

Transitional Care

Module Code:	NUR7004-C
Academic Year:	2018-19
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 7 (Masters)

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 critically evaluate the process of 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 and critical awareness of the nature and need for transitional care from a professional, young person and family perspective.
 - 1.2 To evaluate critically current policy and guidance and apply knowledge of care policy and guidelines to care during seamless movement of young people from children's services to adult services.
- 2
 - 2.1 Critically evaluate the management and service provision for 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 decision making in complex situations.
 - 3.2 Demonstrate initiative and personal responsibility in independent learning.
 - 3.3 Apply problem solving skills to influence decision making as part of the multi-disciplinary team in complex and unpredictable situations.

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 (LO1.1, 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 . 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 (LO 1.1, 1.2, 2.1, 2.2 & 3.1,3.2,3.3). 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 (LO 1.2, 2.2 3.1,3.2,3.3). Formative assessment and feedback at individual tutorials, meetings and through electronic communication will facilitate reflection and student self-assessment. LO 1.1,1.2 & 2.2. are assessed by Mode of Assessment 1 , LO 1.1,1.2 & 2.2. are assessed by Mode of Assessment 2. Skills in practice are assessed by mode of assessment 3.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Presentation	Debate how you would assess Mental Health risk factors for a person in your clinical area.		40%	No
Summative	Coursework	Essay: Critically evaluate how professionals & organisations can deliver Mental Health & well being agenda for adults in your clinical area.	0 hours	60%	Yes
Summative	Clinical Assessment	Completion of competency outcomes as defined in practice document (Pass/Fail)	0 hours	%	No

Legacy Code (if applicable)

HNPP753T

Reading List

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