

# **PROVISION OF HEALTHCARE - THE BRITISH MODEL**

**Course Code SS1814  
2012**

**DRAFT**

**SUMMER**

**Andreas Ioannides/Dr Maria Ponto**

## **Aims**

- i. To introduce students to the British Healthcare System
- ii. To provide the opportunity for students to visit some healthcare establishments within Greater London area
- iii. To understand the key principles of nursing/midwifery and interprofessional education in the UK
- iv. To provide the opportunity to examine the influence of Florence Nightingale on modern nursing and health care generally
- v. To encourage students to make informed, critical comparisons between healthcare provision in the UK and in their own countries
- vi. To develop an understanding of the Healthcare Emergency Service

## **Learning outcomes**

On completion of the course students should:

- i. Know and understand some of the key principles of the healthcare provision in the UK;
- ii. be able to compare and contrast healthcare provision in their home country with that of Britain;
- iii. be familiar with some of the major social, political, economic and cultural issues influences on healthcare provision in contemporary Britain;
- iv. independently present their observations from the visits undertaken;
- v. understand key principles of first aid/basic life support
- vi. be able to explain the essential system for Emergency Care

## **Teaching and learning strategies**

The course is delivered through a multidisciplinary programme consisting of:

- i. Formal lectures/workshop sessions - sometimes integrated with field activities;
- ii. Visits to healthcare establishments led by members of the Kingston Faculty
- iii. Guided discussion and student presentation following field visits

## **Classes**

Classes will start promptly at the times shown in the schedule.

For the field trips to Florence Nightingale Museum and local healthcare institutions you will travel on public transport using your travel cards. Full details will be given to you in class.

On days where there are lectures, you will have a half-hour break from 1100-1130.

On days where there is a fieldtrip by car, it will leave from the Penrhyn Road campus at 0930 sharp!

**N.B. The University reserves the right to vary or revise the content at its discretion.**

## Class Schedule

Date	Time	Place	Lecture	Lecturer
<b>Friday 29 June</b>	2-4pm	Penrhyn Road Campus	Introduction to the module Module Assessment explained  Development and history of the NHS an Introduction .	Andreas Ioannides (AI)  AI
<b>Tuesday 3 July</b>	0900 – 1100  1400-1600	Penrhyn Road Campus  St Thomas's Hospital	Health beliefs – now and then. Short questionnaire on health beliefs followed by group discussion  Essential health policy UK - Key milestones in the evolution of the NHS  <b>FIELD TRIP 1</b> <i>Florence Nightingale Museum and a visit to St. Thomas' Hospital - brief visit in accessible departments</i> Workshop/Seminar preparation: What made Florence Nightingale special? short questionnaire	AI  Jacqeline Chang/Gail Rees
<b>Thursday 5 July</b>	0900 – 1200  1300-1630	Penrhyn Road Campus	The NHS and Recent healthcare reforms The concept of National Service Frameworks e.g. Diabetes, Older People NHS Direct  12-1 Lunch  CQC/Monitor  Current perspectives on inter-professional and collaborative practice	AI  AI/
<b>Tuesday 10 July</b>	0930-1630	Croydon Health Services	<b>FIELD TRIP 2</b> Croydon Health Services NHS Trust provide hospital and community services from a number of community and specialist clinics throughout Croydon.	AI/ Cynthia Davies
<b>Thursday 12 July</b>	1000  1100-1200	Walk In Centre in the grounds of STG GW STG  Hospital Wards/ Departments Tour	<b>FIELD TRIP 3</b> <i>Working of the NHS Trust (SGUL) &amp;</i>  <i>PALS visit and talk</i> <i>PALS</i> <i>Stroke and Rehabilitation</i> <i>Neurological Services</i> <i>Wards and Dept</i>	Kate Carter/ Gail Rees Joely Hampton, PALS officer  Gail Rees
<b>Tuesday 17 July</b>	AM  PM	Bromley Training Centre, Crown Lane, Bromley BR2 9PW	<b>FIELD TRIP 4</b> <i>Visit to the ambulance station: Functions and Responsibilities in urgent care e.g</i> Major Incident and Hazardous Area Response Training, our Emergency Operations Centre, as well the operational station.	Chris Baker/  Jacqeline Chang
<b>Thursday</b>			<b>FIELD TRIP 5</b>	

