Module Guide

Module Code: CCH3074-N
Module Title: Specialist District Nursing Practice Project
Academic Level: level 6
Credits: 40 credits
Module Leader: Rachel Doubleday

Module Guide Updated – September 2015
Welcome by Module Leader

Welcome to the module, Specialist District Nursing Practice project. This 40 credit module will offer you the opportunity to contribute to practice and service improvement by planning an evidence-based intervention within a negotiated, self-managed project. This module also includes the Practice Progress File in which you will demonstrate your achievement of the NMC-required practice competencies necessary for you to be recorded on the professional register as a district nurse. This module must be undertaken by all students on the BSc (Hons.) Nursing in the Home/District Nursing programme. A variety of learning and teaching strategies will be utilised to facilitate your ability to undertake this project and achieve the competencies. This will help to develop your skills and confidence for your future role as a leader in district nursing.

Module Leader/ Module Team Contact Details

Rachel Doubleday is the module leader. She is based in room H1.40 in the Centuria Building at Teesside University and can be contacted on telephone 01642 384194 or by email on R.Doubleday@tees.ac.uk.

Module team

The module team includes:

Kathryn Potts who is based in room H2.21 in Centuria at Teesside University and can be contacted on telephone number 01642 738239 or by email on K.Potts@tees.ac.uk.

Carole Schubert who is based in room H1.21 in Centuria at Teesside University and can be contacted on telephone number 01642 384991 or by email on C.Schubert@tees.ac.uk.

Module Aims

This module aims to:

- Facilitate the development of competence to meet the outcomes for Specialist Community Nursing in the Home/District Nursing

- Enable the further development of knowledge and skills to engage in an independent community practice project which will inform district nursing service improvement.
Module Outcomes

At the end of the module you should be able to:

Knowledge and Understanding
- Plan a negotiated, self-managed project which contributes to service improvement within district nursing practice.
- Synthesise and critically appraise the evidence to support the chosen topic for the project.
- Demonstrate a comprehensive and detailed knowledge of the wider implications of service improvement in order to enhance future district nursing practice.

Cognitive and Intellectual Skills
- Synthesise, appraise and evaluate contemporary evidence to make independent judgements on the effectiveness of service improvement within district nursing.
- Demonstrate intellectual flexibility and openness to the need to develop practice
- Demonstrate confidence and flexibility in identifying and managing complex issues and applying appropriate knowledge and methods to address these in order to enhance district nursing service improvement.

Practical and Professional Skills
- Evaluate and reflect upon personal development of competencies and skills.
- Demonstrate competence to meet outcomes for NMC Specialist Community Nursing in the Home/District Nursing
- Evaluate and respond to contemporary local, regional and national policies that inform personal and professional development.
- Act autonomously with limited supervision and within agreed guidelines in order to develop the project.
- Critically reflect upon the outcome and effectiveness of the project.

Key Transferable Skills
- Critically reflect upon ongoing personal and professional development and the planning of personal learning needs.
- Conduct a systematic, detailed literature search that retrieves literature and published research from appropriate databases.
- Communicate clearly, fluently and effectively with individuals who can influence service improvement in order to enhance care.
Module Timetable

Weekly Breakdown

We will explore the following areas:
- Self-assessment and the development of learning contracts
- Critical reflection in and on practice
- Personal effectiveness
- Action planning
- Developing service improvement
- Identifying a practice project
- Undertaking a literature review
- Change management

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<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>TIME</th>
<th>TOPIC</th>
<th>TUTOR</th>
<th>VENUE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>29/09 TUES</td>
<td>10.15-12.00</td>
<td>Introduction to the module Self-assessment</td>
<td>Rachel</td>
<td>W1.03</td>
</tr>
<tr>
<td>3</td>
<td>14/10 WED</td>
<td>13.00-14.30</td>
<td>Undertaking a literature review</td>
<td>Rachel</td>
<td>H0.38</td>
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<tr>
<td></td>
<td></td>
<td>15.00-16.00</td>
<td>Searching databases</td>
<td>Julie Hogg</td>
<td>L3.02 (Library)</td>
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<tr>
<td>4</td>
<td>20/10 TUES</td>
<td>09.30-12.00</td>
<td>Reflection and personal effectiveness</td>
<td>Rachel &amp; Kathryn</td>
<td>H0.18</td>
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<td>6</td>
<td>03/11 TUES</td>
<td>09.30-12.00</td>
<td>Presentation of background to your topic Feedback Tutorials</td>
<td>Rachel &amp; Kathryn</td>
<td>H0.18</td>
</tr>
<tr>
<td>7</td>
<td>10/11 TUES</td>
<td>09.30-12.00</td>
<td>Change management and Service Improvement</td>
<td>Carole Schubert</td>
<td>H0.18</td>
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<td>9</td>
<td>24/11 TUES</td>
<td>12.00-13.00</td>
<td>Group Tutorial</td>
<td>Rachel</td>
<td>H0.38</td>
</tr>
<tr>
<td>11</td>
<td>01/12</td>
<td>09.30-12.00</td>
<td>Presentation of chosen papers Feedback Tutorials</td>
<td>Rachel &amp; Kathryn</td>
<td>H0.46</td>
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<tr>
<td>16</td>
<td>03/02 WED</td>
<td>09.30-12.00</td>
<td>Group tutorial</td>
<td>Rachel</td>
<td>H0.49</td>
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<tr>
<td>25</td>
<td>27/04 WED</td>
<td>09.30-12.00</td>
<td>Group tutorial</td>
<td>Rachel &amp; Kathryn</td>
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As the module progresses, supporting material will be added to the Virtual Learning Environment (VLE) and engaging with this will enhance your learning experience.

