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Nurse practitioner masters programs

Year 1Dissertation (60 credits)Subject identification and selection, systematic review of literature, consideration of current knowledge including key national and international papers, identification of the limitations of work, application of appropriate methods, conduct a concept analysis, selection of theoretical frame work, formulation of empirical evidence.Learning OutcomesStudents will be able to: systematically review the literature; conduct a search using appropriate data base and index's; construct a body of work containing evidence of critical thinking, rational and cogent argument and debate based on international, national and local evidence reflecting current ideas; disseminate key findings that emerge from the investigative study.SkillsWriting, publishing, formulating argument and dissemination of emerging thoughts.Contribution and impact of midwives in relation to maternity care; defining CoMC; CoMC Models (universal and additional care); relationship based care; introducing and successfully implementing CoMC into mainstream maternity services; co-design and co-production of maternity services with maternity service users and relevant stakeholders; ensuring quality and safety; perceptions of risk; evaluating CoMC; planning for CoMC; sustainability of CoMC; searching the literature effectively; critical analysis of evidence relevant to CoMC; principles of implementation science; visible and supportive midwifery leadership; change management and being an effective change agent; leadership attributes; communication and interpersonal skills including principles of effective midwifery and multidisciplinary team working.Learning OutcomesThe aim of this module is to develop the student's ability to critically evaluate the key elements of successful implementation and sustainability continuity of midwifery carer models. On completion of this this module students will be able to: • Appraise and critically evaluate key features of CoMC models for women with universal and additional care needs • Critically analyse factors which influence the effective implementation and sustainability of CoMC including midwifery leadership skills • Critically appraise and apply in-depth knowledge and principles of co-production to the implementation of CoMC • Critically evaluate the role of communication skills and principles of relational care within CoMC models including effective team working • Critically appraise the role of effective change management in relation to providing CoMC models and the maternity workforce • Demonstrate the ability to search the literature and critically evaluate evidence relevant to CoMCSkillsKnowledge and Understanding of: • Implementing and sustaining maternity service transformation in CoMC models • The role of co-production within maternity service users and stakeholders in maternity service design and evaluation • Effective change management • The impact of midwifery leadership, communication skills and relational care on implementing and sustaining CoMC • Utilising evidence to underpin midwifery practice including the use of implementation science Cognitive Skills • Application of a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information and issues • Development of creative and original responses to implementing CoMC • Critically appraise and apply knowledge to midwifery practice. Transferable Skills • Demonstrate the ability to engage in critical debate at an advanced level and the ability to utilise a wide range of resources to support advanced decision making • Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous and evidence based practice • Appropriate use of information technology to access national and international databases.Nursing Care of Older People (20 credits)This module aims to provide the practitioner with the opportunity to develop clinical competencies underlining a holistic and compassionate response to the multiple problems older people may experience. The module emphasises the need to work in partnership with the patient/carer to assist them in making informed choices, agreeing a plan that respects patient preferences including their right to refuse or limit treatment. The module begins with a critical examination of evidenced-based nursing practice and then provides the students with an opportunity to build on their knowledge of various clinical specialties that are common in the older person. Students will address the following themes: • Assessment of the Older Adult • Nursing Interventions for Common Clinical Problems, patient deterioration and Co-morbidities in the Older Adult • High Risk Pathophysiology in Older Adults, including COVID-19: Medical and Nursing Management • Medication and Older People • Health Promotion and Later Life • Psychiatry of Old AgeLearning OutcomesAim: To enable students to effectively assess, plan, implement and evaluate safe and effective care of older people in primary, secondary, and tertiary care. On completion of the module the student will be expected to: 1. Systematically review evidence-based nursing assessments of older people's physical, psychological, cognitive and social functioning. 2. Evaluate critically the application of an evidence-based approach to the nursing care of clinical problems and high-risk pathophysiological conditions experienced by older people. 3. Apply advanced knowledge of the diverse and many-faceted needs of older people, their carers and families and match these to the specific services required in hospital or community. 4. Critically appraise the role of the multi-disciplinary team in developing comprehensive health education and health promotion programmes for the older person.SkillsDemonstrate an ability to undertake a risk assessment of an older person experiencing acute or chronic illness, and/or frailty. Critically analyse the specialist nurse's role in the multi-disciplinary team. Articulate the need to develop a therapeutic relationship with the older person. The ability to facilitate an explanation to an older person receiving care, the effects and potential side effects of prescribed medication.Physiology: Homeostasis in Acute/Critical Health Care (20 credits)The module aims to develop understanding of the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction. It will teach the principles and mechanisms of physiological homeostasis in human health and pathophysiology, including application of these subjects to the clinical setting. Following introductory lectures, focusing on the key concepts underpinning the homeostatic nature of the human body, the module will explore physiological disruption and adaptation processes in the cardiovascular, respiratory, renal, endocrine and nervous systems within the context of acute/critical health care. In addition, related immunobiological, gastro-intestinal and haematological concepts will also be studied.Learning Outcomes Discuss the molecular nature of the human body. Discuss the basic embryological development of the human body from zygote to systems. Explore the concept of cell and tissue homeostasis. Analyse the general principles of tissue content, organisation, orientation and role within the human body structures. Analyse the individual and collaborative actions of the physiological processes within the cardiovascular, respiratory, renal, endocrine and nervous systems in contributing to overall human body homeostasis. Apply and evaluate the effects of altered anatomy and physiological processes within the cardiovascular, respiratory, renal, endocrine and nervous systems on homeostasis, and the synthesise how these evolve in the clinical development of illness and disease. Critical application of physiological concepts and altered homeostasis to the interpretation and management of clinical scenarios, e.g. through case studies exploring the pathophysiology underpinning serious adverse incidents (SAIs)Skills Retrieval of pertinent information. Develop self-reflection and a spirit of enquiry. Discuss and evaluate the application of issues relevant to health care. Critical analysis and appraisal.Mental Health Essentials (20 credits)Psychosocial assessment skills; vulnerability stress model; identification/early detection of common mental health difficulties; risk, trans/inter-generational transmission, family and carer systematic aspects of common mental health problems and psychological