

MODULE SPECIFICATION FORM

Module Title: Clinical Portfolio	Level: 6	Credit Value: 10
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Module code: NHS686	Cost Centre: GANG	JACS3 code: B710
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Trimester(s) in which to be offered: 3	With effect from: September 2015
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Office use only: To be completed by AQSU:	Date approved: August 2015 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced: N/A
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Originating School: Social and Life Sciences	Module Leader: Alison Williams
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Module duration (total hours): 100 hours Scheduled learning & teaching hours: 10 Independent study hours: 40 Placement hours: 50	Status: core/option (identify programme where appropriate): Core
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Programme(s) in which to be offered: BSc (Hons) Community Specialist Practice (District Nursing) BSc (Hons) Community Specialist Practice (Community Children's Nursing) Graduate Diploma in Community Specialist Practice (District Nursing) Graduate Diploma in Community Specialist Practice (Community Children's Nursing)	Pre-requisites per programme (between levels): Nil
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Module Aims:

The module will enable the student to engage in critical reflection during their community placement and explore their professional practice and personal development.

Intended Learning Outcomes:

At the end of this module, students will be able to:

1. Competently examine a model of reflection used to underpin the care given within a chosen clinical scenario.
2. Demonstrate a critical understanding of professional health care practice in the community context and act as a source of expert advice for other team members.
3. Critically reflect upon the personal, professional, legal and ethical issues that occur in the practice setting.

NMC (2001) Standards for Common Core:-

12.11

NMC (2001) Standards for Specialist Practice appertaining to this module:-

13.5, 13.6, 13.8,13.14, 13.19, 13.20, 13.21, 13.22, 13.27

Assessment:

Using a recognised Model of Reflection the practitioner is required to undertake a reflective discussion of a care scenario which they have experienced within community practice. The chosen scenario should demonstrate the practitioner's ability to engage in person centred care incorporating personal, professional, legal and ethical issues.

Please note:

All elements of assessment must be attempted and passed (NMC 2001), there is no compensation between elements or modules.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer.

Students who have been unsuccessful are allowed one further attempt only in each element of assessment in order to redeem failure.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	All	Reflective Practice	100%		1,500
2	NMC (2001) Standards for Specialist Practice 13.5, 13.6, 13.8, 13.14, 13.19, 13.20, 13.21, 13.22, 13.27.	Portfolio	Pass/Refer		

Learning and Teaching Strategies:

The students' learning will include a close link between theory and practice. Classroom teaching will be supplemented by a close relationship between the student and the mentor who will be responsible for directing the learning in practice. Students will be self motivated and independent learners in completing the clinical portfolio.

Class time will include discussions and group work, case studies and scenarios.

Syllabus outline:

Reflective Models/ decision making/Codes and legal frameworks / Interpersonal skills/ Team working / Developing autonomous practice / Prioritising care / Person –centred care / Personal and Professional development / Portfolio development Critical Analysis Skills.

Bibliography:

Essential reading:

Edwards S.D. (2009) 2e *Nursing ethics: A principle-based approach*. Basingstoke, Palgrave Macmillan

Jasper M. (2013) 2nd Ed, *Beginning Reflective Practice*, Andover, Cengage Learning EMEA.

McCormack B. & McCance T. (2010), *Person-Centred Nursing Theory and Practice*, Chichester, Wiley – Blackwell.

Nursing and Midwifery Council (2015) *The Code, Professional standards of practice and behaviour for nurses and midwives*. Nursing and Midwifery Council, London.

Other indicative reading:

Boud, D Kough, R & Walker D (1985) *Reflection: Turning Experience into Learning* Kogan. New York

Gibbs, G (1988) *Learning By Doing: A Guide to Teaching and Learning Methods*. Further Education Unit; Oxford Polytechnic. Oxford.

Johns, C (1995) Framing learning through reflection within Carper's fundamental ways of knowing. *Journal of Advanced Nursing* 22: p226-234.

Schon, D.A. (1987) *Educating the Reflective Practitioner*. Jossey Bass. San Francisco.