



**School of Nursing, Midwifery & Social Work**  
**Post Registration Courses**  
**September 2021-2022**

**Please be mindful that with the impact of COVID, dates and delivery modes may be subject to change but that advance notice will be provided as soon as available.**

**Version control April 2021 (v1)**

## Continuing Professional Development for Health and Social Care professionals

Individuals, NHS staff and private organisations choose to study with Canterbury Christ Church University because of our reputation for excellence in health and social care education, our creative approach to meeting employer needs and our project and research experience that impacts on workforce development. Our development of knowledge, skills and behaviours influence and transform individuals, teams and organisations across the sector.

We offer a range of different Continuing Professional Development (CPD) options, including postgraduate courses, short courses and masterclasses. We offer courses at our Canterbury and Medway campuses and can also offer tailored learning delivered at a location to suit you.

### Tailored Learning

We can provide flexible, responsive and tailored packages of learning to meet the continuing workforce development needs of individuals, teams, services or organisations that respond to changes within the health and care sector. Our forward thinking, innovative and flexible approach to learning means we are at the forefront of health and care education and career development.

To find out more about any of the courses we offer or if you wish to discuss tailored learning packages then please contact [canterbury-healthadmin@canterbury.ac.uk](mailto:canterbury-healthadmin@canterbury.ac.uk) or visit our webpage.

### Nursing and Healthcare Masterclasses

Our one-day masterclasses are open to everyone and are the perfect way to update your skills. Topics for the academic year 2021-2022 are available on the website and will be updated as new masterclasses are made available in response to local demand.

### Short Courses

We offer a range of short courses delivered at either our Canterbury or Medway campus. We are also able to offer tailored courses delivered at a location to suit you.

### Professional Nurse Advocate/Professional Midwifery Advocate Course

This course will equip midwives and nurses with the skills and knowledge to fulfil this role and is an ideal course for those looking for career development.

### Practice Assessor Courses (Nurse/Midwives/AHP)

This course will equip you with the knowledge of the new NMC Standards for Nursing and Midwifery Education (May 2018) and the new roles and responsibilities (practice supervisor; practice assessor and academic assessor). It will help you understand the student assessment process and associated documentation, give appropriate feedback and effectively manage underperformance.

### Practice Educator Course (Social Work)

Full Day Learning Courses: For those who are new to the role of Placement/Practice Educator, attendance at the Full Day session is required.

Half Day Update: For those who have completed a recognised Practice Educator course and require updating, attendance at the Half Day Update or the Afternoon Session of the Full Day Learning Course is required.

### **University Certificate in Arts & Health Practice**

This short course aims to foster professionals working in a complex and changing health and arts environment to enhance their practice and to be creative, courageous, and confident to provide leadership for the provision of high-quality services.

We also offer a series of stand-alone modules which allow you to study a single module, or you can combine modules to achieve a qualification at degree or post graduate levels.

### **BSc (Hons) Healthcare Practice (undergraduate top-up degree)**

This course provides registered healthcare professionals the opportunity to study specialist subject module's part time and complete an undergraduate degree award. It is sometimes referred to as the top up degree as you need to have the equivalent required entry qualifications of 120 level 5 credits to access the course. Please contact the administrative team or programme director for further information if required.

<https://www.canterbury.ac.uk/medicine-health-and-social-care/continuing-professional-development/continuing-professional-development.aspx>

### **Return to Practice.**

This course is designed to refresh your nursing skills in a friendly, supportive environment and is suitable for registered adult, child or mental health nurses or health visitors with lapsed PIN registration.

<https://www.canterbury.ac.uk/study-here/courses/postgraduate/return-to-practice>

### **Postgraduate courses**

Our postgraduate courses can be studied part-time and are flexible allowing you to complete a module at a time to build-up to a Postgraduate Certificate (60 credits), Diploma (120 credits) or MSc (180 credits).

<https://www.canterbury.ac.uk/medicine-health-and-social-care/continuing-professional-development/continuing-professional-development.aspx>

We offer postgraduate courses in the following subjects:

MSc, Advanced Clinical Practice

Non -Medical Prescribing Course (MSc level)

MSc, Pg. Dip, PgCert Healthcare Practice

MSc, Healthcare Practice (Simulation)

MSc, Healthcare Practice (Neonatal)

MSc, Mental Health

## Timetables

### BSc Healthcare Practice

The course provides CPD education for healthcare professionals with a focus on quality improvement in practice. Common aims include improved knowledge and skills for leading care, personal and professional development and the application of evidence together with the development of the skills necessary to continue as a lifelong learner.

Your studies for the course will begin with the 'Transforming Health & Care Quality' module which will review your learning to date and begin to equip you to develop a focus on quality improvement and acting as a change agent in practice. Understanding your learning and engaging with learning for life is a core skill of the Health or Social Care professional and is fundamental to CPD. As part of preparing you to be an agent for change this module will also examine the identification, critique and application of sources of evidence vital to any QI process.

During this first module, you will, in partnership with your Personal Academic Tutor and where appropriate, employer produce a proposal for a small-scale quality improvement proposal linked to your area of professional practice. You will consider barriers to change and optimal means of fostering and maintaining QI initiatives in the workplace to ensure change is not only initiated but also maintained.

You are required to undertake a leadership module to complete the course. For students on the standard route during trimester two of your first year you will study the 'Challenges of Leadership' module which will introduce you to different leadership styles, help you to examine your own leadership skills and explore how transformational leadership can be utilised to initiate and maintain change within clinical practice areas. Students following the neonatal route will study leadership within the specialist neonatal modules.

In trimester 3 of year 1 and in trimester 1 of year 2 you will have the option to choose an optional module from the list available in this document or an appropriate level 6 module from another course. The choice of modules is up to you in consultation with your PAT and if appropriate your employer.

In trimesters two and three of your year 2 you will finish with the 40 credit 'Transforming Healthcare Provision' module. This will provide the opportunity to study in detail a subject of your choosing which is applicable to your practice and will be able to demonstrate a positive and transformative change to improve quality care.

There is opportunity to study at and for work, in the 'Negotiated learning' module – so where a specific option for a topic you want to study is not offered, you can opt to study it in a bespoke manner, with a supervisor. In the Negotiated learning you will have the opportunity to focus on individual skills development.

You may not want to study for an award and may opt to study individual modules which are pertinent to your practice; these are termed standalone modules. You may choose to put these towards an award later using a process we call Recognition of Prior Certificated Learning (RPCL) so long as you do this within 5 years of studying the module. You may RPCL a maximum of 40 level 6 credits so if you have completed two 20-credit standalone modules you will be required to enrol on the course rather than undertake further standalone module. The one exception to this is if you are studying the three neonatal modules detailed later.

## CONTINUING PROFESSIONAL DEVELOPMENT TIMETABLES

TRIMESTER	CORE MODULES	OPTIONAL MODULES
<b>1 (Advent)</b> Teaching: 27/09/21-21/01/22 Assessment: 10/01/22-21/01/22	Induction week 20/09/20-25/09/20 (week 4)	
	Transforming Health & Care Quality	Negotiated Learning
		Pathophysiology of Neonatal Care
		Practice Module for Neonatal Care
		12-lead ECGs and Cardiac Arrhythmias
		Care of the Child in Recovery
		Cancer and Supportive Care
		Engagement, screening & assessment of common mental health problems
Exam Boards: Module Board week 25, PAB week 28		
<b>2 (Easter)</b> Teaching: 24/01/22- 20/05/22 Assessment: 09/05/22-20/05/22	Transforming Healthcare Provision	Practice Module for Neonatal Care continued
	Challenges of Leadership	Management of the Complex Neonate
		Negotiated Learning
		Systematic Anti-Cancer Therapy Practice/ Supportive Care in Systematic Anti-Cancer Therapy
		Anaesthetic Care
		Surgical First Assistant
	Exam Boards: Module Board week 42, PAB week 45	
	<b>3(Michaelmas)</b> Teaching: 06/06/22-02/09/22 Assessment: 22/08/22-02/09/22 Reassessment: 09/01/23-20/01/23	Transforming Healthcare Provision continued
		Negotiated Learning
		Assessment and Management of the Deteriorating Person
		Holistic Examination of the New-born
		Anaesthetic Care continued
Exam Boards: Module Board week 4, PAB week 7		
Reassessment Boards week 25		

## CORE MODULES

**Transforming Health & Care Quality** – Trimester 1 (Canterbury)

Teaching Dates: (Wednesdays) 20/09/21, 13/10/21, 27/10/21, 10/11/21, 24/11/21, 08/12/21

Module Lead: Marissa Dainton

This is the core module of the BSc Healthcare Practice course and will be undertaken at the beginning of the student's academic journey. The module will focus on enabling students to develop a critical, inquiry-based and lifelong learning approach to practice, which will result in transformation of service delivery and patient centred outcomes, thereby improving quality of care. This will enable students to develop the essential knowledge and skills required for the successful completion of the course.

Students will identify an area for service improvement and critically explore some of the available evidence base supporting innovation and transformation of care. To facilitate this, students will undertake on-line literature searches, critically appraise and evaluate a sample of evidence and consider its application within their professional and practice contexts. Students will explore established and innovative ways of measuring the quality-of-service delivery and care.

Students will be encouraged to critically reflect on the complex nature of healthcare practice and their own personal contribution to it. They will be encouraged to reflect on their own perspectives and to explore a range of alternative perspectives to develop an adaptable, flexible and resilient approach to practice.

