MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Integrated Community Care in Context					
Module Code	UZTSW7-20-M		Level	M	Version	1
Owning Faculty	Faculty of Health and Applied Sciences		Field		Continuing Care Adult Nursing	
Department	Nursing and Midwifery					
Contributes towards	BSc (Hons) Specialist Practice BSc (Hons) Professional Studies BSc (Hons) Professional Development MSc Specialist Practice MSc Advanced Practice MSc Professional Development Award MSc Professional Development Award (Social Work)					
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Project	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	UZTSW6-20-3 Integrated Community Care in Context		Module Entry requirements	Registered Practitioner Must be working in an area of practice that allows the student to meet the module learning outcomes.		
Valid From	September 2015		Valid to	September 2021		

CAP Approval Date	2 June 2015

Part 2: Learning and Teaching	
Learning Outcomes	On completion of the module, students will be able to …. 1. Critically evaluate the theory and practice of partnership working in the community context and identify strategies for change and innovation (Component A). 2. Demonstrate understanding and critical application of the principles of care management and care co-ordination (Component A). 3. Examine the challenges of managing complex conditions and co-morbidities, and the impact of early intervention and prevention (Component A) 4. Critically analyse and evaluate risk assessment, risk management and safeguarding in maximising service user safety and harm free care in the community setting (Component A). 5. Evaluate the role and impact of epidemiology, social determinants and health inequalities on the experiences and wellbeing of service users, families and communities (Component A).
Syllabus Outline	Partnership and integrated working • Integration of health and social care for effective community service provision with service users, colleagues, agencies, families/carers, secondary care. • Principles of partnership working and co-production (professionals and people who use services working in equal partnerships towards shared goals e.g. service design, delivery and evaluation)

	Managing complexity • Rehabilitative approaches to maximise independence and quality of life • Self-management and promoting independence • Risk assessment and safeguarding: managing risk and patient safety. • Social care governance and accountability • Care co-ordination • Case management Public health and social care perspectives • Social determinants of health • Addressing health inequalities • Making every contact count • Bio-psychosocial approaches to prevention and early intervention
Contact Hours	A total of 48 hours in the form of seminars, lectures and online activities
Teaching and Learning Methods	A variety of approaches will be used which may include: • Lectures • Seminars • Action Learning • ICT based platforms • Formative assessment opportunity • Case based approaches
Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. **Access and skills** Students are expected to be able to identify and retrieve appropriate reading. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on additional reading will be available via the module guide or Blackboard pages. Students are to use the Harvard referencing system in submitted work.

Books:

Browne, K (2005) *An Introduction to Sociology* Cambridge: Polity Press

Compton, A & Ashwin, M. (2000) *Community Care for Health Professionals* 2nd Edition, Oxford Butterworth

Craig, C. & Mountain, G (2007) *Lifestyle matters: An Occupational Approach to Healthy Ageing* Bicester: Speechmark publishers.

French, S & Swain, J (2011) *Working with disabled people in policy and practice: A social model* (interagency working in health and social care). Basingstoke Palgrave Macmillan,

Naidoo, J &Wills, J (2009) *Foundations for Health Promotion*. Oxford Ballierre & Tindall Elsevier

Pollard, K, Thomas, J & Miers, M (eds) (2010) *Understanding Inter-professional Working in Health and Social Care* Basingstoke Palgrave Macmillan,

The Marmot Review (2012) *Fair Society, Healthy Lives. Strategic Review of Health Inequalities in England post 2010* The Marmot Review

Thomas, J. Pollard K, Sellman, D. (2014) *Interprofessional Working in Health and Social Care* 2nd Edition Basingstoke Palgrave

Titterton, M (2005) *Risk and Risk Taking in Health and Social Care*, London Jessica Kingsley

Walsh, M (2004) *Introduction to Sociology for Health Carers* Cheltenham Nelson Thornes

Wilkinson G & Pickett, K (2010) *The Spirit Level: why greater equality makes societies stronger,* New York Bloomsbury

Journals
- British Journal of Community Nursing
- British Journal of Social Work
- Health and Social Care in the Community
- Journal of Advanced Nursing
- Journal of Inter-professional Care
- Practice Nurse Journal
- Primary Health Care Journal

Part 3: Assessment

| Assessment Strategy | 3000 word journal article suitable for publication. The article must focus on an aspect of service user safety, and take the form of a critical literature review. The review should analyse and synthesise the evidence base and clearly identify strategies for change and innovation.

The focus on 'service user safety' will enable students to demonstrate knowledge and understanding of the module learning outcomes, and the |
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	format is intended to support and encourage students to consider writing for publication. Formative assessment will take place through supervision of group work and discussion, as well as tutorial support and review of draft work.

Identify final assessment component and element	**A**	
% weighting between components A and B (Standard modules only)	**A:**	**B**:

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 3000 word written assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 3000 word written assignment	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	