problems associated with chronic physical health problems; sign posting to specialist services.Learning OutcomesOn completion of the module the student should be able to: Critique the Vulnerability-Stress model as an explanatory model for people living with 'common mental health problems'. Critique the links between mental health problems. Systematically and critically evaluate NICE recommended treatments for 'common mental health problems'. Systematically demonstrate the skills of engagement, negotiation and collaboration wit service users/families and other health and social care practitioners. Apply and demonstrate an advanced holistic assessment using trans-generational and lifespan framework/approach.SkillsEffective communication of complex material science, synthesis and evaluation of pertinent information; prioritisation, appraisal and deduction of pertinent information; analysis and evaluation of received knowledge on the application of theory to practice.Enabling Inter Professional Practice (20 credits)This module will enable health and social care practitioners from across a range of professions to develop their knowledge and understanding of contemporary theories and models related to inter-professional practice. The module will enhance knowledge and skills in the planning, delivery, assessment and evaluation of care delivery as a means to enable inter-professional practice across care settings, to improve the outcomes for people who use these services.Learning Outcomescontemporary theories and models related to inter professional practice and their application across communities and care settings to enable the delivery of safe and effective person-centred care and support. On completion of this module students will be able to: • Critically discuss contemporary theories and models relevant to inter-professional practice • Critically apply theories and models of inter-professional practice to deliver safe and effective person-centred care and support • Critically appraise factors that may influence, enable and inhibit safe and effective inter-professional practice • Critically engage in equality, diversity and inclusion as core element of inter professional working and service delivery • Critically reflect on and evaluate inter-professional care experiences and their implications to enable the delivery of safe and effective person-centred care and supportSkills• The application of theories and models relevant to inter-professional practice across communities and care settings • The development of care plans, their implementation and evaluation to enable the effective delivery of safe and effective inter-professional person-centred care and support • Factors that may influence and impact upon effective inter-professional practice including equality, diversity and inclusion, resource allocation, service development and delivery • Professional standards and strategies that promote approaches to enhance inter professional practice opportunities Cognitive Skills • Critical appraisal of theories, models and research regarding inter-professional practice • Critically appraise the application of knowledge and skills in relation to inter professional practice • Application of new and complex ideas, information, and issues related to inter-professional practice • Development of creative and original responses regarding the application of inter-professional practice approaches and opportunities Transferable Skills • Demonstrate the ability to engage in critical debate at an advanced level and utilise a wide range of resources to support advanced decision-making • Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous, and evidence-based practice and accountability • Appropriate use of information technology to access national and international databases and evidence. • Utilise skills in reflective practice and apply to individual and inter professional practice contexts.Population and demographic health needs evidence of children, adults and older people with intellectual disabilities across care and support services; rare genetic syndromes and neurodevelopmental disabilities health needs evidence; ASD, ADHD, FASD health needs evidence; physical health needs evidence of children, adults and older people with intellectual disabilities; enabling physical health care and support; psychological and behavioural health needs evidence of children, adults and older people with intellectual disabilities; enabling psychological care and support.Learning OutcomesThe aim of this module is to develop the student's ability to identify and critically evaluate the evidence regarding the health concerns and care and support needs of children, adults and older people with intellectual disabilities. On completion of this this module students will be able to: • Demonstrate the ability to search the literature and critically evaluate evidence relevant to children, adults and older people with intellectual disabilities. • Appraise and critically analyse the evidence of the changing demographics of the population of children, adults and older people with intellectual disabilities. • Appraise and critically analyse the evidence regarding children, adults and older people with neurodevelopmental disabilities. • Appraise and critically analyse the evidence regarding the physical health concerns of children, adults and older people with intellectual disabilities and their care and support needs. • Appraise and critically analyse the evidence regarding the psychological and behavioural concerns of health of children, adults and older people with intellectual disabilities and their care and support needs.SkillsKnowledge and Understanding of: • The national and international evidence regarding the changing demographics of the population of children, adults and older people with intellectual disabilities. • The evidence of the physical health needs of children, adults and older people with intellectual disabilities. • The evidence of the psychological and behavioural needs of children, adults and older people with intellectual disabilities • The evidence of the care and support needs of children, adults and older people with neurodevelopmental disabilities. • Utilising evidence to underpin intellectual disability practice that improves health and well-being. Cognitive Skills • Critical appraisal of evidence and research regarding children, adults and older people with intellectual disabilities and their health, care and support needs. • Critically appraise the application of knowledge regarding the care and support of children, adults and older people with intellectual disabilities. • Application of a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information and issues regarding children, adults and older people with intellectual disabilities and their health, care and support needs. Transferable Skills • Demonstrate the ability to engage in critical debate at an advanced level and the ability to utilise a wide range of resources to support advanced decision making. • Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous and evidence-based practice in care delivery regulation. • Examine values-focused leadership approaches in relation to the delivery of care and support.SkillsKnowledge and Understanding of: • Contemporary care models • Utilising evidence from research, policy, service, and governance reviews • The role of co-production in contemporary intellectual disabilities health and social care and support • Leadership models and styles • Decision-making frameworks • Legal, ethical and professional frameworks supporting intellectual disabilities care delivery and professional practice • Application of a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information, and issues • Critical appraisal skills of contemporary assessment frameworks • Utilising evidence to deal with complex professional issues • Appropriate use of information technology to access national and international databases. • Utilise skills in reflective practice and apply to individual and team-work contexts.Contemporary Care Delivery in Intellectual Disability Practice (20 credits)Identification of models of service delivery for people with intellectual disabilities and complex needs; local, national and international legislation frameworks and the historical and contemporary contexts; contemporary models of care provision; co-designing and co-producing care delivery with people with intellectual