<b>19 July</b>	10-12  13:00-16:00	Penrhyn Road Campus	Day centre for older people <i>Learning outcomes:</i> Develop an understanding of the role of voluntary sector in providing Day Services for older people. Show awareness of the advocacy service and access to services.  Adult Services, child, mental health services and LD from an educational perspective The modern matron and interprofessional working	Denise Forte/AI  AI/
<b>Tuesday 24 July</b>	0930-1230  1230 - 1330 1330-1630	Kingston Hill Sir Frank Lampl Building	Basic Life Support tuition and practice Basic skills, TPR  Lunch  Public Health in UK or comparison of Health Care Systems debates CHD? Presentations Preparation	Jacqeline Chang  Iris Gault AI/Maria Ponto (MP)
<b>Thursday 26 July</b>	09:30 AM PM	Penrhyn Road Campus	Student presentations based on the visit which made an impact on them.  <i>Evaluation and reflection on learning during the module.</i>	MP

## Topics

*Introduction:* An overview of the course format, lectures and fieldtrips schedule and an explanation of how you will be assessed.

*What is NHS:* How and why has it been formed? How has it functioned since 1948? Recent developments and standards of service provision.

*British health beliefs:* Addresses the historical processes which influenced development of the NHS and perceptions of health and illness and the impact on practice.

*The NHS in 21<sup>st</sup> Century:* The session outlines recent healthcare reforms and examines current perspectives on inter-professional and collaborative practice. We will also explore a range of options in accessing Health Services.

*British nursing and inter-professional education:* Health professions education in the UK, past, present and the future.

*Delivery of care in different settings:*

Adult services

Child

Mental health

Learning disability

Community

*Basic Life Support tuition and practice:*

Basic skills and taking of basic observations, during this session you will have an opportunity to learn some basic life support skills.

*Healthcare Emergency Service- Ambulance Service:* Functions roles and responsibilities

## Fieldtrips

Click on the hyperlinks below to access the websites that you should review before the fieldtrips.

[Florence Nightingale Museum](#)

[St Thomas' Hospital](#)

[St. George's Hospital](#)

[London Ambulance Service](#)

[Croydon Health Services](#)

[Urgent and Emergency Care](#)

If you have time to surf the nhs website here it is: <http://www.dh.gov.uk/en/index.htm>

## Assessment

Paper 1 (25%) max 1000 words

Write up your perceptions on the contributions made to nursing by Florence Nightingale.

**Due date: 19 July 2012**

Paper 2 (50%) Two reports each of approximately 1000 words (four sides A4) each

For **two** of your field visits you should write a short report on how your visit contributed to your understanding of British Healthcare System. You may not write on any topic which you are writing on for another course you are taking in Summer School.

**Due date: 24 July 2012**

The reports may be illustrated and laid out as you wish, although illustration must take up no more than half the space.

You should write the report as if it were for a University magazine or equivalent: therefore, readers will want to be informed about the visit and the facilities.

You need to do a bit of research for the article, perhaps from trust books, health care sites or healthcare books from the Library. Illustrations can come from postcards or publicity leaflets etc. **In any case you must acknowledge the sources you have used.**

Hopefully, you should find the report a good record of your trips and useful to send back home to keep people informed of what you are doing.

### Assessment criteria:

1. Insight into the place visited and what you learnt from it about British healthcare system
2. Creativity/originality of the focus on the topic and its presentation. It is probably better to choose an aspect of the visit and deal with it in some depth rather than trying to cover everything you did on the day.
3. Quality of presentation, visual appearance, correct grammar/spelling etc.

**Paper 3 (25%) In-class Formal presentation on 26 July**

This presentation will be assessed on two aspects:

- A) Presentations Skills** (15%) This is to test how well you can share what you have learnt.
- B) The content** and critical appraisal of the visit.

**Attendance: Up to a maximum of 20% will be deducted from the final overall grade for non-attendance of lectures and fieldtrips.**