**Learning and Teaching Strategies**

A variety of learning and teaching strategies will be utilised to facilitate your development of the skills and knowledge to undertake this self-managed project. These include practice-based learning and teaching activities which are undertaken in partnership with the practice teacher/mentor. Interactive lectures and seminars at the start of the module will help to ensure that you have acquired the skills to undertake the project. One means of supporting this will be through the reflective diary/blog within the e-learning@tees site.

The module requires you to commit 400 hours to learning. 21 hours of this will be structured within the timetable; for the remaining 379 hours you are expected to undertake the self-managed project yourself. Active participation in the module should enhance your ability to be successful in the completion of the challenge presented by this module of developing the skills and confidence to undertake and manage service improvement in a dynamic and testing clinical environment. The module also encompasses the practice progress file demonstrating your achievement of NMC required practice competencies. A minimum of 100 hours in practice is necessary for this.

You will share some of the teaching content e.g. communication with service users and carers, in preparation for completion of the Practice Progress File and the assessment of practice with the students on the PgDip and MSc Nursing in the Home/District Nursing programmes.

**Academic Support and Guidance**

You will be able to access a number of sources of support as you progress through this module. Time for tutorials will be built into the module and you will be able to access Rachel for guidance and support as indicated in the Student Charter. Additionally, the Learning Hub (previously known as the Drop In Study Skills Centre - DISSC), located in the Library, can provide you with additional support for your studies. Students will be supported in practice by a Practice Teacher (PT) or Sign-off Mentor (SoM) who will facilitate, observe and assess your performance throughout the period of the module. An initial meeting for you, PT or SoM and the Academic Mentor will be held in the induction period. This will be to introduce you in preparation for the coming placement. Subsequent tripartite meetings will take place at the first tripartite in Week 14 of the programme when formative assessment will be undertaken and feedback given. The second formative tripartite will be in Week 28 with the summative tripartite assessment in Week 51. (If you are studying part-time, you will have your tripartite assessments at equivalent intervals over a two-year period as specified earlier.)
ASSESSMENT

Assessment Strategy

Formative Assessment

This is through peer assessed presentations of the progress of your practice project. These will take within term 1. There will be formative assessment of your clinical progress through regular meetings and discussions with your PT as well as two specific tripartite for a review of progress- one in week 14 of the programme (week commencing 07/12/15 and one in week 28 of the programme (week commencing 14/03/16).

Summative Assessment

The summative assessment will be in two equally essential parts. One element is an 8,000 word project demonstrating your ability to critically reflect upon your contribution to planning an evidence-based intervention in a self-managed practice project. The other element is achievement of the NMC required clinical competencies through the final tripartite meeting and completion of the practice progress file evidencing this.

Assessment Criteria

Summative assessment

Practice Project (100%)

This is an 8,000 word project which demonstrates the student’s ability to critically reflect upon their contribution to planning an evidence-based intervention in a self-managed practice project. A district nursing service improvement will be identified through an evaluation of practice and undertaken in negotiation with their sponsoring organisation and practice teacher/mentor.

You will be able to provide evidence within the project of the ability to:

- Critically reflect on your strengths, areas for development and learning needs associated with engagement in improving district nursing practice.
- Demonstrate evidence of the ability to synthesise and critically appraise district nursing evidence base for service improvement.
- Critically reflect on the key stages of the project supported by justification of the methods used throughout the process.
- Demonstrate the integration of new knowledge and conceptual approaches into your practice.
- Use a range of appropriate literature from a variety of sources to support the arguments presented.
- Adhere to the School of Health and Social care guidelines for presentation and referencing.
Please note that the University has a strict policy that all activities undertaken by students and staff which constitute research require ethical approval from the relevant organisations which include the School of Health and Social Care Research Ethics Committee at Teesside University. In order to facilitate your progression within the timeframe of this programme it is not realistic for you to attempt to gain approval and undertake research. Therefore, it is ESSENTIAL that you ensure your project is NOT active research. This means that you need to explain the project in terms of what you would do in practice if you had the necessary support from the relevant organisations. It must be speculative. YOU MUST NOT IMPLEMENT THE CHANGE IN PRACTICE WITHOUT ETHICAL APPROVAL. The penalty for this will be an automatic 0% as this constitutes a breach of the University regulations. If you have any queries about how to ensure you remain within the regulations, please seek advice from the module team.