disabilities, their families and carers; governance in service development and delivery, planning and evaluation of services and care; promoting quality and safety; quality improvement in intellectual disabilities care delivery; the principles of ethical care delivery; values-based leadership in care delivery, multi-disciplinary and multi-agency team-working; reflective practice and life-long learning; searching the literature effectively; critical appraisal of evidence relevant to intellectual disabilities service delivery; principles of implementation science.Learning OutcomesThe aim of this module is to develop the student's ability to critically explore the current evidence base of significant issues, which relate to musculoskeletal practice, which may affect the patient's experience and outcome of care. Senior UK and international health professionals within clinical practice and education will be invited to deliver / facilitate the student's teaching and learning. The following theoretical content will be included to meet the learning outcomes of the module: • Professional reflection on current practice. • Exploration of key terms relative to the speciality - orthopaedics, fracture trauma, musculoskeletal health care, lifespan and advancing practice. • Identification and exploration of pertinent issues within musculoskeletal health care nationally, internationally and globally. • A discourse in how this specific area of nursing practice is advancing within health care systems. • Advocating equality, diversity and inclusion to patients across the life span who present with a musculoskeletal condition or injury.Learning OutcomesBy the end of this module the student will be able to: 1. Define and critically appraise the current opportunities, strategies and advancing roles within orthopaedic and fracture trauma nursing in delivering safe and effective care. 2. Critically explore the lifelong learning needs for registered nurses caring for orthopaedic and fracture trauma patients across the life span. 3. Critically appraise the role of the registered nurse within the diverse group of healthcare professionals within this area of healthcare. 4. Critically explore the diverse population who present with a musculoskeletal condition or injury across the lifespan in the context of equity and inclusion. 5. Critically engage in a discourse around a selected area, which could be improved upon and positively affect the patient's experience and outcome of care. 6. Critically appraise recent innovations and the evidence base in relation to a person presenting with a musculoskeletal condition or injury across the lifespan.SkillsGenerating a business case Competency in oral examinationThis module will develop practitioner knowledge and understanding of legal, ethical and professional frameworks and their relevance to practice learning. Learners will engage with their practice learning in 3rd examination and 'failing to fail'.Learning OutcomesThe aim of this module is to develop the student's ability to identify and critically teaching and learning of a procedure and the associated legal and ethical responsibility. On completion of this this module students will be able to: • Identify and critically discuss the legal, ethical and professional frameworks relevant to practice learning • Critically appraise and discuss digital delivery and assessment strategies relevant to practice learning • Demonstrate the principles of teaching, assessment and providing feedback to learners in a practice setting. • Critically appraise and discuss how to support learners not meeting professional requirements in their practice learning • Reflect on the application of contemporary learning and assessment theories relevant to practice learning and identify personal areas of further development when working with learnersSkillsKnowledge and Understanding of: • Application of learning theories in practice learning settings • The development and implementation of teaching plans and the evaluation of learning outcomes related to a clinical skill • Identify factors that enable and inhibit learning a procedural skill • Reflect on individual learning styles and areas where further development is indicated Cognitive Skills • Critical appraisal of evidence and research regarding teaching and learning procedural skills theories and strategies • Critically appraise the application of learning and teaching in the practice setting. • Application of a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information, and issues related to learning a procedural skill. • Development of creative and original responses regarding the application of teaching and learning a procedural skill. Transferable Skills • Demonstrate the ability to engage in debriefing discussion at an advanced level and the ability to utilise a wide range of resources to support advanced decision making. • Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous and evidence-based practice. • Appropriate use of information technology to access national and international databases. • Utilise skills in reflective practice and apply to individual and team-work contextsTheories and principles of practice education (20 credits)This module will enable the practitioners from across professions to develop their knowledge and understanding of the significant contemporary theories of teaching and learning and the application to practice. The module will use the UK Professional Standards Framework for teaching and supporting learning in higher education developed by the Higher Education Academy. This will include knowledge and skills in planning, assessment and evaluation of learning in a range of practice settings underpinned by core professional valuesLearning OutcomesThe aim of this module is to develop the student's ability to identify and critically evaluate contemporary learning theories and their application to practice learning. On completion of this this module students will be able to: • Critically discuss contemporary teaching and learning theories relevant to practice learning • Critically apply theories and principles of learning through the identification of and design of practice learning opportunities and the use of learning plans • Critically appraise factors that influence, enable and challenge practice learning • Critically analyse assessment theories and their application to practice learning • Critically reflect on and evaluate learning experiences with learners and their implications for future practiceSkillsKnowledge and Understanding of: • Application of learning theories in practice learning theories and models relevant to practice education in a professional context • Development of plans, implementation and evaluation of teaching and learning initiatives in a practice learning environment • Identify factors that impact upon and influence the practice learning process • Reflection and evaluation of teaching and learning strategies and the identification of approaches to enhance practice learning opportunities Cognitive Skills • Critical appraisal of evidence and research regarding teaching and learning theories and strategies • Critically appraise the application of knowledge and skills in relation to practice learning. • Application of a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information, and issues related to practice learning • Development of creative and original responses regarding the application of practice learning approaches and opportunities Transferable Skills • Demonstrate the ability to engage in critical debate at an advanced level and the ability to utilise a wide range of resources to support advanced decision making. • Confidence to deal with complex professional issues in ways that demonstrate reflective, autonomous and evidence based practice. • Appropriate use of information technology to access national and international databases. • Utilise skills in reflective practice and apply to individual and team-work contexts.This module will build upon student learning developed during the level 7 EMDR Level One module, with a comprehensive understanding of EMDR to enable them to help a person with complex and severe psychological trauma and other mental health issues. The student will be provided with an enhanced overview of the theoretical concepts underpinning psychological trauma assessment, formulation, care planning, implementation, evaluation, and reflection, and how this relates to clinical practice. Students will apply this knowledge through participating in clinical practice under supervision during the module. The following theoretical content will be included to meet the learning outcomes of the module: Developing and installing Resources in EMDR Students will be introduced to grief and mourning in EMDR as well as modified protocols in EMDR – including pain/pendulation, fears, phobias, blind 2 therapists protocol and cognitive interweaves in EMDR practice. A greater understanding of the neurological processes will be developed including the Adaptive Information Processing Model (AIP). Resource installation will be discussed and developed as well as stabilisation techniques in EMDR.Learning Outcomes1.The student will be able to critique the nature of severe and complex trauma, it's causes, presentations, frequency and effects on the person. 