**Challenges of Leadership** (Standard Route) – Trimester 2 (Canterbury)

Teaching Dates: (Wednesdays) 16/02/22, 02/03/22, 16/03/22, 06/04/22, 20/04/22, 04/05/22

Module Lead: pending appointment

This module enables the learner to engage in leadership related self-development. As well as examining the leadership literature about teams, workplace cultures, change and innovation, learners will be challenged to examine their own leadership style through engagement with self and peer assessment exercises. The student will consider challenges of teamworking and the benefits that accrue from engaging in this to achieve client-centred quality outcomes. Learners will assess the leadership challenges inherent in developing and maintaining quality improvement changes within the practice area.

**Transforming Healthcare Provision** (40-credit) – Trimesters 2 and 3 (Canterbury)

Teaching Dates: (Tuesdays) 15/02/22, 01/03/22, 15/03/22, 29/03/22, 12/04/22, 26/04/22, 10/05/22, 24/05/22, 07/06/22, 21/06/22

Module Lead: Karen Lumsden

The module will build upon prior learning of research methodologies and methods and consolidate the students understanding of evidence pertinent to the development initiative.

This module will provide an overview of key change management models and will familiarise students to project management tools including the use of affinity diagrams, claims concerns and issues exercises, stakeholder analysis, project charters, force field analysis, Gantt charts and communication matrices. Students will also be encouraged to reflect upon the nature of transformational leadership and collaborative team working.

The requirement for baseline audit and critical analysis of current practice will be introduced and the process of evaluation including the setting of targets, and measurement of progress will be discussed. Students will consider their own and others values and beliefs, how these may impact on their project, and how they link to organisational culture, developing their appreciation of the relevance of values and culture to leadership. Students will be encouraged to consider different bases and sources of power and how these can be interrelated. The module environment will foster opportunities to analyse their role as leader as a catalyst for change, exploring strategies to influence practice, overcome resistance and enhance service improvements, whilst supporting ethical, person-centred, safe and effective care.

#### OPTIONAL MODULES

**Negotiated Learning** (Runs separately in all 3 trimesters)

Trimester 1 Medway: (Thursdays) 30/09/21, 28/10/21, 11/11/21, 02/12/21

Trimester 2 Canterbury: (Thursdays) 03/02/22, 24/02/22, 10/03/22, 24/03/22

Trimester 3 Canterbury: (Thursdays) 09/06/22, 23/06/22, 14/07/22, 28/07/22

Trimester 3 Medway: (Tuesdays) 21/06/22, 28/06/22, 05/07/22, 12/07/22

Module Leads: Sue Holmes & Karen Foord

There is no formal taught content to this module and the subject/focus of the module is chosen by the participant, in partnership with their employer and learning facilitator. The University facilitates learning via academic support, relevant guidance materials and access to resources.

The first session will be facilitated by the module leader where students will be encouraged to present their ideas for personal and professional development. Thereafter, workshop sessions will be student-led to critically analyse their learning and development. Peer critique is a fundamental component of the module and students will be encouraged to engage with classroom discussions. Students are expected to complete self-directed research for best practice theory, reflective learning in and on practice, utilise on-line material and attend individual tutorials.

Students attending a bespoke Negotiated Learning module will receive specific topic teaching by the employer/organisation. Reflecting the organisation's learning plan. Peer critique is a fundamental component of the module and students will be encouraged to engage with classroom discussions. Students are expected to complete self-directed research for best practice theory, reflective learning in and on practice, utilise on-line material and attend individual tutorials.

The university work-based facilitator will support the student academically to facilitate this learning by attending a sample of the teaching sessions. Additionally, group/individual tutorials will be provided. The use of remote communication systems for example, Skype/Facetime will be utilised.

**Anaesthetic Care – Trimesters 2 and 3 (Medway)**

Teaching Days: (Mondays) 07/02/22, 28/02/22, 07/03/22, 04/04/22, 25/04/22

Module Lead: Luke Ewart

Pre-Requisites: Learners undertaking the module must be a registered practitioner who has worked in the perioperative environment for a minimum of 12 months (full time equivalent) prior to undertaking the module.

Co-Requisites Learners must undertake a minimum of 450 supervised hours anaesthetic based clinical practice.

This module will examine the fundamental principles of caring for patients from diverse cultural backgrounds undergoing sedation, general, regional or local anaesthesia and will be supported by a minimum of 450 hours supervised clinical practice in the anaesthetic phase of perioperative care. The preparation and use of anaesthetic equipment to meet the needs of the patient undergoing anaesthesia, including anaesthetic machines, breathing circuits and airway management devices, will be examined. A range of invasive and non-invasive anaesthetic monitoring equipment will be studied to provide a basis for relating physiological observations such as temperature, pulse, ECG, blood pressure, SaO<sub>2</sub>, and respirations to compassionate perioperative patient care. The module will also examine anaesthetic related pharmacology such as induction agents, maintenance agents, neuromuscular blocking agents and their reversal, analgesics, and anti-emetics.

**12-Lead ECGs and Cardiac Arrhythmias – Trimester 1 (Medway)**

Teaching Days: (Wednesdays) 15/09/21, 29/09/21, 13/10/21, 27/10/21, 10/11/21, 24/11/21

Module Lead: Mary Kirk

Pre-Requisites: Students must work in a clinical area where there are frequent opportunities to interpret 12-lead ECGs.

The anatomy and physiology of the heart will be revisited, specifically the cardiac conduction system and electrophysiology of the heart. The aetiology and pathophysiology of cardiac arrhythmias will be discussed. Indications for cardiac monitoring and the recording of a 12-lead ECG will be explored within the context of a comprehensive person-centred assessment. A systematic approach to 12-lead ECG interpretation will be introduced. Sinus rhythm and a range of cardiac arrhythmias and abnormalities will be identified including acute coronary syndromes and myocardial infarction, atrial tachycardias, junctional rhythms, atrio-ventricular (AV) heart blocks, bundle branch blocks and cardiac arrest rhythms. Methods of calculating heart rate and cardiac axis, for example, will also be discussed. The clinical significance of 12-lead ECG findings will be explored and the care of persons with abnormal heart rhythms will be discussed with reference to the evidence base and local, national and international guidelines and policies.

**Cancer and Supportive Care – Trimester 1 (Canterbury)**

Teaching Days: (Saturdays) 10/09/21, 23/10/21, 06/11/21, 13/11/21, 27/11/21

Module Lead: Paula Kuzbit

THIS MODULE RUNS IN ALTERNATE YEARS ONLY AND WILL NOT BE RUNNIG IN 2022-23

This module will explore the aetiology, epidemiology, classification and pathology of. Students will be asked to examine the variety of established and novel therapies currently employed to treat cancer. The psychosocial impact of living with and beyond cancer will be considered in relation to key points in the cancer patient's journey for example, diagnosis, initial treatment, recurrence, living with and beyond cancer and palliative care. Further, the student will be encouraged to consider diversity and inclusion within cancer care and discuss strategies for challenging inequalities in health. Health promotion and cancer screening strategies will be explored. Supportive care measures, for example holistic needs assessment and social prescribing, will be considered that can be employed to support the patient and their family experiencing a range of problems including symptoms of early and progressive disease, treatment related side effects and acute oncology emergencies. Finally, communication skills will be practiced within a safe environment to develop the practitioner's confidence and competence.

**Systematic Anti-Cancer Therapy Practice – Trimester 2 (Canterbury)**

Teaching Days: (Saturdays) 12/02/22, 05/03/22, 26/03/22, 16/04/22

Module Lead: Paula Kuzbit

The SACT module will be looking at the pharmacology of systemic anti-cancer therapies and how this applies to the timing and delivery of treatment regimes, helping students achieve learning outcome one. Health and safety issues will be examined and applied to the safe delivery of treatment. The lived experience of undergoing systemic anti-cancer therapy will be discussed. This will be informed by research undertaken by the module team.

Students will be given the opportunity to explore the side effects and toxicities associated with SACT and how this applies to patient centred care, including emergency care and unexpected admission. Preparation and assessment of patients will be examined in depth, including age-appropriate information at differing stages of the patients' pathway, and pre and post chemotherapy monitoring and investigations.

Throughout the module students will be asked to consider how their developing practice can transform and influence the provision of care.

**Assessment and Management of the Deteriorating Person – Trimester 3 (Medway)**

Teaching Days: (Thursdays) 09/06/22, 16/06/22, 23/06/22, 07/07/22, 21/07/22, 28/07/22

Module Lead: Liz Butterfield

The module will include systematic assessment processes and the identification of problems for acutely ill person-centred, considering factors that may affect the assessment process.

The module will further analyse the relationship between pathophysiology and altered homeostasis to acute care practice and how this is manifested through signs and symptoms. Students will identify key areas of acute care to be explored; subjects likely to be included are management of the person-centred in acute respiratory distress, cardiovascular instability, renal dysfunction, acute neurological care. Discussion around the evidence base will be incorporated. The holistic care of the person-centred will be evident to include assessment, pathophysiology, aspects of management considering the role of inter-professional working and person-centred experience.

### **Pathophysiology of Neonatal Care – Trimester 1 (Canterbury)**

Teaching Days: (Thursdays) 30/09/21, 21/10/21, 11/11/21, 25/11/21, 09/12/21, 06/01/22

Module Lead: Vicky Lander

Pre-Requisites: Normally completed 12 months experience including a neonatal preceptorship package where fundamental competencies have been achieved in the neonatal setting. Students can be working on any level neonatal unit where caring for babies are acutely ill and / complex needs but must have support of manager.

The normal physiology will be discussed and related to changes leading to altered physiology in infants of varying gestational ages, including respiratory, cardiovascular systems. This will be discussed in relation to problem identification for the acutely ill/complex neonate and working with team and family.