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Practice Progress File (Pass/fail)

You must submit a completed practice progress file in which your practice teacher verifies progress towards, and achievement of the NMC outcomes and standards for specialist community nursing practice. (The summative assessment of development in practice consists of meeting outcomes as competent/not competent.) These are evidenced through discussion at the final tripartite meeting and completion of the Practice Progress File. The progress file will include the following essential evidence which supports your achievement:

- Formulation and completion of a learning contract which identifies strategies to meet individual learning needs
- Self-assessment which identifies strengths and areas for development
- Evidence of achievement of all practice outcomes
- Four completed service user/carer 360° feedback tools
- Completed and verified Prescribing Competency Framework
- Completed dialogue sheets from each tripartite

Assessment Submission

Summative assessment

Project:

Submission of TWO copies of the project will be made to the Assignment Handling Office, M2.08 (2nd floor of the Middlesbrough Tower) by Wednesday 01/06/16.

You will receive unratified written feedback which you will be able to access via the student intranet by Wednesday 29/06/16.

Practice Progress File

The practice progress file, including all essential evidence, will be submitted by the end of week 51 of the programme which is the week beginning Monday 22/08/16.

There is no resubmission opportunity for this module.

If this work is referred, you may be offered a reassessment opportunity. However, this will be at the discretion of the assessment board, which sits in September.
Word Limit for Assignment

The word limit for the project is 8,000 (there is no allowance of 10%). The word count refers to the project and does not include the reference list or tables/graphs. The references cited in the text are included in the word count.

EVALUATION STRATEGY

The School of Health and Social Care is committed to the development and delivery of quality programmes and to the enhancement of the aspects of programmes and provision that comprise your experience as a student with us. We, therefore value the process of evaluating modules and programmes so that we can continually improve. This module will provide you with opportunities to formally evaluate it at the end but if you are able to reflect and comment prior to this, we welcome this and this is explored further in the section titled Student Feedback.

STUDENT FEEDBACK

The School of Health & Social Care relies on student feedback as a key method of assuring and enhancing the quality of its learning and teaching. Your feedback is very important to us and we will invite you to give constructive feedback on your learning experiences both formally and informally at various points in your programme of study, for example by evaluating your University or placement teaching.

You will also be given feedback from your Programme Team and we expect you to take note of and act upon feedback received.

Please note that feedback is not limited to comments on your assessed work, though of course you will receive feedback on this. It also includes feedback on your ongoing progress on the module, as well actions that have been taken as a result of your evaluation of your programme of study, and actions taken as a result of the evaluations made by previous student cohorts.

The VLE site for this module contains a chart, the Student Lifecycle Feedback Map, which describes those points, the type of feedback you will receive and who is likely to give you the feedback.
Indicative Resources

Purchase
N/A

Essential
N/A

Recommended


Cameron, E. and Green, M. (2012) Making sense of change management: a complete guide to the models, tools, and techniques of organizational change 3rd Ed.London: Kogan Page (also available as an ebook)


**Journals**

British Journal of Community Nursing  
British Journal of Social Work  
Community Care  
Health & Social Care in the Community  
Journal of Advanced Nursing  
Journal of Interprofessional Care  
Journal of Integrated Care

Other subject specific journals should be accessed in order to capture the chosen topic

**Electronic**

Care Quality Commission  

CASP frameworks for evaluating evidence. Accessing this page will provide access to a number of the CASP frameworks available to help judge the overall methodological quality of a study  

Department of Health (it is vital that this site is widely utilised in order to use contemporary policy to inform the project)  
[www.dh.gov.uk](http://www.dh.gov.uk)

Health Information Resources  
[http://www.library.nhs.uk](http://www.library.nhs.uk)

Kings Fund  
[www.kingsfund.org.uk](http://www.kingsfund.org.uk)

NICE  
[www.nice.org.uk/](http://www.nice.org.uk/)

NHS Confederation  

NHS Employers  
[www.nhsemployers.org](http://www.nhsemployers.org)
NHS Institute for Innovation and Improvement (*N.B. This website is being archived and may not be available at some point in the future although a considerable amount of very valuable currently resides on it.*)
www.institute.nhs.uk

The Health and Social Care Information Centre
www.hscic.gov.uk

*Further relevant electronic sources will be identified during the module, this due to the contemporary and changing nature of community practice.*

*The site addresses are correct at the time of submission but are subject to change.*

Accessibility

Accessibility Statement

The School aims to make this module accessible to any student who may benefit by studying it. Students who are concerned about their ability to access the module are advised to contact the School Disability Coordinator for academic advice and the University Student Services staff for details of available support.