

## MODULE SPECIFICATION

### KEY FACTS

Module name	Balancing Risk and Safety
Module code	APM014
School	School of Health Sciences
Department or equivalent	Division of Nursing
UK credits	15
ECTS	7.5
Level	7

### MODULE SUMMARY

#### Module outline and aims

This module is aimed at health, social work and social care professionals working with people living with long term conditions in a variety of environments (hospital and at home, including care homes).

The aim is to give you a critical overview of key concepts related to the provision of safe and effective care for people and their families living with long term conditions and prepare you for a leadership role in promoting positive risk taking, whilst safeguarding vulnerable children and adults.

You will be equipped to respond better to increasing pressures on the current health care system, including the rapid rise in the ageing population, increase in the number of people with long term conditions, and the growing need to work creatively across traditional boundaries by making care more safe and effective, while ensuring quality of life for individuals.

#### Content outline

- Definition of harm
- Critiquing the evidence on safe and effective care
- Effective care management and patient safety
- Preventing or managing risks
- Reporting and analysing incidents
- Learning from incidents and implementing solutions
- Whistle-blowing
- Dealing with the public
- Safeguarding children and adults at risk
- Regulation - The Mental Capacity Act (2005), Human rights Act (1998)
- Understanding what is meant by restraint
- Managing risk and minimizing restraint
- Using the physical environment to promote a sense of wellbeing
- Emotional impact of managing risk on service users, relatives and staff
- Talking openly about risk
- Have a deeper understanding of creative ways to ensure safe and effective care

- for people with long term conditions.
- Be able to integrate your learning into your role as a health and / or social care practitioner working with people with long term conditions in a variety of contexts.
  - Positive risk taking for quality of life

## **WHAT WILL I BE EXPECTED TO ACHIEVE?**

**On successful completion of this module, you will be expected to be able to:**

### Knowledge and understanding:

- Demonstrate in-depth knowledge and understanding of current perspectives, theoretical concepts, research methodologies and research findings in the area of ensuring patient safety and effective care for people with long term conditions
- Critically discuss what 'harm' means in terms of human rights and what 'restraint' means in terms of the Mental Capacity Act (2005)
- Critically appraise policies and procedures for child and adult safeguarding
- Show an in-depth critical awareness of the variety of care providers for people with long term conditions across the life course including public, private and 3<sup>rd</sup> sector and how this impacts on safe and effective care.
- Explore and debate ethical dilemmas in practice, challenge current practice and offer new insights into how to safely promote positive risk taking
- Evaluate existing knowledge, challenge current practice and determine new and revolutionary ways of working within multi-professional and interdisciplinary contexts.
- Critically discuss the importance of emotionally supporting people who are engaged in making complex ethical decisions about children and adults at risk

### Skills:

- Critically appraise, evaluate and integrate theories, concepts and research and articulate innovative ways of safe and effective working for organisations, workforce, service and practice development.
- Empower colleagues and clients, through dialogue, sharing expertise, facilitating, mentoring modelling about how to manage risk positively in the best interests of the individual.
- Continually and critically monitor standards of care (preventing or managing risks, reporting and analyzing incidents, learning from incidents and implementing solutions, whistle-blowing, dealing with the public) and be able to respond positively and ethically to feedback on the service that you are providing.
- Lead professional and innovative developments around safe and effective care.
- Advance health and social care for people with long term conditions by contributing to the debate on the nature of appropriate safe and effective care and the boundaries and limitations of health and social care practice.
- Demonstrate written and verbal communication skills appropriate to Masters level.
- Manage your own levels of stress in a way that promotes your welfare and the quality of your work.

Values and attitudes:

- Challenge ageism, along with other inequalities
- Show an insight into and respect for the experience of service users (including vulnerable children and adults), carers and colleagues, and also, participants in research
- Demonstrate an appreciation of the subjective nature of both quality of life and quality of care
- Recognise the importance of enhanced voice, choice and control for children and older people (including those with dementia)
- Demonstrate an understanding of the importance of complying with ethics requirements both in practice and for conduct of research with human participants
- Provide sensitive and ethical advice for colleagues, users and their carers that is value free and non-discriminatory
- Foster enhanced partnership working between lay and professional/health and social care/public and private providers, through valuing and respecting the contributions of others around issues of safe and effective care
- Promote positive attitudes to managing risk, while ensuring safety for vulnerable adults
- Ensure advocacy is offered to vulnerable children and adults (including those whose first language is not English) to ensure safe and effective care

**HOW WILL I LEARN?**

A variety of learning and teaching methods will be used including: lectures, group work, seminars, technology supported learning, self-reflection, academic reading and peer review.