The areas covered in this module will include aspects such as fetal development, altered anatomy and physiology, such as: The importance of adaptation to extra-uterine life and the influence of maternal health and lifestyle on the outcome of the newborn; Exploring the impact on different gestational ages to Lung development, physiological jaundice, thermoregulation. Connections will be made to national and international policies and how this relates to the care given. Essential pathophysiology knowledge which underpins all neonatal care will be examined in the light of current evidence for practice. This will be discussed in relation to identification of problems in the acutely ill neonatal infant and multidisciplinary team role in decision making for the care of the sick neonate. Throughout the module, the emphasis will be on the delivery of evidence-based, compassionate care to the infant and their family such as the importance of family integrated care and decision making. While reflecting critically on the importance of team and partnership working with family when caring for the acutely ill and/ complex needs of a neonate and their family

The sharing of good practice and the reasons for variations in practice commonly seen will be explored using evidence. This module will demonstrate that the student is beginning to meet the national standards for Neonatal Qualification in Speciality.

### **Advanced Practice Neonatal Care – Trimesters 1-3 (Medway)**

Teaching Days: (Thursdays) 16/12/21, 27/01/22, 24/03/22, 05/05/22, 09/06/22, 16/06/22

Module Lead: Vicky Lander

Pre-requisites: Must be working on a Level 2 or 3 neonatal unit in Semester 1 progressing to a level 3 neonatal unit in Semester 2/3. Must have agreement from manager for secondment in semester 2/3 where needed. Students must be working a minimum of 23 hours per week for the duration of the module. Must also be enrolled on Pathophysiology of Neonatal Care.

Co-Requisites: Be undertaking the Pathophysiology of Neonatal Care Module

The module complements pathophysiology and management modules, developing competence in knowledge, skills and application in the neonatal setting. Students will be expected to care for a range of neonatal infants with a variety of conditions to advance their skills and competency. This will include knowledge and application of pharmacological agents, decision making, working with multidisciplinary team and family to provide evidence-based care. Students will be expected to demonstrate competency in areas of neonatal care, such as invasive and non-invasive ventilation, haemodynamic monitoring, interpretation of data and escalation of concerns. Students will need to demonstrate application of evidence and guidelines to the practice setting and discuss how this informs decision making. Students will need to demonstrate ability to work in partnership with families and multidisciplinary team in complex neonatal situations.

Students will be exposed to a variety of situations throughout the neonatal modules which will enable them to; develop their knowledge of nursing practice and nursing skills in line with the RCN (2012) competence, education and careers in neonatal nursing; attaining to communication and interpersonal relationships; personal, professional and people development; Health, safety and security; service development; quality; equality, diversity and rights and the responsibility for person-centred care. As well as developing competence in clinical skills such as Fluid, electrolyte, nutrition and elimination management; neurological and pain management; respiratory and cardiovascular management; skin, hygiene and infection control management; temperature management.

Simulated practice will be used to complement the practice experience within a safe environment to challenge and progress students learning.

Formative feedback will be through the use of debriefing following simulation and through use of the PAD.

### **Management of the Complex Neonate – Trimester 2 (Canterbury)**

Teaching Days: (Thursdays) 03/02/22, 10/02/22, 03/03/22, 31/03/22, 21/04/22, 19/05/22

Module Lead: Vicky Lander

Pre-Requisites: Must be working on a Level 3 neonatal unit If employed by a local neonatal unit, secondment for a period to a neonatal intensive care unit is required all of this module. Must have completed Pathophysiology of neonatal care and Practice module for neonatal care.

Co-Requisites: Have completed the Neonatal Pathophysiology Module and be undertaking the practice Module for Neonatal Care.

This module focuses on the management of acutely ill and / complex health conditions for infants cared for in a level 3 neonatal intensive care setting. The module will focus on the holistic approach to neonatal intensive care including pathophysiology, pharmacological issues, legal/ethical, family, collaborative and nursing care evidence within the complex/acutely ill neonate. Specific complex conditions will be addressed such as Necrotising Enterocolitis, Meconium aspiration, Persistent Pulmonary Hypertension of the Newborn, Pulmonary haemorrhage will be explored. Students will explore aspects of aetiology, assessment, planning, interventions and evaluation to provide holistic care for the neonate and family.

National and international guidelines will be used to inform management of the complex neonate considering areas, such as the child's development, discrimination, advocacy, empowerment, advanced technologies and resilience in caring for this group. It will also look critically at the challenges presented to the nurse and the multi-disciplinary team when caring for the infant and their family where the infant is born on the edge of viability, exploring the ethical considerations of treating these infants.

Dialogue regarding holistic nursing care will be encouraged throughout the module and will include the importance of partnership working and inter-professional collaboration for those involved, and strengths-based approaches to working within a complex healthcare scenario. Students will be encouraged and supported to identify the best available evidence to increase their knowledge base and to consider the application of this evidence to practice.

### **Holistic Examination of the Newborn – Trimester 3 (Medway)**

Teaching Days: (Tuesdays) 07/06/22, 14/06/22, 21/06/22, 28/06/22, 05/07/22, 12/07/22, 19/07/22, 26/07/22, 02/08/22

Module Lead: Faith Kayembe

Pre-Requisites: Students should be employed in an area where they can undertake physical examination of newborn babies. The assimilation of theory is essential prior to gaining the requisite practice.

The content of the module will address central themes of legal and ethical issues, specialist knowledge and skills, communication skills and reflective practice. Health promotion issues will be discussed relevant to the families' socio-economic situations. Practitioners will be guided to undertake physical examination and develop advanced knowledge of the neonatal systems including cardiovascular, respiratory, abdomen and gastrointestinal tract, genital, renal, neurological, skeletal, head, eyes, ears, mouth, neck and skin; enabling practitioners to develop skills they require to develop their practice competence. Fundamental to this module are skills of identifying, using and analysing current relevant research.

### **Surgical First Assistant – Trimester 2 (Medway)**

Teaching days: (Wednesdays) 23/02/22, 02/03/22, 09/03/22, 16/03/22, 23/03/22

Module Lead: Lynn McNalty

Pre-Requisites: Registered practitioner working within the operating department for a minimum of 12 months. Operating theatre experience is essential to provide a foundation for this course.

This module will focus upon enhancing Operating Department Practice within the surgical phase of care with the aim of extending both practical scrub skills and theoretical knowledge. It will also address the professional boundaries of the SFA role in developing enhanced competency, ethical principles, the nature of litigation and the measures implemented to avoid this in practice.

An overview of the SFA role will include investigation of ethical, legal and professional considerations associated with an extended scope of practice. This will be linked to the PCC Position Statement (2018) detailed roles and responsibilities of the SFA. Students will gain more of an understanding of relevant national and local health policy as well as legislation, guidelines and

procedures that impact on surgical practice. Students will gain a greater understanding of the Scrub Practitioners List of Intraoperative Non-technical skills (SPLINTS) including teamwork, communication and situation awareness, together with their application to the clinical setting.

Latent threat and human fallibility contribution to patient harm will be highlighted and students will be required to analyse the impact of ineffective clinical practice on never event occurrences. Properties of skin cleansing solutions and different types of drapes will be identified together with relevant factors including the operative site, allergies and appropriate concentrations of preparation solutions.

Sustainability awareness in relation to carbon footprint reduction and distribution of resources will feature in the discussions.

Relevant anatomy and physiology will be focused upon, along with related issues including infection control and wound healing.

### **Care of the Child in Recovery – Trimesters 1 & 2 (Medway)**

Teaching days: (various) 14/09/21, 30/09/21, 13/10/21, 18/11/21, 01/12/21, 14/12/21

Module Lead: Pam Carroll

Pre-Requisites: Learners undertaking the module must be a registered Band 5 or above practitioner who has worked in the immediate post-anaesthetic recovery unit for a minimum of 6 months (full time equivalent) prior to undertaking the module and have recently attended or are booked onto employer's RC(UK) certified PILS course.

Co-Requisites: Learners must undertake a minimum of 25 supervised paediatric cases in the immediate post-anaesthetic care unit or emergency transfer / retrieval preparation cases across a range of ages in addition to completing practice competencies within the post anaesthetic recovery unit.

The aim of this module is to provide learners working within a district general hospital the opportunity to build on existing experience while gaining in-depth knowledge and understanding of paediatric care. This will include current anatomy, physiology, anaesthetic procedures, equipment and underpinning pharmacology to be able to practice systematic assessment, care planning, implementation and evaluation of the post-anaesthetic phase of care within the perioperative setting. It will also cover recognition and management of the sick child being transferred to paediatric intensive care including time-critical transfer and consider the student's own contribution to quality improvement.

### **Engagement, screening & assessment of common mental health problems – Trimester 1 (Canterbury)**

Teaching days: TBC

Module Lead: Pete Wilson

To enhance students (Health & Social Care Practitioners) knowledge and skills related to screening, engagement & assessment of people experiencing mental illness & psychological problems.

Upon completion the students will: Critically evaluate the theory and policy, which underpins engagement, screening & assessment; Analyse and critically apply humanistic approaches to engagement, screening, & assessment; Analyse, and critically apply structured & semi-structured approaches to engagement, screening & assessment; Demonstrate a critical application of approaches to engagement screening & assessment, using stress / vulnerability & trauma informed approaches; Critically examine the role of a leader and develop your own leadership skills to enable you to introduce progressive, person-centred changes into your practice area.