2.The student will be able to critical analyse the development and installation of resources in EMDR. 3.The student will be able to critical discuss the use of modified EMDR protocols for a range of issues. 4.The student will be able to articulate the judicious use of interweaves in EMDR. 5.The student will be able to teach the stabilisation techniques used in EMDR. 6.The student will be able to safely and effectively use EMDR as evidenced in the practical sessions.SkillsEMDR Assessment EMDR Preparation EMDR Delivery EMDR Closure Managing dissociation relating to EMDR practice Managing complex and severe trauma presentations in EMDR practice Use of modified EMDR protocolsSpecial and intensive nursing care of the neonate (40 credits)Adaption to extra uterine life The anatomy, physiology and pathophysiology of the respiratory system Respiratory management of the neonate Care of the neonate with cardiac / cardiovascular compromise Neonatal Pharmacology including fluid management Skills based simulation Respiratory simulation Care of the neonate with neurological compromise Care of the neonate with neurological compromise including neonatal pain and neonatal abstinence Neonatal immunology Neonatal Sepsis Care of the neonate with renal compromise Neonatal haematology and jaundice The nutritional needs of the neonate TPN and breast milk The gastrointestinal system and the neonate The surgical neonate Policies and guidelines related to practice QI, Research and audit Neonatal Transport Course evaluation Family centred and family integrated care and how it underpins all care in the neonatal unitLearning Outcomes• Use a systems based approach to critically analyse skills based treatments for neonatal illness using literature, guidelines and other resources • Critically analyse the provision of appropriate nursing intervention when sudden deterioration in the infant's condition occurs • Use a systems based approach to critically analyse evidence based treatments for neonatal illness using literature, guidelines and other resources • Critically analyse the provision of care for the sick newborn babies in different care settings • Recognition and critically appraise deviation from normal and taking appropriate action • Examine and critically discuss innovative practices in neonatal care from an evidenced- based perspective • Assess and discuss the needs of the neonate and his or her family in this environment • Critically discuss the application of theory to practice • Ability to analyse clinical judgements in practiceSkills• Demonstrate and practice retrieval of pertinent information utilising a range of databases and resources • Practice high-quality nursing care Subject-specific skills • Practice high-quality care for the babies in the NICU • Plan and implement nursing care for babies requiring invasive and non-invasive respiratory management • Assess and manage nursing care for babies requiring enteral and parenteral nutritional support • Plan and implement nursing care for babies requiring complex drug regimes, and multiple intravenous infusions • Recognise the importance of the central role of the family in neonatal careTheories and principles of psychological trauma assessment, formulation, care planning, implementation, evaluation, and reflection, and how this relates to clinical practice. Students will apply this knowledge through participating in clinical practice under supervision during the module. The following theoretical content will be included to meet the learning outcomes of the module: Introduction to trauma, history, it's causes, presentations, frequency and short and long term effects on the person. The neurology of trauma through evidence based models such as the Adaptive Information Processing Model (AIP). This includes the physiological impact of trauma inclusive of dissociative states. Trauma assessment, the use of subjective units of distress, validity of cognitions, formulation and EMDR treatment. In addition EMDR how it developed, the 8 staged protocol 3 pronged approach and the evidence supporting it.Learning OutcomesThis module will provide the student with a comprehensive introduction to EMDR enable them to help a person with psychological trauma. The student will be provided with a basic overview of the theoretical concepts underpinning psychological trauma assessment, formulation, care planning, implementation, evaluation, and reflection, and how this relates to clinical practice. Students will apply this knowledge through participating in practicum under supervision during the module. The following theoretical content will be included to meet the learning outcomes of the module: 1.The student will be able to critical analyse the nature of trauma, it's causes, presentations, frequency and effects on the person. 2.The student will be able to critique what the AIP Model is and what we can use it for in relation to EMDR. 3.The student will be able to critically analyse what dissociation is, and how to measure it and deal with it within EMDR. 4.The student will be able to analyse the development of EMDR, the 8 staged protocol and the three pronged approach. 5.The student will be able to critically evaluate the evidence supporting the use of EMDR. 6.The student will be able to safely and effectively use EMDR as evidenced in the practical sessions.Skills1.EMDR Assessment 2.EMDR Preparation 3.EMDR Closure 5.Managing Dissociation relating to EMDR practiceThe art and science of neonatal nursing care (20 credits)An introduction to embryology birth and pathophysiology Nursing care of the neonate Evidence based practice Family centred and family integrated care – including attachment theory Parents' physical and mental health while their child undergoes neonatal care The ethical aspects of neonatal care Developmental care in the neonatal unit and beyond Palliative and bereavement care / theory and simulation Communication skills and breaking bad news / Theory and simulation Policies and guidelines in neonatal care, including safeguarding Discharging the neonateLearning Outcomes• Critically evaluate the skills required to meet the emotional, psychological, developmental and social needs of infants requiring neonatal care and their families – this includes those requiring palliative and end of life care • Critically examine strategies that facilitate family-centred and developmental care • Critically examine recent research in the development of evidence-based practice • Critically discuss the application of theory to practiceSkillsBy the end of this module the student will be able to: 1. Critically analyse the evidence for using a systematic approach when taking a person-centred history as part of the health assessment process. 2. Critically appraise underpinning physiological and pathophysiological knowledge to physical examination techniques in order to differentiate between normal and abnormal findings. 3. Critically analyse information gained from health assessment, in order to draw appropriate conclusions about health status whilst recognising own limitations and accountability. 4. Critically explore and build upon interpersonal communication skills while undertaking health assessment.SkillsOn successful completion of this module, students will have gained the following: Key skills: Competently complete a full clinical health assessment of a patient/client Retrieval of pertinent information Identification of legal and ethical issues Effective high levels of judgement and discretion to ensure safe/effective clinical practice Self reflection Effective interpersonal communication skills relating to history taking and health assessment Resource person adaptable to all clinical environments Assume responsibility for own learning Subject-specific skills Systematic approach to history taking and pedigree chart completion Superior clinical examination skills in all body systems through Inspection, palpation, percussion and auscultation Clinical judgement and pertinent diagnosis Referring patient/client to necessary clinics, specialties, and other professionals Employability skills Registered practitioners both local and international gain additional advanced clinical examination skills to enhance the professional's clinical practice Skills have advantages for employment and promotion in HSC trusts, private practice and internationally International students who take this module have career opportunities when they return to their home country to lead, teach and implement change and advance clinical practice, and health assessment Students registered on the Non-Medical Prescribing programme must have completed or complete a module on Health Assessment in order to meet the NMC requirements for prescribing. Students may undertake the module in order to fulfil the criteria.Perspectives of family centred health & social care (20 credits)Providing the opportunity to enhance knowledge and skills in working within a collaborative/family centred approach within their professional practice and workplace and will address theoretical aspects of family centred care (FCC); antecedents and attributes of FCC; models of service provision, empowerment in decision-making, negotiation, facilitating choice, partnership practices- involvement and participation, information giving, advocacy, client/family teaching and education. Technologies and their impact on information giving/client education. Policy direction in FCC. Racial, cultural and socioeconomic diversity, professional issues responsibility/accountability. Interpersonal communication.Learning OutcomesDevelop an in depth comprehensive understanding of the historical development and current policy context of family centred approaches. Through advancement of knowledge, develop a critical understanding of the attributes of family centred practices and their influence on modern health care. Develop a conceptual and theoretical understanding of the components of family centred care. Develop a critical awareness of the professional challenges in implementing a family centred approach in health care. Critically analyse the current evidence for best practice and evaluate its implementation. Critically reflect on own and others' roles and responsibilities.SkillsKnowledge and understanding - Demonstrate a critical knowledge and understanding of theories, principles, concepts,frameworks and policies relevant to a family centred care; appreciate the role of the practitioner in managing family centred care situations. Cognitive skills - Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues; Identify, conceptualise and offer original and advanced insights into new, complex and abstract ideas, information and issues; Develop creative and original responses to problems and issues; Critical analysis/discernment and application of knowledge to practice learning. Transferable Skills - Deal with complex health and social care issues systematically, appraise effectively with clients and carers; ability to apply practice, scholarly and research evidence to health and social wellbeing; use a range of resources to support and enhance work; generate original ideas and articulate these clearly. Make informed judgements on new emerging issues not addressed by current professional practice.Fraility, Rehabilitation and Enablement (20 credits)This module focuses on supporting students to work alongside older people whose function and health are worsening. Teaching will focus on the rehabilitative principles of care for older people in primary, secondary, and tertiary care. The module emphasises the need for a comprehensive health and social care across the life span, recognising the role of multiple providers of health and social care across the public, voluntary and community, and private sectors. A person-centred, collaborative approach to rehabilitative care guided by evidence-based practice will underpin delivery of this module. Students will address the following themes: • Rehabilitative Principles of Care for Older People • Comprehensive Geriatric Assessment (CGA Tool) • Diagnosing Comorbidity, Disability and Frailty • Evidence-based rehabilitative interventions for older adults • Nursing interventions to promote independence • Healthcare robotics: assistive technology for older adults • Non-Pharmacological Approaches to Chronic DiseaseLearning OutcomesAim: To enhance student knowledge, confidence, and practice in relation to care which maximises independence, supports rehabilitation or palliates symptom management in frail older people On completion of the module the student will be expected to: 1 Critically analyse models of frailty, conceptual understandings of disability, rehabilitation strategies, and enablement amongst older people. 2 Critically appraise the recognised models of health promotion and their applicability to the care of older people and their significant others. 3 Coherently debate the importance of empowerment and respect in promoting physical, psychological and social rehabilitation. 4 Explore a range of psychosocial interventions which may be employed to promote rehabilitation in older populations.SkillsDemonstrate the ability to carry out a multi-dimensional assessment of older people. Ability to explore a range of health promotion strategies for older people in health care settings. Actively participate in a rehabilitation programme for older people receiving care. Articulate the ability to effectively participate in person centred care. Facilitate coping responses in relation to distress of older people.Enhanced Person-centred Practice (20 credits)Framework and application of person-centred care Concepts such as personhood, holism, individuality and empowerment Range of advanced conceptions of care Principles of self-care, personal value and self-esteem Innate and external support systemsLearning OutcomesAt the end of this module the student will be able to: 1 Demonstrate a comprehensive understanding of the concepts, principles and application of person-centred approaches to care delivery. 2. Systematically review the underpinning values of person-centred care as personhood, holism and individuality. 3. Critically engage with the concept of humanising healthcare and empowering people to engage in their own healthcare decisions taking account of their holistic needs. 4. Critically evaluate the therapeutic potential of a range of communication approaches, methodologies and skills.SkillsDevelopment of highly effective verbal and nonverbal communication skills for interacting with patients and their carers. Development of therapeutic relationships. Actively engage in empowering individuals in the decision making process.Perinatal Mental Health (20 credits)Perinatal mental health issues are common, with as many as 150:1000 experiencing mild to moderate depressive symptoms during pregnancy or after birth (RQIA Report 2017). Prompt and effective treatment minimises the risk for the mother and improves outcomes for mother and family unit. This module is designed for any health care professional that interacts with pregnant women, mothers and their families during the perinatal period (defined by the WHO as the period between 22 completed weeks (154 days) of gestation and ends 7 completed days after birth). It will cover the prediction, detection, treatment and management of maternal mental ill health through the multi-disciplinary/agency service models currently in operation. Both emergent and pre-existing mental health issues on the perinatal mental health spectrum will be explored with the aim of developing critical knowledge and understanding. The implications of mental illness during the perinatal period for women, infants and their families will also be included. The module will draw on the teaching expertise of both mental health nursing professionals and midwifery staff within the School and external clinical expertise as appropriate.Learning OutcomesOn successful completion of this module the student will be able to: 1. Critically review common mental health values/beliefs 2. Critically evaluate the central role of the family in identify common perinatal mental health 3. Master the skills to identify common perinatal mental health experiences and conditions 4. Critically develop an awareness of effective interventions 5. Coordinate a coordinated approach to caring for women with mental ill health and their familiesSkillsHigh level understanding of perinatal mental health and women's needs Consultation and mental ill health assessment Delivery of women-centred care in the wider family contextEvidence Based Practice (20 credits)The student will be introduced to the principles of Evidence Based Practice (EBP) where students will reflect upon their practice; topic of inquiry: framing searchable questions and searching for the evidence; critical appraisal of a randomised controlled trials; critical appraisal of systematic reviews and qualitative study.Learning OutcomesBy the end of this module the student will be able to, demonstrate competency in: 1 Critically analyse the role of evidence-based practice in contemporary practice in Consultation Behavioural Psychotherapy. 2 Discuss and understand the skills and knowledge that will allow participants to incorporate evidence based practice into clinical decision-making. 3 Critically review searchable questions arising from clinical problems and issues. 4 Appraise appropriate sources of information for relevant questions. 5 Critically appreciate and utilise skills when using electronic databases. 6 Discuss the skill necessary to appraise research using relevant frameworks. 7 Implement critically analysis to address patient problems or clinical issues.SkillsStudents will demonstrate skills of critical thinking, applied reflection and analytical and interpretative skills. Knowledge and understanding - Demonstrate a critical overview of related subject areas, including critical understanding of principal theories and investigative concepts; critical knowledge and understanding of the subject in relation to the area of practice; critical thinking skills and discursive techniques; evaluate the arguments of others and present robust arguments and defence of position; demonstrate originality and creativity in the development and application of knowledge, understanding and practice. Cognitive Skills - Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues; identify, conceptualise and offer original and advanced insights into new, complex and abstract ideas, information and issues; Develop creative and original responses to problems and issues; Critical analysis/ discernment and application of knowledge to practice. Transferable Skills - Demonstrate an ability to engage in critical debate at an advanced level, with an ability to utilise a wide range of resources to support advanced decision making; deal with complex professional issues in ways that demonstrate reflective, autonomous and evidence based performance; appropriate use of information technology to access national and international databases; retrieval of pertinent information; critical analysis /discernment and application of knowledge to practice; self-reflection and a strengthening of the therapeutic interaction; utilise assessment skills and decision making in clinical practice.Successful leading for health and social care professionals (20 credits)This module will provide students with skills and knowledge to achieve improved patient health and social well being and delivery of quality services in health and social wellbeing contexts,; it will address concepts and theories of leadership and management; personal leadership development; dealing with challenging situations through effective leadership; developing leadership in fellow workers; valuing diversity; team working, motivating and collaborating with others and recognising organisational cultures, networks and powerLearning OutcomesAdvanced knowledge and systematic understanding of concepts, theories and principles related to leadership and management Advanced knowledge and systematic understanding of communication, motivation, team working, diversity and power within health and social wellbeing services Ability to critically appraise evidence regarding the drivers for and nature of effective leadership development to self and effect others' practice in leadership and management Advanced knowledge and systematic understanding of leadership development within the organisational systems, cultures and policies in health and social wellbeing services Critical application of evidence to potentially challenging situations within health and social wellbeing leadership contexts Critical appraisal of leadership development to self and others practiceSkillsKnowledge and Understanding Skills Demonstrate and develop critical and advanced knowledge and understanding of principal theories, principles, concepts and research related to leadership and management for health and social wellbeing. Cognitive Skills Apply a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information and issues so as to make informed judgements regarding leadership and management for health and social wellbeing. Transferable Skills Demonstrate an ability to engage in critical debate and communicate clearly and at an advanced level, with an ability to utilise a wide range of resources to support advanced decision making; deal with complex professional issues related to health and social wellbeing leadership and management.Independent Study Module (20 credits)This module will enable the student to pursue an area of personal interest between complex needs, concept of health related quality of life, mental health issues, caring for children with complex motor disability, life-limiting illnesses in childhood, assessing and managing symptoms in verbal and non-verbal children, transition to adult services, end-of-life caring, loss and bereavement, complex ethical issues, and managing professional practice. By means of enhancing care and practice of children and young people with complex health needs, students will develop a rich and considered understanding of current research evidence for the provision of evidence-based care and practice upon the individual assessment and management of children, young people with a range of complex health care needs. Topic 4Advancement of knowledge, develop a critical understanding of the issues experienced by children and their families and evaluate its implementation • Critically reflect on own and others' roles and responsibilitiesSkillsKnowledge and Understanding Demonstrate a critical knowledge and understanding of theories, principles, concepts, frameworks, policies and processes relevant to caring for children and young people with complex health needs and their families. Cognitive Skills Identify, conceptualise and offer original and advanced insights into new, complex and abstract ideas, information and issues. Develop creative and original responses to problems and issues. Critical analysis/discernment and application of knowledge to practice.Applied Research Methods and Statistics in Healthcare (20 credits)Searching the literature effectively; design and critical appraisal of experimental controlled trials, non-equivalent group designs, and observational studies; basic steps and analysis for randomised controlled trials; correlation, causation and validity; survey and questionnaire design; sampling theory, sample size and statistical power; prevalence and incidence; choosing a statistical test; SPSS: data entry and coding, descriptive statistics, presentation of data, hypothesis testing, probability, introduction to confidence intervals, correlations, simple logistic regression, inferential statistics, t-tests, ANOVA and post-hoc analysisLearning OutcomesThe aim of this module is to develop the student's ability to understand quantitative research methods, methods, analysis and interpretation. At the end of this module students will be able to: 1. Critically analyse factors which influence the choice of research design 2. Critically evaluate the reliability and validity of quantitative research studies 3. Demonstrate competence in using and interpreting parametric and non-parametric statistics 4. Interpret the results of quantitative research studies 5. Search the literature for evidence to support clinical practiceSkillsStudents will have the opportunity to learn how to carry out basic operations using SPSS Statistics software.Cancer Services, Design and Strategic Involvement (20 credits)Structure and processes of service provision in cancer. • Strategic drivers in cancer care. • The organisation and delivery of quality cancer health care provision. • The contribution of the Specialist Practice Nurse in education, research and audit management, supervision and dissemination of good practice.Learning OutcomesAt the end of this module the student will be able to: 1. Critically analyse the

