

MODULE SPECIFICATION FORM

Module Title: Clinical Portfolio	Level: 7	Credit Value: 10
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Module code: NHS764	Cost Centre: GANG	JACS3 code: B710
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Trimester(s) in which to be offered: 2	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	Status: core/option (identify programme where appropriate): Core
Scheduled learning & teaching hours: 10	
Independent study hours: 40	
Placement hours: 50	

Programme(s) in which to be offered: Post Graduate Diploma in Community Specialist Practice (District Nursing) Post Graduate Diploma in Community Specialist Practice (Community Children's Nursing) MSc Health and Social Care (Community Specialist Practice)	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. Demonstrate evaluative and critical understanding of a model of reflection used to underpin the care given within a chosen clinical scenario.
2. Critically explore the values and beliefs underpinning the nature of professional health care practice and act as a source of expert advice for other team members.
3. Appraise and critically evaluate 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

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)

Assessment:

Using a recognised Model of Reflection the practitioner is required to undertake a critical analysis 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.

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.

Moon, J.A. (2007) *Critical Thinking: An Exploration of Theory and Practice*. Routledge

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.