### **Return to Practice Course**

**Course Director: Kate Devis**

Teaching Days: 14/09/21, 28/09/21, 12/10/21, 26/20/21, 9/11/21, 23/11/21, 7/12/21

This course is designed to refresh your nursing skills in a friendly, supportive environment and is suitable for registered adult, child or mental health nurses or health visitors with lapsed PIN registration.

**MSc Advanced Clinical Practice (non- apprenticeship and apprenticeship routes)**

Course director: Dr Alison Gallagher

The MSc Advanced Clinical Practice course offers a programme that has been developed to ensure that on completion the student has reached the required educational level of an advanced clinical practitioner (ACP). The successful completion of the MSc Advanced clinical practice does not mean that they are able to work as an ACP; they must also meet the employer's requirements through completion of their bespoke competencies to be able to be classified as an ACP.

The modules on the course will follow nationally prescribed guidance on the ACP role.

The course has been developed in response to the needs of stakeholders who require an advanced clinical practitioner who will be able to assess, diagnose and where appropriate prescribe as well as ensure that care and management of the patient is delivered and evaluated.

Please note that if the student's profession does not allow them to prescribe, they are still able to complete the course and work as an ACP. Therefore, they will undertake modules that will enhance the role. (2 x negotiated modules replacing the non-medical prescribing modules)

This course is based on developing the role to be able to fulfil this advanced practice specification. In addition, the course ensures that the 4 pillars of ACP are considered: Clinical practice, management/ leadership, education and research. These 4 aspects are embedded within the modules.

The course is structured so that all modules are core to the student's development. Below is a list of the modules within the course. Please note the modules can be completed in any order except where specified below.

**Advanced practice skills and clinical reasoning** (please note that this must be completed before non-medical prescribing course)

**Pathophysiology diagnostics and decision making for advanced practice.**

**Leadership for Organisations**

**Non-medical prescribing**

**Negotiated module** (you must follow the portfolio route for this module)

**Enhancing Care through Research** (this must be completed and passed before you register for the dissertation).

**Dissertation** (this is completed last on the course)

Students on the apprenticeship route – do not complete the negotiated module (except in exceptional cases). Apprentices complete the dissertation then finish with an end point assessment.

If the student has already completed similar level 7 modules or/ and the non-medical prescribing it may be possible to bring those into the course via the recognition of prior learning route (RPL). This can be discussed with the Course Director.

**Modules on the course**

**Advanced practice skills and clinical reasoning**

Module leader: Liz Butterfield

Dates:

Please note that students are divided between Medway and Canterbury for the afternoon sessions (allocated on registration to the module). All morning sessions are virtual, afternoon sessions are in the simsuites.

Trimester	Campus	Day	Date
1	Medway	Thursday morning & afternoon	16/9/21,23/9/21,30/9/21,7/10/21,14/10/21, 21/10/21,28/10/21,4/11/21, 11/11/21, 18/11/21
1	Canterbury	Thursday morning & Friday afternoon	16/9/21,23/9/21,24/9/21,30/9/21,1/10/21 7/10/21,14/10/21,15/10/21,21/10/21 22/10/21, 28/11/21, 29/11/21, 4/11/21, 5/11/21, 11/11/21, 12/11/21, 18/11, 21, 19/11/21
2	Medway	Thursday morning & afternoon	13/1/22, 20/1/22, 27/1/22, 3/2/22, 10/2/22,17/2/22, 24/2/22, 3/3/22, 10/3/22, 17/3/22
2	Canterbury	Thursday morning & Friday afternoon	13/1/22, 20/1/22, 21/1/22, 27/1/22,28/2/22, 3/2/22, 10/2/22, 11/2/22, 17/2/22, 18/2/22, 24/2/22, 25/2/22, 3/3/22, 4/3/22, 10/3/22, 11/3/22, 17/3/22, 18/3/22
3	Medway	Wednesday morning & afternoon	9/5/22, 16/5/22, 23/5/22, 30/5/22, 6/6/22, 13/6/22, 20/6/22, 27/6/22, 4/7/22, 11/7/22
3	Canterbury	Wednesday morning & Thursday afternoon	9/5/22, 16/5/22, 17/5/22, 23/5/22, 24/5/22, 30/5/22, 6/6/22, 7/6/22, 13/6/22, 14/6/22, 20/6/22, 21/6/22, 27/6/22, 28/6/22, 4/7/22, 5/7/22, 11/7/22, 12/7/22

This module will explore and critically evaluate the concept of advanced health assessment and its associated clinical skills. Students will critically investigate history-taking approaches and clinical examination of key body systems as well as theoretical perspectives which influence these skills such as consultation models/ theories, clinical reasoning and decision-making concepts.

**Pathophysiology, diagnostics and decision making for advanced practice.**

Module leader: Ollie Phipps

Dates:

Trimester	Campus	Day	Dates
1	Canterbury	Thursday	16/9/21, 23/9/21, 7/10/21, 14/10/21, 28/10/21, 11/11/21, 18/11/21, 2/12/21

## CONTINUING PROFESSIONAL DEVELOPMENT TIMETABLES

2	Medway	Thursday	13/1/22, 20/1/22, 3/2/22, 10/2/22, 24/2/22, 3/3/22, 17/3/22, 24/3/22
3	Canterbury	Thursday	12/5/22, 19/5/22, 2/6/22, 9/6/22, 23/6/22, 30/6/22, 14/7/22, 21/7/22

A detailed consideration of the pathophysiology and related diagnostics will underpin the module content. The module will be divided into eight days of six hours face-to-face facilitated learning. Areas that are related to advanced clinical practice roles will be included. Diagnostic reasoning and pathophysiology versus clinical presentation will be discussed. Each week case-based discussions will inform the student learning. Key pathophysiology will be debated and related to clinical presentations for example inflammation and sepsis. The key areas considered in the classroom setting will be supported by directed/ self-directed learning that will be available in the VLE.

Key areas will be covered in this module: diagnostic reasoning, inflammation (e.g., sepsis), atheroma (e.g., chest pain), thromboembolism (e.g., breathlessness), impaired kidney function (e.g., acute kidney injury) and presentation with headache (e.g., head injury, tumour). For each area relevant pathophysiology will be discussed, red flags/ differential diagnoses and relevant laboratory investigations.

### Leadership for Organisations

Module leader: Mary Brown

Dates:

Trimester	Campus	Day	Dates
1	Canterbury	Tuesday	30/9/21, 14/10/21, 28/10/21, 11/11/21, 25/11/21, 9/12/21
2	Medway	Tuesday	18/1/22, 1/2/22, 15/2/22, 1/3/22, 22/3/22, 5/4/22
3	Canterbury	Thursday & Friday	14/6/22, 21/6/22, 5/7/22, 12/7/22, 26/7/22, 2/8/22

The module content will include policies, exploration of contemporary and emerging theories of leaders, trait, style, transformational, complex, and adaptive leadership skills within public sector organisations. The use of reflective frameworks will support an understanding of how effective leader-follower exchange can support cultural transformation, across whole systems. It will explore organisational leadership competencies at individual, person, team and system levels, and how they promote the best in others. It will explore the notion of evidence-based innovation, [position, product, process and paradigm levels] using Rogers' classical theory of implementation science alongside change and transformational theories to promote person/human centred cultures. It will explore the theories of self-awareness, motives, and values alongside focused engagement of the key stakeholders rather than selected individuals to bring about change and sustainable transformation.

**Non-medical prescribing**

Module leader: Ollie Phipps

Dates:

Trimester	Campus	Day	Dates
1	Canterbury	Tuesday & Wednesday	7/9/21, 8/9/21, 5/10/21, 6/10/21, 9/11/21, 10/11/21, 11/1/22, 12/1/22, 8/3/22, 9/3/22
1	Medway	Tuesday & Wednesday	21/9/21, 22/9/21, 19/10/21, 20/10/21, 23/11/21, 24/11/21, 25/1/22, 26/1/22, 22/3/22, 23/3/22
2	Canterbury	Tuesday & Wednesday	11/1/22, 12/1/22, 8/2/22, 9/2/22, 8/3/22, 9/3/22, 10/5/22, 11/5/22, 5/6/22, 6/6/22
3	Medway	Tuesday & Wednesday	17/5/22, 18/5/22, 14/6/22, 15/6/22, 12/7/22, 13/7/22, 13/9/22, 14/9/22, 15/11/22, 16/11/22

The NMC Standards of proficiency for nurse and midwife prescribers (NMC 2006), HCPC Standards for prescribing (2016) and the competency framework for all prescribers (RPS 2016) clearly define a range of knowledge and skills for competence in prescribing practice. Students will study therefore a range of topics, which will include strategies for consultation, decision making and therapy including appropriate referral, health psychology and the influences on prescribing practice, prescribing in a team context, the principles of pharmacology to include monitoring for clinical response to treatment, using evidence to support practice and issues relating to clinical governance and medicines, the legislation, policy, professional accountability, responsibility and ethical issues related to prescribing, and prescribing for public health. Students will have the opportunities to explore these issues within the taught sessions and practice settings to encourage critical reflection of their prescribing practice.

Students are expected to reflect their professional standards of conduct (NMC/HCPC) to show how the Standards for Conduct influence their practice.

Students will study a range of topics, which will include methods of for communication and consultation, strategies to enable accurate diagnosis and decision making. Students will be taught how to utilise critical thinking skills to inform decision making through reflective practice.

Students will be supported in the consideration of their individual scope of prescribing practice and appropriate referral. Appropriate monitoring for clinical response to treatment will be included as well as appropriate use of evidence to support practice. The effects of over the counter, alternative and complementary therapies will be explored as well as the cost consideration of prescribing. There will be specific lectures considering prescribing for children.

