery Method</b>                     | <b>On-Campus<sup>1</sup></b><br><input type="checkbox"/>          | <b>Hybrid<sup>2</sup></b><br><input type="checkbox"/> | <b>Online<sup>3</sup></b><br><input checked="" type="checkbox"/>  | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/>  |                 |                          |
| <b>Campuses for Module Delivery</b>               | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries |   | <input type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input type="checkbox"/> Paisley | <input checked="" type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |                 |                          |
| <b>Terms for Module Delivery</b>                  | Term 1  | <input checked="" type="checkbox"/>                   | Term 2  | <input type="checkbox"/>   | Term 3          | <input type="checkbox"/> |
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2   | <input type="checkbox"/>                              | Term 2 – Term 3   | <input type="checkbox"/>   | Term 3 – Term 1 | <input type="checkbox"/> |

| Learning Outcomes |   |
|-------------------|---|
| <b>L1</b>         | Demonstrate a critical understanding of health and social care policy that influences integrated community nursing.               |
| <b>L2</b>         | Critically discuss health and social care integration and the impact this will have on meeting the needs of service users.        |
| <b>L3</b>         | Critically review the principles of care delivery within the integrated community team  |
| <b>L4</b>         | Apply detailed knowledge of a range of contemporary nursing concepts in relation to role within integrated community nursing team |
| <b>L5</b>         |   |

| Employability Skills and Personal Development Planning (PDP) Skills |   |
|---|---|
| <b>SCQF Headings</b>  | <b>During completion of this module, there will be an opportunity to achieve core skills in:</b>  |
| <b>Knowledge and Understanding (K and U)</b>                        | <b>SCQF 10</b><br>Demonstrate an understanding of the policy drivers in health and social care integrated health care.<br>Demonstrate an understanding of Integrated community nursing.   |
| <b>Practice: Applied Knowledge and Understanding</b>                | <b>SCQF 10</b><br>Demonstrating an understanding of the relationship between theory and nursing practice in an integrated community care setting.<br>Demonstrate originality and creativity using a range of skills and techniques to inform integrated community nursing practice. |

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

|   |  |
|---|--|
|   | Apply critical skills to a range of research papers, reports and policy documents related to integrated community nursing  |
| <b>Generic Cognitive skills</b>                         | <b>SCQF 10</b><br>Demonstrating knowledge and understanding of the scope of professional and multi-disciplinary team values and practice   |
| <b>Communication, ICT and Numeracy Skills</b>           | <b>SCQF 10</b><br>Improve inter-professional understanding and communication.<br>Demonstrate an ability to communicate effectively in inter-professional contexts.<br>Demonstrate proficiency in information searching and retrieval from a range of sources including digital databases<br>Improve digital literacy skills. |
| <b>Autonomy, Accountability and Working with Others</b> | <b>Please select SCQF Level</b><br>Understanding of own role as part of an integrated community team contributing to the delivery of safe and effective patient care.<br>Practice in ways that show awareness of own and others' roles and responsibilities.   |

|                      |                    |                     |
|----------------------|--------------------|---------------------|
| <b>Prerequisites</b> | <b>Module Code</b> | <b>Module Title</b> |
|                      | <b>Other</b>       |                     |
| <b>Co-requisites</b> | <b>Module Code</b> | <b>Module Title</b> |

|  |   |
|--|---|
| <b>Learning and Teaching</b>   |   |
| <p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>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.</p> |   |
| <b>Learning Activities</b><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:   | <b>Student Learning Hours</b><br>(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   |
| Please select  |   |

### Indicative Resources

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

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)**

### Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

It is expected that students will participate in all delivered elements as part of their engagement with this module

### Equality and Diversity

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Policy, 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 to students 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 practitioner responsibilities.

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. Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

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

### Supplemental Information

|   |  |
|---|--|
| <b>Divisional Programme Board</b>       | <b>Adult Nursing Community Health</b>  |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded  |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input type="checkbox"/> No<br><b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b> |
| <b>School Assessment Board</b>          | ANCH (Community and Health Programmes)   |
| <b>Moderator</b>                        | L McMillan   |
| <b>External Examiner</b>                | L Hollowood  |
| <b>Accreditation Details</b>            |  |
| <b>Module Appears in CPD catalogue</b>  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| <b>Changes / Version Number</b>         |  |

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Poster Presentation (30%)

#### Assessment 2

Essay- 2500 words (70%)

#### Assessment 3

(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 Module Handbook.)

### Component 1

| Assessment Type     | LO1                                 | LO2                      | LO3                                 | LO4                                 | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Poster Presentation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 30                                  | 0                        |

| Component 2     |                          |                          |                                     |                                     |                          |                                     |                          |
|-----------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1                      | LO2                      | LO3                                 | LO4                                 | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Essay           | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 70                                  | 0                        |

| Component 3                       |                          |                          |                          |                          |                          |                                     |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type                   | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |
| Combined total for all components |                          |                          |                          |                          |                          | 100%                                | 0 hours                  |

#### Change Control

| What | When | Who |
|------|------|-----|
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |