

Transitional Care

Module Code:	NUR6004-C
Academic Year:	2018-19
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 6

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	25
Tutorials	15
Directed Study	110
Other (DO NOT USE)	150

Availability Periods

Occurrence	Location/Period
BDA	University of Bradford / Semester 1 (Sep - Jan)
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims

To develop understanding and depth of knowledge related to transition of care from children's services to adult services.

Outline Syllabus

Concept of transitional care to promote seamless movement of professional care from child to adult services.

Psychological issues: loss of familiar service, staff.

Adolescent development and support. Family support.

Social issues, funding of care, welfare, service provision.

National and local policy drivers for transitional care, relevant ethical, legal and cultural issues.

Multi-professional communication and assessment, processes, protocols.

Record keeping and tools for assessment: CAF, MARAC

Community children's services, integration between child and adult care.

Services, carers and resources required for young people with complex needs.

Module Learning Outcomes

On successful completion of this module, students will be able to...

- 1
 - 1.1 Demonstrate a systematic understanding of the nature and need for transitional care from a professional, patient and family perspective.
 - 1.2 Critically evaluate arguments, assumptions and data and make judgement on a range of interventions to promote professional care during seamless movement of young people from children's services to adult services.
- 2
 - 2.1 Critically discuss the management of a range of complex conditions affecting children and young people that necessitate long term ongoing care.
 - 2.2 Critically appraise the resources required to promote effective transitional care for young people considering communication strategies between professionals.
- 3
 - 3.1 demonstrate initiative and personal responsibility in independent learning
 - 3.2 Demonstrate the critical application of evidence to inform practice and personal development.

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and develop conceptual understanding (LO 1.1, 1.2, 2.1 & 2.2). Seminars and group learning will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding (LO 1.1, 1.2, 2.1, 2.2, 3.1 & 3.2). Directed study provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO3.2). VLE will be used to provide access to online resources, lecture notes & external links to websites of interest. Labs and practicals will be held, if appropriate, to acquire new skills. Other consists of opportunities to participate in practice, enhance acquisition of skills and gain competence (LO1.1, 1.2, 2.1, 2.2, 3.1 & 3.2). Formative assessment and feedback at individual tutorials, meetings and through electronic communication will facilitate reflection and student self-assessment. LO 1.1,1.2,2.1,2.2 are assessed by Mode of Assessment 1 . LO1.1,1.2 & 2.2, are assessed by Mode of Assessment (LO 21.2,2.1&3.1), Skills in practice are assessed by mode of assessment 3

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Presentation	Based around communication strategies used to deliver effective transitional care for a young person (Must pass at 40%)		40%	No
Summative	Coursework	Essay: Critical analysis/application of transitional care knowledge (3000 word) (Must pass at 40%)	0 hours	60%	Yes
Summative	Clinical Assessment	Achievement of pass in competency outcomes in practice document (Pass/Fail)	0 hours	%	No

Legacy Code (if applicable)

HNPP653T

Reading List

To view Reading List, please go to [rebus:list](#).