**Negotiated module.**

Module leader: Karen Foord (ACP students supported by Alison Gallagher)

Dates:

There is no formal taught content to this module and the subject/focus of the module is chosen by the participant, in partnership with their employer and learning facilitator. The University facilitates learning via academic support, relevant guidance materials and access to resources.

The first session will be facilitated by the module leader where students will be encouraged to present their ideas for personal and professional development. Thereafter, workshop sessions will be student-led to critically analyse their learning and development. Peer critique is a fundamental component of the module and students will be encouraged to engage with classroom discussions. Students are expected to complete self-directed research for best practice theory, reflective learning in and on practice, utilise on-line material and attend individual tutorials.

### Enhancing Care through Research

Module leader: Kay Lake

Dates:

Trimester	Campus	Day	Date
1	Canterbury	Tuesday	5/10/21,19/10/21, 2/11/21, 16/11/21,7/12/21
2	Canterbury	Tuesday	8/2/22,22/2/22, 8/3/22,22/3/22, 5/4/22

Trimester	Campus	Day	Date
1	Medway	Thursday	30/09/21, 28/10/21, 11/11/21, 02/12/21
2	Canterbury	Thursday	03/02/22, 24/02/22, 10/03/22, 24/03/22
3	Canterbury	Thursday	09/06/22, 23/06/22, 14/07/22, 28/07/22
3	Medway	Tuesday	21/06/22, 28/06/22, 05/07/22, 12/07/22
3	TBA	TBA	TBA

This module will develop the students’ knowledge and understanding of the importance of research and evidence in the provision of healthcare underpinned by the four pillars for advanced healthcare practice with reference to the research pillar. Student will critically explore different research methodologies. The teaching material will consider the nature of research knowledge and introduce different approaches to developing a relevant topic for the dissertation. There will be consideration and development of strategies for finding and selecting information relevant to the proposed topic building on the students’ knowledge gained in the core introductory module. There will be practical guidance in undertaking a literature review using a structured approach to include the development of a matrix of evidence. The use of key research databases to locate literature will be explored. The process of formulating a focused question to guide the dissertation will be developed with a consideration of ethical principles in research. The practicalities of working within practical constraints, resource limitations and developing a clear timetable will also be considered.

There will be a consideration of the different approaches to the critical utilisation of research knowledge including policy, protocols and audit including the critical review of research quality and practice relevance. There will be opportunity to explore practical aspects of collaborative research, social justice and the use of self in research. The module will also explore the importance of the utilisation and dissemination of research with which to inform the provision of healthcare in practice.

**Dissertation**

Module Leader (research lead): Dr Jacqueline Wier

Dates:

Trimester	Campus	Day	Date
1	Canterbury	Tuesday	5/10/21, 7/12/21
2	Canterbury	Tuesday	22/2/22, 5/4/22
3	TBA	TBA	TBA

Students will have successfully completed the Enhancing Care through Research module, or equivalent, prior to undertaking the Dissertation. This module will further develop the students' knowledge and understanding of the importance of research and evidence in the provision of healthcare underpinned by the four pillars for advanced healthcare practice with particular reference to the research pillar (HEE, 2017). An appropriately experienced supervisor(s) will be identified at the commencement of the Enhancing Care through Research module so that the learning needs of the student can be negotiated. Content is therefore mainly self-directed and supported by the supervisor(s)

## MSc Healthcare Practice

**Course Director: Sarah Crouch**

Individuals working at Advanced Practice should be able to demonstrate evidence of master's level learning, such as studying at postgraduate certificate or diploma level and /or working towards master's level degree. Advanced practice is built upon four pillars of practice. Clinical Practice, Facilitating Learning, Leadership, and Evidence, Research and Development.

The MSc Healthcare Practice course emphasises the need to develop advanced practice for quality healthcare provision for all people across the healthcare sector. The generic nature of the course includes modules to support students from a wide variety of professions and roles to apply learning to their individual circumstances and develop advanced professional practice. Some priority areas have been identified for the local workforce and these have been included as identified pathways (Simulation or Neonatal) This will enable individuals working in specific roles to meet the requirements of their employers.

Students are expected to enrol on the course but identify the award they intend to complete. This may depend upon your needs or funding by employers. You will select which award is appropriate at the time of your application either a Postgraduate Certificate (PgC), Postgraduate Diploma (PgD) or a full Masters (MSc) qualification. It is also possible to study for a standalone module.

All students will be required to complete core modules for the relevant awards. All modules are 20 credits with exception of research dissertation as stated.

TRIMESTER	CORE MODULES	OPTIONAL MODULES	
<b>1 (Advent)</b>	Induction week 20/09/20-25/09/20 (week 4)		
Teaching:	Healthcare Practice (core)	Negotiated Learning	The Conduct of Healthcare Simulation Based Education
27/09/21-21/01/22	Healthcare Practice (core) -London	Pathophysiology of Neonatal Care	Ethics-Contemporary Issues in Health and Social Care Law
Assessment: 10/01/22-21/01/22	Leadership (core)	Practice Module for Neonatal Care	
	Enhancing Care through Research (core)	12-lead ECGs and Cardiac Arrhythmias	
	Enhancing Care through Research (core)	Care of the Child in Recovery	
	Enhancing Care through Research (core)	Cancer and Supportive Care	
	Dissertation 40 credit (core)	Engagement, screening & assessment of common mental health problems	
	Dissertation 60 credit (core)		

CONTINUING PROFESSIONAL DEVELOPMENT TIMETABLES

	Exam Boards: Module Board week 25, PAB week 28		
<b>2 (Easter)</b>	Leadership for Organisations (core)	Practice Module for Neonatal Care continued	Application of Human Factors to Simulation Based Education
Teaching:	Enhancing Care through Research (core)	Management of the Complex Neonate	Teaching in Practice
24/01/22-20/05/22	Dissertation 40 credit (core)	Negotiated Learning	Anaesthetic Care
Assessment: 09/05/22-20/05/22	Dissertation 60 credit (core)	Systematic Anti-Cancer Therapy Practice/ Supportive Care in Systematic Anti-Cancer Therapy	Surgical First Assistant
	Healthcare Practice (core)-tbc may be delayed to January from T1 start. For J22 cohort.		
	Exam Boards: Module Board week 42, PAB week 45		
<b>3(Michaelmas)</b>	Leadership for Organisations (core)	Practice Module for Neonatal Care continued	Holistic Examination of the New-born
Teaching:		Negotiated Learning	Anaesthetic Care continued
06/06/22-02/09/22		Assessment and Management of the Deteriorating Person	The Future of Healthcare Simulation Based Education
			Foundations of Simulation
09/01/23-20/01/23	Exam Boards: Module Board week 4, PAB week 7		
	Reassessment Boards week 25		

CORE MODULES: These should be studied in the order presented.

**Healthcare Practice: Year 1**

Module Lead: Sarah Crouch

Trimester 1 (Canterbury) Thursday 07/10/21 14/10/21 04/11/2021 18.11.21 02/12/21 16/12/21

Trimester 1 (London) Tuesday 05/10/21 19/10/21 02/11/2021 16/11/21 30/11/21 14/12/21

Trimester 2 Siobhan Atherley Medway Tuesday 11/01/2022 18/01/2022 8/02/2022 22/02/2022 22/03/2022

Your studies for the programme will begin with the Healthcare Practice (Core) module. This module provides an orientation to level 7 study and to the healthcare agenda and challenges for the next 10 years. Professionals will reflect upon their own practice and role and development needs in the

context of global, national and local drivers of change including demographics, technology and service models.

Service—Users will co-teach within this module ensuring a focus on the service-user experience through use of narrative to explore pathways of healthcare provision and the need to embed co-creation within practice.

You will appraise the evidence and the needs of the workforce to deliver quality care and as a result you will create a critical gap analysis which highlights your own professional development needs for advanced healthcare practice and the needs of others and your service.

### **Leadership Module: Year 2**

Module Lead: Mary Brown

Trimester 1 Tues Canterbury 30/09/21 14/10/21 28/10/2021 11.11.21 25/11/21 09/12/21

Trimester 2 Tues Medway 18/01/22 01/02/22 15/02/22 01/03/22 22/03/22 05/04/22

Trimester 3 Thurs /Fri Canterbury 14/06/22 21/06/22 05/07/22 12/07/22 26/07/22 02/08/22

The leadership module is also a core module in recognition of the importance of the need for leadership by all. This module is designed to provide you with the knowledge of how to lead within and across organisations. It will equip you to recognise that leadership is about individuals rather than organisations. You will critically explore the nature of interconnectivity and relationships between leaders, their followers, and the context, across systems and consider how this applies to your own workplace.

### **Research Modules:**

Research Lead: Jacqueline Wier

### **Enhancing Care Through Research (ECTR) module: Year 3**

Module Lead: Kay Lake

Trimester 1 Canterbury Tuesday 05/10/21 19/10/21 02/11/2021 16.11.21 07/12/21

Trimester 1 For Medway MCh students Thursday 04/11/21 11/11/21 18/11/2021 25.11.21 02/12/21

Trimester 1 Medway PA students Wednesday 03/11/21 10/11/21 17/11/2021 24.11.21 01/12/21

Trimester 2 Canterbury Tuesday 08/02/2022 22/02/2022 08/03/2022 22/03/2022 05/04/2022

### **Dissertation module (40 or 60 credit option): Year 3**

Module Lead: Jacqueline Wier

Trimester 1 Canterbury Tuesday 05/10/21 07/12/21

Trimester 2 Canterbury Tuesday 22/02/2022 05/04/2022

You will complete your MSc programme of studies with the Research Modules. You will undertake 2 modules – the Enhancing Care Through Research (ECTR) module which develops your knowledge and understanding of the utilisation of research to inform practice and associated research methods, followed by a Dissertation module (40 or 60 credit option). You will experience a variety of blended learning and teaching methods including the use of online materials, taught sessions and individual and small group supervision. The assessment for these modules is the production of a research plan or proposal followed by a substantive dissertation/project in which the proposed research is carried out.