structure, processes and design of cancer services locally, nationally and internationally. 2. Demonstrate a critical awareness of the factors which influence the availability, range and quality of cancer care services. 3. Critically appraise the leadership role of nurses in their contribution to the development and quality of cancer services in Northern Ireland. 4. Critically analyse the leadership role of the Specialist Practice Nurse in the support, education and development of self and other practitioners in the specialty of oncology nursing and the importance of dissemination of good practice.Skills• Influence a research sensitive clinical environment including the ability to disseminate effective clinical care practices. • Clinical interpretation of policy and research. • Enhancing clinical leadership in practice in developing the capacity of health and social care teams. • Contribute to the support and education of other oncology health care professionals. • Actively promote and engage in the utilisation of research findings to support clinical practice and decision making. • Contribute to discussions and decision making processes in multidisciplinary meetings. • Contribute to the political and professional discussions regarding the implications of Health Policy decisions and the co-ordination of services.Holistic Approach to Cancer Care (20 credits)Qualitative Research Methods (20 credits)The aim of this module is to reach one single goal: to allow the student to develop a research proposal using qualitative methods. The research proposal can be based on a title of the student's choice – or based on a selection we offer (see workbook 3). The module is designed to assist the student through the process of developing a research proposal in a step by step manner, one step per week. We begin by exploring some of the theoretical and epistemological bases of interpretive qualitative research and how these compare and contrast with the epistemological bases of quantitative research. In this lecture and workbook, we also invite careful consideration of how these two methodological approaches may be combined. We then guide the student through the various stages in creating a high quality qualitative research proposal from crafting an appropriate question, to conducting a literature review, to decisions about sampling and recruitment, data collection methods, and data analysis methods to considerations of ethics and responsibilities, and to write-up. Ultimately, the course acts as key preparation for the development of a student's MSc. dissertation and further real world research proposals that you might undertake as part of your work or further study.Learning OutcomesBy the time you have completed this module you should be able to produce a high quality research proposal to conduct a qualitative research study. The components of these learning outcomes can be broken down as follows. By the time you have completed this module you should: (i) be able to identify the main methodological/epistemological components of qualitative research and how they compare and contrast with quantitative research; (ii) be able to critically reflect upon the relevance of qualitative research methodologies in understanding health and healthcare, including for examining issues / problems which arise in the course of your work / practice / research interests; (iii) have developed skills for retrieving and reviewing qualitative research literature and assessing the quality of qualitative research studies; (iv) be able to critically reflect upon your ethical role and responsibilities as a researcher, including in relation to any role you might have as a practitioner; (v) be familiar with sampling and recruitment strategies for qualitative research; (vi) be familiar with a number of qualitative methods of social research (data collection); (vii) be familiar with strategies for analysing qualitative data; (viii) demonstrate an ability to time plan a qualitative research study. Skills The module also offers graduates an opportunity to develop a range of transferable skills. By the end of the course, participants should be able to: • explore the usefulness of research in healthcare settings; • develop enhanced problem-solving skills in relation to the challenges posed by real-world research in healthcare/educational or social work environments; • demonstrate self-awareness of skills required to work with groups and to facilitate communication in groups (through electronic discussion groups); • develop communication skills in writing a qualitative research proposal; • strengthen possibilities for networking amongst researchers across different disciplines; • strengthen possibilities of communication within a multi-cultural learning environment.SkillsThe module also offers graduates an opportunity to develop a range of transferable skills. By the end of the course, participants should be able to: • explore the usefulness of research in healthcare settings; • develop enhanced problem-solving skills in relation to the challenges posed by real-world research in healthcare/educational or social work environments; • demonstrate self-awareness of skills required to work with groups and to facilitate communication in groups (through electronic discussion groups); • develop communication skills in writing a qualitative research proposal; • strengthen possibilities for networking amongst researchers across different disciplines; • strengthen possibilities of communication within a multi-cultural learning environment.An introduction to woman-centred and family support through complexities relating to childbearing, encompassing: • Critical exploration of organisational, professional and clinical complexities which reflect challenges midwives meet in everyday practice. • Aetiology, identification and management of selected medical, pregnancy-related and social complexities. • Critical discussion of the role of the midwife and the interprofessional team in pregnancy requiring additional care. • Critical evaluation and application of evidence to clinical practice, regarding management of complexity in the perinatal period. • Optimising a safe, effective and satisfying experience for women, babies and families requiring additional care.Learning OutcomesOn successful completion of the module the student should be able to: 1. Evaluate critically the contribution of maternity care services to the experiences and outcomes of childbearing women and their families. 2. Evidence awareness of the organisational and professional complexities of providing maternity care within the UK, focusing on Northern Ireland. 3. Demonstrate advanced understanding of the impact and management of selected medical, pregnancy-related and social complexities on perinatal women and their families. 4. Provide new insights into the challenges of providing universal midwifery care to women and families requiring additional care. 5. Coherently debate the role of the interprofessional team in the care of the woman requiring additional care throughout the childbearing continuum. 