

UNIT SPECIFICATION				
<b>Unit title</b>	Transitioning to First Contact Practice in Primary Care			
<b>Level</b>	Level 7	<b>Credit value</b>	40 (20 ECTS)	
<b>Is this a common unit?</b>		No	<b>Expected contact hours for unit</b>	70
<p><b>Pre and co-requisites</b> Applicants will be registered health care professionals who are new to or transitioning to a role in Primary Care. Applicants will ideally have a first degree or equivalent.</p>				
<p><b>Aims</b> This unit aims to prepare registered health care professionals to transition to new first contact roles in primary care. It will examine the knowledge, professional and leadership skills required for role and service redesign in line with the NHS Long Term Plan. Participants will gain an understanding of the benefits and challenges of the role, as well as measuring value and impact for the people using the service and the wider healthcare system.</p>				
<p><b>Intended learning outcomes (ILOs)</b> Having successfully completed this unit the student is expected to:</p> <ol style="list-style-type: none"> <li>1. Differentiate the knowledge, skills and behaviours needed for working in primary care from other sectors.</li> <li>2. Critically reflect on the role of first contact practice in the delivery of the NHS Plan, identifying areas for service development and measurement of outcomes.</li> <li>3. Synthesise the components of current public health prevention and promotion strategies in relation to the contribution of first contact practice to the delivery of the long term plan.</li> <li>4. Appraise and develop their skills in the recognition and management of the deteriorating patient in the primary care setting, distinguishing red flags symptoms and escalating as appropriate and relevant to their scope of practice.</li> <li>5. Critically evaluate their own personal and professional development needed for the first contact role within their scope of professional practice</li> </ol>				
<p><b>Learning and teaching methods</b> The unit will use a blended learning approach comprising a mixture of lectures, workshops, tutorials, on-line materials and work based learning. People with lived experience will be involved in the delivery of the unit. Students will be required to undertake group work and benefit from interprofessional peer learning.</p>				
<b>Assessment</b>				
<p><b>Formative assessment/feedback</b> Students will undertake a group presentation on one aspect of the long term plan in relation to the development of the first contact role. The presentation will be observed by a number of the academic delivery team, feedback will be given through Brightspace.</p>				
<p><b>Summative assessment</b> ILOs 1-3 and 5 will be assessed by coursework (50%)  ILO 4 and 5 will be assessed by a presentation (50%)</p>			<p><b>Indicative assessment</b> 1. Students will complete an essay critically appraising the role of the first contact practitioner and delivery of the NHS Plan.</p>	

- (3,000 words)
2. Students will complete a viva ( 15min presentation and 35 min questions) on a patient who presented with red flag symptoms and describe their assessment and management in the primary care setting. Students will conclude their presentation with a reflective analysis on the implications of their scope of practice in relation to patient management. (equivalent 3,000 words)

### Indicative unit content

Introduction to working Primary Care.  
Governance and challenges in Primary Care  
Introduction to the Principles of Leadership and Service Improvement in Primary Care.  
Social prescribing, Shared decision making and co-production  
Care & Support Planning, Self-Management and Enabling Choice  
The deteriorating patient – Red flags and risk management.  
Mental health and well-being – Introduction.  
Making Every Contact Count.  
What does The NHS Long Term Plan mean to you?  
Psychology and management of pain in Primary Care  
Professionalism in Primary Care

### Indicative learning resources

- Bickley, L.S., 2016. *Bates Guide to Physical Examination & History Taking*. 12th ed. With E book. Philadelphia: Lippincott, Williams and Wilkins
- Calgary. 2006. *Calgary-Cambridge Guide to the Medical Interview-Communication Process*. [www.Gp-training.net/training/communication\\_skills/calgary/guide.htm](http://www.Gp-training.net/training/communication_skills/calgary/guide.htm)
- Douglas, G., Nicol, F. and Robertson, C., 2013. *Macleod's Clinical Examination*. 13th edition. London: Churchill Livingstone
- Health Education England 2015 Shape of caring review (Raising the Bar) <https://www.hee.nhs.uk/our-work/shape-caring-review>
- Care Quality Commission, 2015 How CQC regulates: NHS GP practices and GP out-of-hours; [https://www.cqc.org.uk/sites/default/files/documents/how\\_cqc\\_regulates\\_final.pdf](https://www.cqc.org.uk/sites/default/files/documents/how_cqc_regulates_final.pdf)
- Jarvis, C., 2016. *Physical Examination and Health Assessment*. 7th edition. St Louis Missouri: Saunders
- Johns, C., Burne, S., 2013 *Becoming a Reflective Practitioner 4<sup>th</sup> ed.*, Wiley-Blackwell, Chichester, West Sussex
- Marieb, E.N., 2010. *Essentials of Anatomy and Physiology with Interactive Physiology CD-ROM*. 10th edition. San Francisco: Pearson Education
- Neighbour, R., 2015 *The Inner Consultation: How to Develop an Effective and Intuitive Consultation Style 2<sup>nd</sup> ed.*, Radcliff Publishing, Oxford
- NHS 2019 NHS The Long Term Plan <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/01/nhs-long-term-plan.pdf>
- NHS England 2016 *Leading Change, Adding Value*, London <https://www.england.nhs.uk/leadingchange/about/understanding-lcav/>
- NHS England Personalised care <https://www.england.nhs.uk/personalisedcare/>
- Simon, Everitt, 2014 Oxford handbook of general practice – Open University Press: Oxford.

Kings Fund 2014 People in control of their own health and care: the state of involvement - [https://www.kingsfund.org.uk/sites/default/files/field/field\\_publication\\_file/people-in-control-of-their-own-health-and-care-the-state-of-involvement-november-2014.pdf](https://www.kingsfund.org.uk/sites/default/files/field/field_publication_file/people-in-control-of-their-own-health-and-care-the-state-of-involvement-november-2014.pdf)

Primary Care Workforce Commission - Health Education England, (2015) The Future of Primary Care: Creating teams for tomorrow.

<https://www.hee.nhs.uk/sites/default/files/documents/The%20Future%20of%20Primary%20Care%20report.pdf>

Rawles, Z., Griffiths, B. and Alexander, T., 2015. *Physical examination procedures for advanced practitioners and non-medical prescribers*. 2nd edition. CRC Press

Seidel, H. et al., 2015. *Mosby's Guide to Physical Examination*. 8th edition. St Louis: Mosby

Silverman, J., Kurtz, S., Draper, J., 2013 *Skills for Communicating with Patients 3<sup>rd</sup> ed.*, Radcliffe Publishing,

Skills for Health <http://www.skillsforhealth.org.uk/services/item/575-person-centred-approaches-cstf-download>

<b>Unit number</b>		<b>Version number</b>	1.0	<b>Date Effective from</b>	Sep 2019
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