The aim of the Research Modules within your course is to enable you to develop sound knowledge and understanding of different research approaches and methods to enhance care through research. You will plan and undertake a substantive dissertation in a topic relevant to your professional practice. To facilitate further your understanding of research methodology and application of evidence-based practice the Enhancing Care Through Research (ECTR) module must be taken and passed prior to your dissertation module. You will be able to produce clear aims and objectives for your study and be able to select and evaluate key research and other evidence. You will be able to select and justify research methodology to analyse and interpret relevant data. You will be able to reflect on the processes undertaken in carrying out a dissertation and discuss findings in relation to theoretical perspectives and your professional practice. You will take part in a research conference day presenting your work as a poster to share best practice and receive feedback from other student healthcare professionals undertaking the master's course. This is a great way to feel part of a wider community of healthcare professionals aiming to work at advanced practice levels in the workplace.

#### **OPTIONAL MODULES:** (Alphabetical Index)

##### **12-Lead ECGs and Cardiac Arrhythmias – Trimester 1 (Medway)**

Teaching Days: (Wednesdays) 15/09/21, 29/09/21, 13/10/21, 27/10/21, 10/11/21, 24/11/21

Module Lead: Mary Kirk

Pre-Requisites: Students must work in a clinical area where there are frequent opportunities to interpret 12-lead ECGs.

The anatomy and physiology of the heart will be revisited, specifically the cardiac conduction system and electrophysiology of the heart. The aetiology and pathophysiology of cardiac arrhythmias will be discussed. Indications for cardiac monitoring and the recording of a 12-lead ECG will be explored within the context of a comprehensive person-centred assessment. A systematic approach to 12-lead ECG interpretation will be introduced. Sinus rhythm and a range of cardiac arrhythmias and abnormalities will be identified including acute coronary syndromes and myocardial infarction, atrial tachycardias, junctional rhythms, atrio-ventricular (AV) heart blocks, bundle branch blocks and cardiac arrest rhythms. Methods of calculating heart rate and cardiac axis, for example, will also be discussed.

The clinical significance of 12-lead ECG findings will be explored and the care of persons with abnormal heart rhythms will be discussed with reference to the evidence base and local, national and international guidelines and policies.

**Advanced Practice Neonatal Care – Trimesters 1-3 (Medway)**

Teaching Days: (Thursdays) 16/12/21, 27/01/22, 24/03/22, 05/05/22, 09/06/22, 16/06/22

Module Lead: Vicky Lander

Pre-requisites: Must be working on a Level 2 or 3 neonatal unit in Semester 1 progressing to a level 3 neonatal unit in Semester 2/3. Must have agreement from manager for secondment in semester 2/3 where needed. Students must be working a minimum of 23 hours per week for the duration of the module. Must also be enrolled on Pathophysiology of Neonatal Care.

Co-Requisites: Be undertaking the Pathophysiology of Neonatal Care Module

The module complements pathophysiology and management modules, developing competence in knowledge, skills and application in the neonatal setting. Students will be expected to care for a range of neonatal infants with a variety of conditions to advance their skills and competency. This will include knowledge and application of pharmacological agents, decision making, working with multidisciplinary team and family to provide evidence-based care. Students will be expected to demonstrate competency in areas of neonatal care, such as invasive and non-invasive ventilation, haemodynamic monitoring, interpretation of data and escalation of concerns. Students will need to demonstrate application of evidence and guidelines to the practice setting and discuss how this informs decision making. Students will need to demonstrate ability to work in partnership with families and multidisciplinary team in complex neonatal situations.

Students will be exposed to a variety of situations throughout the neonatal modules which will enable them to; develop their knowledge of nursing practice and nursing skills in line with the RCN (2012) competence, education and careers in neonatal nursing; attaining to communication and interpersonal relationships; personal, professional and people development; Health, safety and security; service development; quality; equality, diversity and rights and the responsibility for person-centred care. As well as developing competence in clinical skills such as Fluid, electrolyte, nutrition and elimination management; neurological and pain management; respiratory and cardiovascular management; skin, hygiene and infection control management; temperature management.

Simulated practice will be used to complement the practice experience within a safe environment to challenge and progress students learning.

Formative feedback will be through the use of debriefing following simulation and through use of the PAD.

**Anaesthetic Care – Trimesters 2 and 3 (Medway)**

Teaching Days: (Mondays) 07/02/22, 28/02/22, 07/03/22, 04/04/22, 25/04/22

Module Lead: Luke Ewart

Pre-Requisites: Learners undertaking the module must be a registered practitioner who has worked in the perioperative environment for a minimum of 12 months (full time equivalent) prior to undertaking the module.

Co-Requisites Learners must undertake a minimum of 450 supervised hours anaesthetic based clinical practice.

This module will examine the fundamental principles of caring for patients from diverse cultural backgrounds undergoing sedation, general, regional or local anaesthesia and will be supported by a minimum of 450 hours supervised clinical practice in the anaesthetic phase of perioperative care. The preparation and use of anaesthetic equipment to meet the needs of the patient undergoing anaesthesia, including anaesthetic machines, breathing circuits and airway management devices, will be examined. A range of invasive and non-invasive anaesthetic monitoring equipment will be studied to provide a basis for relating physiological observations such as temperature, pulse, ECG, blood pressure, SaO<sub>2</sub>, and respirations to compassionate perioperative patient care. The module will also examine anaesthetic related pharmacology such as induction agents, maintenance agents, neuromuscular blocking agents and their reversal, analgesics, and anti-emetics.

### **Application of Human Factors to Simulation Based Education**

Teaching Days: (Wednesday) 26/01/2022, 09/02/2022, 02/03/2022, 16/03/2022, 20/04/2022

Module Lead: Andy Buttery

The application of simulation as a technique for Human Factors improvement.

This module will explore the principles and application of training and development within the health care setting to bring about improvements, particularly but not only regarding patient safety standards, involving factors other than competence. Students will consider the relevance and value of training within the practice context and how professional practice; patient safety and organisational effectiveness can be improved through the application of simulation as a technique or modality to introduce evidence-based human factors and ergonomics into effective and efficient developmental interventions. This will include addressing Human Factors in any Healthcare context, from Non-Technical Skills to teamworking and systems improvement, functional analysis of systems, critical event analysis and resilience in the context of Safety-I & Safety-II. You will have opportunity to consider the science of Human Factors and the application of HF HSBE to practice and to learning.

### **Assessment and Management of the Deteriorating Person – Trimester 3 (Medway)**

Teaching Days: (Thursdays) 09/06/22, 16/06/22, 23/06/22, 07/07/22, 21/07/22, 28/07/22

Module Lead: Liz Butterfield

The module will include systematic assessment processes and the identification of problems for acutely ill person-centred, considering factors that may affect the assessment process.

The module will further analyse the relationship between pathophysiology and altered homeostasis to acute care practice and how this is manifested through signs and symptoms. Students will identify key areas of acute care to be explored; subjects likely to be included are management of the person-centred in acute respiratory distress, cardiovascular instability, renal dysfunction, acute neurological care. Discussion around the evidence base will be incorporated. The holistic care of the person-centred will be evident to include assessment, pathophysiology, aspects of management considering the role of inter-professional working and person-centred experience.

**Cancer and Supportive Care – Trimester 1 (Canterbury)**

Teaching Days: (Saturdays) 10/09/21, 23/10/21, 06/11/21, 13/11/21, 27/11/21

Module Lead: Paula Kuzbit

(N.B. THIS MODULE RUNS IN ALTERNATE YEARS ONLY AND WILL NOT BE RUNNING IN 2022-23)

This module will explore the aetiology, epidemiology, classification and pathology of. Students will be asked to examine the variety of established and novel therapies currently employed to treat cancer. The psychosocial impact of living with and beyond cancer will be considered in relation to key points in the cancer patient's journey for example diagnosis, initial treatment, recurrence, living with and beyond cancer and palliative care. Further, the student will be encouraged to consider diversity and inclusion within cancer care and discuss strategies for challenging inequalities in health. Health promotion and cancer screening strategies will be explored. Supportive care measures, for example holistic needs assessment and social prescribing, will be considered that can be employed to support the patient and their family experiencing a range of problems including symptoms of early and progressive disease, treatment related side effects and acute oncology emergencies. Finally, communication skills will be practiced within a safe environment to develop the practitioner's confidence and competence.

**Care of the Child in Recovery – Trimesters 1 & 2 (Medway)**

Teaching days: (various) 14/09/21, 30/09/21, 13/10/21, 18/11/21, 01/12/21, 14/12/21

Module Lead: Pam Carroll

Pre-Requisites: Learners undertaking the module must be a registered Band 5 or above practitioner who has worked in the immediate post-anaesthetic recovery unit for a minimum of 6 months (full time equivalent) prior to undertaking the module and have recently attended or are booked onto employer's RC(UK) certified PILS course.

Co-Requisites: Learners must undertake a minimum of 25 supervised paediatric cases in the immediate post-anaesthetic care unit or emergency transfer / retrieval preparation cases across a range of ages in addition to completing practice competencies within the post anaesthetic recovery unit.