6. Develop and critically analyse strategies for supporting women, babies and families through childbearing complexity, optimising a safe, individualised, holistic and satisfying experience.SkillsStudents will be supported to develop skills in: • Critically appraising and applying knowledge to practice. • Assessing, planning, implementing and evaluating midwifery care. • Addressing complex professional issues in ways that demonstrate reflective, autonomous and evidence based performance. • Developing creative and original responses to complexity. • Applying a constant and integrated approach to analysis, evaluation and synthesis of new and complex ideas, information and issues. • Demonstrating an ability to engage in critical debate at an advanced level, with an ability to utilise a wide range of resources to support advanced decision making. • Demonstrating awareness of current legal and professional issues related to maternity care. • Using information technology appropriately to access national and international databases, and integrating online resources into learning.Health and Well-being in Later Life (20 credits)The aim of this module is to provide students with advanced knowledge in the study of nursing older people and the range of psychosocial interventions which may be employed to deliver effective nursing care to this client group. While the emphasis is on knowledge originating from evidence, it is recognized that a full and comprehensive knowledge of older people is not limited to that derived from empirical research. The overall emphasis is on breadth in respect to ways of knowing the living experience of older people, highlighting the need to respect the patient, in relation to diversity, values, beliefs and expectations about their health and care. Students will address the following themes: • Myths; Images of Age, Ageism and Old Age • Theories of Ageing • Health Policy, Economics, and the Care of Older People • Design and Age-Friendly Communities • Illness, Co-Morbidities and Frailty • Psychological Issues- to include spirituality and sexuality • Ethical Issues and older peopleLearning OutcomesAim: To explore the impact of living longer and provide students with critical insights about biopsychosocial aspects of ageing within nursing practice, policy, the built environment, economics, and ethics to rethink what it means to 'age well' now and in the future. On completion of the module the student will be expected to: 1 Critically review the political, economic, social, cultural and demographic factors which influence decisions about the health care of older people. 2 Critically analyse the organizational issues and dilemmas pertinent to the delivery of care to older people. 3 Critically discuss the ethical and legal issues which impact on the lives of older people, their families, carers or significant others. 4 Demonstrate an understanding of the concepts: partnership, collaboration, co-production, empowerment, advocacy and choice, which will enhance the creativity and human potential of the specialist practitioner in the nursing care of older people.SkillsFacilitate the older person to be empowered in the health care settings. Critically analyse the specialist nurse's role as an advocate. Demonstrate the ability to communicate effectively with older people. Critically discuss with an older person their rights as a service user in a care setting. Display a positive attitude to client/family/carers of older people. Articulate the range of legislation which underpins service delivery.Leading in Health and Social Care (20 credits)Appraisal of current affairs, official reports and media coverage. Leading in dynamic organisations, Leadership theories past and present. Self-reflection on personal leadership skills, emotional intelligence. Examination of organisational culture and context. Human factors and non technical skills. Current developments in crisis management, clinical governance, service improvement and entrepreneurship. Safety, Quality, audit, resource and risk management. Global healthcare crisis management.Learning OutcomesAim: A critical appreciation of leading in health and social care. 1. Synthesize leadership theories past and present and appraise personal leadership strengths and weaknesses. 2. Critically evaluate emotional intelligence, human factors and behavioural skills in specialist nursing care. 3 Consider the culture and context of organisational leadership from a global health perspective . 4. Critically examine Health care quality, risk, audit and resource management.SkillsRapid leadership adaptation in complex work situations. Emotional intelligence, and consideration of culture and diversity in the specialist healthcare environment Competent in crisis management and person centred specialist care. Cognisant of organisational quality improvement, risk and resource management strategies Knowledge of current national and global directives in specialist care. Impact of human factors and non technical skills in workforce management.Acute Cardiac Nursing (20 credits)This module aims to enhance the students' knowledge and understanding of the evidence-based assessment and management of patients presenting with acute cardiac conditions including coronary artery disease (Angina/Acute Coronary Syndromes) and arrhythmias. The underlying pathophysiology of common cardiac conditions will be explored. Students will develop an understanding of the cardiac conduction system, mechanisms of arrhythmia, and application of electrocardiograms (ECGs) in assessing patients. The module will have a focus on practical application and will include simulation to allow students to develop skills in a safe learning environment.Learning OutcomesAim: To provide students with the knowledge to assess and manage patients presenting with acute cardiac illness. Learning outcomes/ objectives: 1. Demonstrates a deep and systematic understanding to the assessment of patients presenting with acute cardiac disease. 2. Critical analysis of the application of ECG interpretation in the context of the acutely ill adult. 3. Demonstrates a deep and systematic understanding of the management of patients presenting with acute cardiac conditions. 4. Critical awareness of current resuscitation guidelines and practice.SkillsAn understanding of a systematic approach to ECG interpretation. Conduct a holistic assessment of the acutely ill or deteriorating cardiac patient. Work in ways which are reflective, self-critical and evidence based. Demonstrate awareness of non-technical skills and human factors, facilitating leadership and effective team working when dealing with an acutely ill cardiac patient.Applied Biomedical Aspects of Cancer Care (20 credits)The biological development of cancer. Cancer prevention and detection. Principles of cancer treatments including side effects. Physiological presentation and management of the major symptoms experienced by patients with cancer. Investigations and imaging tests in the diagnostics. Role of clinical trials as a cancer intervention. Long term symptoms of cancer and treatment. Principles of prehabilitation and rehabilitation.Learning OutcomesAt the end of this module the student will be able to: 1. Apply advanced knowledge and understanding of the aetiology and pathophysiology of cancer. 2. Systematically review the goals of the current prevention, screening and detection strategy programmes in the United Kingdom. 3. Critically understand the various cancer treatment modalities including the latest approaches. 4. Apply advanced knowledge of the physiology, principles of treatment and related nursing care of the acute and long-term symptoms of cancer and treatments.SkillsActively promote the current NHS cancer screening programmes to patients, their relatives/carers and to the wider public. Adequately provide patients and carers with the knowledge they need prior to, during and following cancer treatments, including the potential long-term effects associated with living with and beyond cancer. Provide support for patients in cancer clinical trials from recruitment and throughout their treatment regime.Pharmacotherapeutics for Practice (20 credits)Pharmacokinetics and pharmacodynamics of drug therapy: mechanisms of drug action; pharmaceutical phase; pharmacokinetic phase including, factors that influence pharmacokinetic activity, absorption, distribution, metabolism, biotransformation and excretion of drugs; pharmacodynamic phase; drug-response relationship; side effects and adverse reactions, drug interactions; cost effectiveness of specific drug regimens;Learning OutcomesOn completion of this module the student should be able to: critically review and implement efficacious and cost-effective pharmacotherapeutic regimens for patients; constructively monitor the efficacy of drug therapies as they relate to specific pathophysiological processes; critically analyse the efficacy of drug and other therapeutic agents as they relate to the areas of practice of the specialist practitioner; scrutinise personal, social, cultural and economic issues which impact on the acceptance, utilisation and effectiveness of drug therapies into prescribing practice; and critically examine the need for comprehensive and appropriate patient education regarding drug therapy.SkillsCritical thinking, synthesis, analysis, application of the knowledge to practice, self reflection and clinical judgement.