We will encourage you to contribute to the module through actively participating within the class setting. You will be asked to relate to, and draw upon, your professional practice and share these with others

*Teaching pattern:*

<b>Teaching component</b>	<b>Teaching type</b>	<b>Contact hours (scheduled)</b>	<b>Self-directed study hours (independent)</b>	<b>Placement hours</b>	<b>Total student learning hours</b>
Seminar	Seminar	22	128	0	150
<b>Totals:</b>	Seminar	22	128	0	150

## WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

### Assessment

Choose a client you have cared for and write a reflective report to include:

- What safeguards were in place to protect them and yourself from harm
- Whether a balance was, or was not, achieved in relation to maintaining safety and ensuring quality of life
- An action plan for future management, drawing on the evidence for best practice on safe and effective care
- Explain how you will put this plan into action in a sensitive manner to meet the emotional needs of service users, carers and staff
- Discuss your action plan with reference to the research based literature, current policy and legislation

*Assessment pattern:*

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
Summative	Report (3000 words)	100%	50%	N/A

### Assessment criteria

Information on the above module assessment criteria and grade-related criteria can be found on the module space in Moodle.

### Feedback on assessment

Following an assessment, students will be given their marks and feedback in line with the assessment regulations and policy. More information on the timing and type of feedback that will be provided for the assessment will be available from the module leader.

### Assessment Regulations

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

## INDICATIVE READING LIST

### **Books and journals**

Flynn M, Keywood K and Fovargue S (2003) Warning: Health 'choices' can kill The Journal of Adult Protection 5, 1 30 -34

Heath H and Phair L (2009) The concept of frailty and its significance in the consequences of care or neglect for older people: an analysis *International journal of Older People Nursing* 4 120 – 131

Lloyd, C. E. and Heller, T (2011) *Long-term conditions: challenges in health and social care* London: SAGE

Nicol, J (2011) *Nursing Adults with Long Term Conditions* Exeter: Learning Matters LTD

Roberts S (2010) Making decisions about nutritional support for adults via a gastrostomy *Gastrointestinal Nursing* 7, 10 28 -33

### **Web publications**

Cornwell, J (2012) *The care of frail older people with complex needs: time for a revolution* London : The King's Fund

<http://www.kingsfund.org.uk/document.rm?id=9490>

Department of Health and Home Office (2000) *No secrets: guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse*

[www.dh.gov.uk](http://www.dh.gov.uk)

Department of Health (2009) *Deprivation of Liberty Safeguards. A guide for hospitals and care homes*, OPG608, Office of the Public Guardian ([www.publicguardian.gov.uk](http://www.publicguardian.gov.uk)).

Department of Health (2012) *Long term conditions compendium of information* Leeds : Department of Health

[http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/@dh/@en/documents/digitalasset/dh\\_134486.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_134486.pdf)

Associated documentation: <http://longtermconditions.dh.gov.uk/>

Goodwin, Nick et al. (2010) *Managing people with long-term conditions* London : The King's Fund

<http://www.kingsfund.org.uk/document.rm?id=8757>

Goodwin, N et al. (2012) *A report to the Department of Health and the NHS Future Forum : integrated care for patients and populations : improving outcomes by working together* London : The King's Fund

<http://www.kingsfund.org.uk/document.rm?id=9405>

Kendall, Sally et al. (2010) *The nursing contribution to chronic disease management: a whole systems approach* National Institute for Health Research. Service Delivery and Organisation Programme SDO Project ; 08/1605/121

[http://www.netscc.ac.uk/hsdr/files/project/SDO\\_FR\\_08-1605-121\\_V01.pdf](http://www.netscc.ac.uk/hsdr/files/project/SDO_FR_08-1605-121_V01.pdf)

Associated documentation: <http://www.netscc.ac.uk/hsdr/projdetails.php?ref=08-1605-121>

Melzer, David et al. (2012) *Health care quality for an active later life : improving quality of prevention and treatment through information : England 2005 to 2012.*

Exeter : University of Exeter

[https://wombat.pcmd.ac.uk/document\\_manager/documents/files/epidemiology/Health\\_Care\\_Quality\\_for\\_an\\_Active\\_Later\\_Life\\_2012.pdf](https://wombat.pcmd.ac.uk/document_manager/documents/files/epidemiology/Health_Care_Quality_for_an_Active_Later_Life_2012.pdf)

Mencap (2012) *Death by indifference: 74 deaths and counting* www.mencap.org.uk

NHS improvement (2012) *Effective pathways for long term conditions* Leicester: NHS Improvement

[http://www.improvement.nhs.uk/documents/LTC\\_Brochure.pdf](http://www.improvement.nhs.uk/documents/LTC_Brochure.pdf)

Owen, T and Meyer, J (2009) *Minimising the use of 'restraint' in care homes: Challenges, dilemmas and positive approaches*. Report No 25, London: SCIE

<http://www.scie.org.uk/publications/reports/report25.asp>

Quresshi, H (2009) *Restraint in care homes for older people: a review of selected literature*. Report No 26, London: SCIE

<http://www.scie.org.uk/publications/reports/report26.asp>

Version: 2.0

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For use from: 2014-15

**Appendix:** see

[http://www.hesa.ac.uk/component/option,com\\_studrec/task,show\\_file/Itemid,233/mnl,12051/href,JACS3.html/](http://www.hesa.ac.uk/component/option,com_studrec/task,show_file/Itemid,233/mnl,12051/href,JACS3.html/) for the full list of JACS codes and descriptions

## CODES

HESA Cost Centre	Description	Price Group
B	Subjects Allied to Medicine	

  

JACS Code	Description	Percentage (%)
B702	Clinical practice nursing*	100%

\*Also relevant to other professional disciplines working in health and social care