The aim of this module is to provide learners working within a district general hospital the opportunity to build on existing experience while gaining in-depth knowledge and understanding of paediatric care. This will include current anatomy, physiology, anaesthetic procedures, equipment and underpinning pharmacology to be able to practice systematic assessment, care planning, implementation and evaluation of the post-anaesthetic phase of care within the perioperative setting. It will also cover recognition and management of the sick child being transferred to paediatric intensive care including time-critical transfer and consider the student's own contribution to quality improvement.

**Conduct of Healthcare Simulation Based Education – Trimester 1 (Medway)**

Teaching Days: Tuesday (Medway) 12/10/21, 26/10/21, 09/11/21, 23/11/21, 07/12/21

Module Lead: Andy Buttery

The aim of the module is to provide students with the knowledge and skills to direct the course of a simulation learning session with due educational governance, to deliver an optimal set of learning opportunities, from induction to evaluation.

Simulation is a technique to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a risk-managed, interactive manner. The module will explore the principles and application of simulation training and education within the health & care setting to bring about intended learning outcomes (or improvement). The module will focus on the evidence-based best practice for the delivery and operationalising of healthcare simulation for education and improvement, examining how professional practice, patient safety and organisational effectiveness can be developed through simulation interventions as part of the workforce and system development strategies.

The module will provide a comprehensive grounding in the operational practice of simulation including the direction of a simulation session, the precise design of a simulation intervention and considerations for the debriefing, and the management of participants and faculty team based upon a premise of service-user centred care and learner-centred education.

**Engagement, screening & assessment of common mental health problems – Trimester 1 (Canterbury)**

Teaching days: TBC- Trimester 1 anticipated.

Module Lead: Pete Wilson

To enhance students (Health & Social Care Practitioners) knowledge and skills related to screening, engagement & assessment of people experiencing mental illness & psychological problems.

Upon Completion the students will:

- 1) Critically evaluate the theory and policy, which underpins engagement, screening & assessment.
- 2) Analyse and critically apply humanistic approaches to engagement, screening, & assessment.
- 3) Analyse, and critically apply structured & semi-structured approaches to engagement, screening, & assessment.
- 4) Demonstrate a critical application of approaches to engagement screening, & assessment, using stress / vulnerability & trauma informed approaches
- 5) Critically examine the role of a leader and develop your own leadership skills to enable you to introduce progressive, person-centred changes into your practice area.

**Ethics - Contemporary Issues in Health and Social Care Law – Trimester 1 (Canterbury)**

Teaching Days: Thursday 28/10/21, 11/11/21, 25/11/21, 2/12/22, 16/12/21

Module Lead: Chris Biela

The aim of the module is to enable students to examine and reflect upon the relationship between legal and ethical principles, procedures, reasoning and approaches to decision making and practice in the field of health and social care.

Students will critically examine the principle and underpinning legal and ethical theories as applied in health and social care practice and evaluate these. The module will familiarise students with the major contemporary perspectives in applied ethics, introduce students to legal analysis as it applies to health care and social care, and relate these perspectives to key ethical and legal issues. Included will be an Introduction to research methods in health care ethics and law, principles of health care ethics, major ethical theories, introduction to English law and legal reasoning, introduction to clinical negligence; an overview of some of the contemporary and current topics in health care law; and finally, the relationship between law and morality and the interplay of ethical and legal reasoning in health care ethics and law.

**Foundations of Simulation- Trimester 3 (Medway)**

Teaching Days: (Tuesdays) 07/06/22, 21/06/22, 05/07/22, 19/07/22, 09/08/22

Design, delivery and evaluation of simulation-based education is varied and dynamic; witness the expanding range of literature; standard setting bodies and professional body stakeholders. The module will deliver current evidence to inform experiential learning exploring best practice, research and controversy. The module includes the design and peer evaluation of a simulation intervention and will consider the conduct of simulation for competence and mastery; non-technical skills and team-working; performance and system improvement. Whilst students have freedom to develop a bespoke model, the module content sets out to be complete, cross-cutting and generic, relevant to any profession or speciality and applicable to addressing competence, performance and improvement. You will be provided with a thorough introduction to relevant educational theory, simulation theory, considering published evidence and the design and delivery of simulation.

**Holistic Examination of the Newborn – Trimester 3 (Medway)**

Teaching Days: (Tuesdays) 07/06/22, 14/06/22, 21/06/22, 28/06/22, 05/07/22, 12/07/22, 19/07/22, 26/07/22, 02/08/22

Module Lead: Faith Kayembe

Pre-Requisites: Students should be employed in an area where they can undertake physical examination of newborn babies. The assimilation of theory is essential prior to gaining the requisite practice.

The content of the module will address central themes of legal and ethical issues, specialist knowledge and skills, communication skills and reflective practice. Health promotion issues will be discussed relevant to the families' socio-economic situations. Practitioners will be guided to undertake physical examination and develop advanced knowledge of the neonatal systems including cardiovascular, respiratory, abdomen and gastrointestinal tract, genital, renal, neurological, skeletal,

head, eyes, ears, mouth, neck and skin; enabling practitioners to develop skills they require to develop their practice competence. Fundamental to this module are skills of identifying, using and analysing current relevant research.

### **Management of the Complex Neonate – Trimester 2 (Canterbury)**

Teaching Days: (Thursdays) 03/02/22, 10/02/22, 03/03/22, 31/03/22, 21/04/22, 19/05/22

Module Lead: Vicky Lander

Pre-Requisites: Must be working on a Level 3 neonatal unit If employed by a local neonatal unit, secondment for a period to a neonatal intensive care unit is required all of this module. Must have completed Pathophysiology of neonatal care and Practice module for neonatal care.

Co-Requisites: Have completed the Neonatal Pathophysiology Module and be undertaking the practice module for neonatal care.

This module focuses on the management of acutely ill and / complex health conditions for infants cared for in a level 3 neonatal intensive care setting. The module will focus on the holistic approach to neonatal intensive care including pathophysiology, pharmacological issues, legal/ethical, family, collaborative and nursing care evidence within the complex/acutely ill neonate. Specific complex conditions will be addressed such as Necrotising Enterocolitis, Meconium aspiration, Persistent Pulmonary Hypertension of the Newborn, Pulmonary haemorrhage will be explored. Students will explore aspects of aetiology, assessment, planning, interventions and evaluation to provide holistic care for the neonate and family.

National and international guidelines will be used to inform management of the complex neonate considering areas, such as the child's development, discrimination, advocacy, empowerment, advanced technologies and resilience in caring for this group. It will also look critically at the challenges presented to the nurse and the multi-disciplinary team when caring for the infant and their family where the infant is born on the edge of viability, exploring the ethical considerations of treating these infants.

Dialogue regarding holistic nursing care will be encouraged throughout the module and will include the importance of partnership working and inter-professional collaboration for those involved, and strengths-based approaches to working within a complex healthcare scenario. Students will be encouraged and supported to identify the best available evidence to increase their knowledge base and to consider the application of this evidence to practice.

### **Negotiated Learning** (Runs separately in all 3 trimesters)

Trimester 1 Medway: (Thursdays) 30/09/21, 28/10/21, 11/11/21, 02/12/21

Trimester 2 Canterbury: (Thursdays) 03/02/22, 24/02/22, 10/03/22, 24/03/22

Trimester 3 Canterbury: (Thursdays) 09/06/22, 23/06/22, 14/07/22, 28/07/22

Trimester 3 Medway: (Tuesdays) 21/06/22, 28/06/22, 05/07/22, 12/07/22

Module Leads: Sue Holmes & Karen Foord

There is no formal taught content to this module and the subject/focus of the module is chosen by the participant, in partnership with their employer and learning facilitator. The University facilitates learning via academic support, relevant guidance materials and access to resources.

The first session will be facilitated by the module leader where students will be encouraged to present their ideas for personal and professional development. Thereafter, workshop sessions will be student-led to critically analyse their learning and development. Peer critique is a fundamental component of the module and students will be encouraged to engage with classroom discussions. Students are expected to complete self-directed research for best practice theory, reflective learning in and on practice, utilise on-line material and attend individual tutorials.

Students attending a bespoke Negotiated Learning module will receive specific topic teaching by the employer/organisation. Reflecting the organisation's learning plan. Peer critique is a fundamental component of the module and students will be encouraged to engage with classroom discussions. Students are expected to complete self-directed research for best practice theory, reflective learning in and on practice, utilise on-line material and attend individual tutorials.

The university work-based facilitator will support the student academically to facilitate this learning by attending a sample of the teaching sessions. Additionally, group/individual tutorials will be provided. The use of remote communication systems for example, Skype/Facetime will be utilised.

### **Pathophysiology of Neonatal Care – Trimester 1 (Canterbury)**

Teaching Days: (Thursdays) 30/09/21, 21/10/21, 11/11/21, 25/11/21, 09/12/21, 06/01/22

Module Lead: Vicky Lander

Pre-Requisites: Normally completed 12 months experience including a neonatal preceptorship package where fundamental competencies have been achieved in the neonatal setting. Students can be working on any level neonatal unit where caring for babies are acutely ill and / complex needs but must have support of manager.

The normal physiology will be discussed and related to changes leading to altered physiology in infants of varying gestational ages including respiratory, cardiovascular systems. This will be discussed in relation to problem identification for the acutely ill/complex neonate and working with team and family.

