



**BRISTOL
ACADEMIC SERVICES**

University of the
West of England

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Integrated Community Practice				
Module Code	UZTSW8-20-3	Level	3	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	Professional practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZTSW9-20-M Integrated Community Practice	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
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On completion of the module, students will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate learning and development in the following key areas of practice (assessment, personalised care, managing self) (Component A). 2. Demonstrate the ability to critically reflect on their personal, professional and academic learning and development (Component A) 3. Demonstrate how their learning and development will enhance service delivery and the quality of life for service users and carers (Component A & Component B). 4. Examine the challenges of integrated practice (Component A & Component & B)
Syllabus Outline	<p><u>Assessment skills and problem solving</u></p> <ul style="list-style-type: none"> • Holistic assessment in the community setting: tools, strategies and practice • Developing patient pathways: a single assessment process • Explore the scope for telehealth / telecare

	<p><u>Personalised Care</u></p> <ul style="list-style-type: none"> • Developing rapport and the therapeutic use of self • Managing challenging situations: effective communication strategies • Equality and diversity: overcoming barriers to accessing health and social care • Motivational interviewing <p><u>Managing self</u></p> <ul style="list-style-type: none"> • Resilience • Reflective practice • Personal / professional support strategies
Contact Hours	A total of 48 hours in the form of workshops and on line activities
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Workshops • ICT based platforms
Reading Strategy	<p>Core readings</p> <p>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.</p> <p>Further readings</p> <p>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.</p> <p>Access and skills</p> <p>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.</p>
Indicative Reading List	<p>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.</p> <p><u>Books</u></p> <p>Bach, S & Grant, A (2009) <i>Communication and Interpersonal Skills for Nurses</i>, Exeter Learning Matters</p> <p>Browne, K (2005) <i>An Introduction to Sociology</i> Cambridge: Polity Press</p> <p>Hargreaves, J & Page, L (2013) <i>Reflective Practice: key themes in health and social care series</i> Cambridge Polity Press (e-book)</p>

	<p>Pollard, K, Thomas, J & Miers, M (eds) (2010) <i>Understanding Inter-professional Working in Health and Social Care</i> Basingstoke Palgrave Macmillan,</p> <p>Walsh, M (2004) <i>Introduction to Sociology for Health Carers</i> Cheltenham: Nelson Thornes</p> <p><u>Journals</u></p> <ul style="list-style-type: none"> • British Journal of Community Nursing • British Journal of Social Work • Health and Social Care in the Community • Journal of Advanced Nursing • Journal of Adult Protection • Journal of Inter-professional Care • Practice Nurse Journal • Primary Health Care Journal
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Part 3: Assessment

Assessment Strategy	<p>In order to assess students' learning and development in relation to key areas of community practice, there are two components of assessment.</p> <p>Component A: Submission of a Practice Learning Log developed with the support of mentorship in practice. The log should demonstrate learning and development in the following areas: holistic assessment, personalised care, managing self</p> <p>Component B: Electronic submission of a Poster. Based on either a case study, or an episode of care, critically analyse the opportunities for and challenges to integrated practice and identify possible strategies for managing and improving care and services.</p> <p>Formative assessment will take place through supervision of group work and discussion, as well as tutorial support and review of draft work.</p>
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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. Practice Learning Log	Pass/Fail	
Component B Description of each element		
1. Poster	100%	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1. Practice Learning Log	Pass/Fail
Component B Description of each element	
1. Poster	100%
<p>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.</p>	