The areas covered in this module will include aspects such as fetal development, altered anatomy and physiology, such as: the importance of adaptation to extra-uterine life and the influence of maternal health and lifestyle on the outcome of the newborn; Exploring the impact on different gestational ages to Lung development, physiological jaundice, thermoregulation. Connections will be made to national and international policies and how this relates to the care given. Essential pathophysiology knowledge which underpins all neonatal care will be examined in the light of current evidence for practice. This will be discussed in relation to identification of problems in the acutely ill neonatal infant and multidisciplinary team role in decision making for the care of the sick neonate. Throughout the module, the emphasis will be on the delivery of evidence-based, compassionate care to the infant and their family such as the importance of family integrated care and decision making. While reflecting critically on the importance of team and partnership working with family when caring for the acutely ill and/ complex needs of a neonate and their family

The sharing of good practice and the reasons for variations in practice commonly seen will be explored using evidence. This module will demonstrate that the student is beginning to meet the national standards for Neonatal Qualification in Specialty.

### **Surgical First Assistant – Trimester 2 (Medway)**

Teaching days: (Wednesdays) 23/02/22, 02/03/22, 09/03/22, 16/03/22, 23/03/22

Module Lead: Lynn McNalty

Pre-Requisites: Registered practitioner working within the operating department for a minimum of 12 months. Operating theatre experience is essential to provide a foundation for this course.

This module will focus upon enhancing Operating Department Practice within the surgical phase of care with the aim of extending both practical scrub skills and theoretical knowledge. It will also address the professional boundaries of the SFA role in developing enhanced competency, ethical principles, the nature of litigation and the measures implemented to avoid this in practice.

An overview of the SFA role will include investigation of ethical, legal and professional considerations associated with an extended scope of practice. This will be linked to the PCC Position Statement (2018) detailed roles and responsibilities of the SFA. Students will gain more of an understanding of relevant national and local health policy as well as legislation, guidelines and procedures that impact on surgical practice. Students will gain a greater understanding of the Scrub Practitioners List of Intraoperative Non-technical skills (SPLINTS) including teamwork, communication and situation awareness, together with their application to the clinical setting.

Latent threat and human fallibility contribution to patient harm will be highlighted and students will be required to analyse the impact of ineffective clinical practice on never event occurrences. Properties of skin cleansing solutions and different types of drapes will be identified together with relevant factors including the operative site, allergies and appropriate concentrations of preparation solutions.

Sustainability awareness in relation to carbon footprint reduction and distribution of resources will feature in the discussions.

Relevant anatomy and physiology will be focused upon, along with related issues including infection control and wound healing.

### **Systematic Anti-Cancer Therapy Practice – Trimester 2 (Canterbury)**

Teaching Days: (Saturdays) 12/02/22, 05/03/22, 26/03/22, 16/04/22

Module Lead: Paula Kuzbit

The SACT module will be looking at the pharmacology of systemic anti-cancer therapies and how this applies to the timing and delivery of treatment regimes, helping students achieve learning outcome one. Health and safety issues will be examined and applied to the safe delivery of treatment. The lived experience of undergoing systemic anti-cancer therapy will be discussed. This will be informed by research undertaken by the module team.

Students will be given the opportunity to explore the side effects and toxicities associated with SACT and how this applies to patient centred care, including emergency care and unexpected admission. Preparation and assessment of patients will be examined in depth, including age-appropriate information at differing stages of the patients' pathway, and pre and post chemotherapy monitoring and investigations.

Throughout the module students will be asked to consider how their developing practice can transform and influence the provision of care.

### **Teaching in practice**

Teaching Days: (Tuesdays) 22/02/2022, 01/03/2022, 15/03/2022, 29/3/2022, 19/4/2022, 10/5/2022

Module Lead: Siobhan Atherley

Students will be provided with the opportunity to explore theories concerning the facilitation of learning and the formation of assessments relevant to Higher Education, applying these concepts within their work setting. Students will identify and critically analyse the management of learning environments and participate in the facilitation of their students' learning in the workplace. Students will be supported to develop high quality learning opportunities within the context of practice. Different models of education will be evaluated, for example competency-based assessment. Students will critically consider the development of inter-professional learning in health and social care. The educational and developmental needs of learners will also be critically explored. Students will be given the opportunity to examine their role as a facilitator of learning in the workplace. They will be encouraged to reflect upon themselves as leaders and managers of practice education. Students will also explore the concept of accountability in facilitating practice learning and the importance of acting as a gatekeeper to a profession including developing strategies to cope with failing students. The process of educational evaluation and quality assurance in Higher Education will be introduced with specific reference to the role and responsibilities of a Practice Learning Facilitator (a Practice Teacher, Practice Educator or Supervisor dependent upon the student's professional context).

### **The Future of Healthcare Simulation Based Education**

Teaching Days: (Wednesdays) 08/06/2022, 22/06/2022, 06/07/2022, 20/07/2022, 10/08/2022

Module Lead: Andy Buttery

Current and past controversies in HSBE include the definition of "realism" in a HSBE context and the relationship between "realism" and learning. Continuing pressures on both education and service delivery drive innovation without necessarily delivering improvement. The module will consider the evidence for, and the experience of, attempts to optimise learning in practice by pre- and post-practice learning interventions provided by some form of HSBE. Learners will consider how to determine whether HSBE or a simpler form of Technology Enhanced Learning (TEL) is the most efficient and effective modality and how HSBE Faculty remain prepared to critically assess, select and employ an ever-increasing range of HSBE interventions. Encouraged to synthesise and extrapolate beyond current evidence, learners will consider how the curriculum and faculty may respond to the disruption the digital age will have on the relationship between educators, practitioner(s) and service users, and how HSBE may be best integrated into that curriculum. You will be able to consider a theoretical basis for evolution of HSBE including factors specific to technology and the human, and the governance implications of innovation.

**MSc Mental Health****Course Director: Colin Johnson**

This one-year, full time course will provide structured learning to support the development of informed, inclusive and skilled practitioners and researchers. The course does not lead to a professional qualification (nursing, counselling) but it does equip you for employment or progression in the mental health field. It covers current issues in mental health provision both in the UK and in a wider international context.

All modules can be taken on a stand-alone basis or as part of the full programme.

**Trimester 1****Contemporary Issues in Mental Health**

Teaching Days-7/10/21, 14/10/21, 21/10/21, 4/11/21

Module Lead TBC

The aim of this module is to introduce key concepts and contemporary debates about mental health and wellbeing and mental distress that you will need for theory and practice in the mental health field. The module will provide a foundation in how to critique policy, research and evidence-based practice responses to current issues. You will be encouraged to take a research minded approach to these issues as they move from receive ideas to academic inquiry.

**Enhancing Care Through Research**

Trimester 1 Canterbury Tuesday 05/10/21 19/10/21 02/11/2021 16.11.21 07/12/21

Module Lead Kay Lake

The aims of this module are to develop your knowledge and understanding of research approaches and methods in relation to research questions and enable you to develop a proposal for a dissertation which has professional relevance and appropriate academic rigour.

**Migration and Mental Health**

Teaching Days- 1/12/21,8/12/21,19/01/22, 26/01/22

Module Lead TBC

The aim of this module is to enable you to gain a critical understanding of mental health needs of migrant and refugee/asylum seeking populations and contextualise the challenges for health/social care responses and in particular for experienced practitioners working in mental health services. It aims to critically examine the concepts of 'migrants', 'refugees' and 'asylum seekers'; consider the mental health needs of these groups and introduce the concepts of 'intersectionality' and 'cultural competence' and their application in meeting the mental health care needs of migrants and refugees across the lifespan.

**Trimester 2****Understanding and Assessing Mental Distress**

Teaching Days-2/02/22, 9/02/22, 16/02/22, 23/02/22

Module Lead TBC

The aim of this module is to enable you to develop a critical understanding of the factors that shape our conceptualisation of mental wellbeing and mental distress. The module will focus on different approaches to the assessment of mental distress with an emphasis on how the assessment process guides subsequent intervention strategies. The concepts of inequality, inclusion and diversity will underpin these aims.

**Mental Health Impacts of Domestic violence and Sexual Abuse**

Teaching Days- 4/03/22, 18/03/22, 22/04/22, 29/04/22

Module Lead TBC

This module aims to provide students with a comprehensive understanding of trauma informed approaches to domestic violence and sexual abuse. It will enable students to develop a systematic understanding of the concept of coercive control as an underpinning theme in both forms of abuse. A critique of social inequalities and societal attitudes towards domestic violence and sexual abuse will inform this understanding. There will be an emphasis on collaboration with traumatised service users and with family friends and practitioners within the service user's support networks.

**Inclusive and Reflective Practice**

Teaching Days- 9/03/22, 16/03/22, 23/03/22, 30/03/22

Module Lead TBC

This module aims to support you to learn how to reflect on the challenges that may face them in practice settings, exploring the qualities they need to create and sustain constructive relationships with individuals, families, agencies and the wider networks of support. Issues supportive of inclusive practice such as self care and mentally healthy workplaces will be considered.

**Dissertation module (40 credit option): Year 3**

Teaching Days Canterbury 22/02/2022, 05/04/2022

Module Lead: Jacqueline Wier

The aim of this module is to enable students to plan and manage a piece of work which demonstrates critical understanding of the processes undertaken in order to produce a dissertation of professional relevance with appropriate academic rigour. The dissertation may be an empirical research study, a critical literature review or a systematic review.

**Trimester 3**

**Mental Health Statutory Practice: Rights, Risks and Responsibilities**

Teaching Days: 8/06/22, 15/06/22, 22/06/22, 29/06/22

Module Lead: TBC

The aim of this module is to enable you to develop competence in recognising, assessing and managing risk effectively in the context of the AMHP role including promoting civil rights, safety and positive risk taking.