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Module Code:	NUR515
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Module Title:	Developing the evidence based practitioner
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Level:	5	Credit Value:	40
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Cost Centre(s):	GANG	JACS3 code:	B740
		HECoS code:	100279

Faculty	Social & Life Sciences	Module Leader:	Rhiannon Griffiths-Williams
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Scheduled learning and teaching hours	84 hrs
Placement	See Programme Specification
Guided independent study	178.5 hrs
Module duration (total hours)	262.5 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
Bachelor of Nursing (Honours) with Registered Nurse (Adult)	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only		
Initial approval:	03/03/2020	Version no: 1
With effect from:	26/05/2020	
Date and details of revision:		Version no:

Module Aims

This module will establish the place of research within evidence-based best practice. It aims to identify the fundamental relationship between research and quality issues in healthcare practice. The module will also assist students in developing their professional skills as increasingly autonomous evidence-based practitioners, in a legal and ethical context.

Module Learning Outcomes - at the end of this module, students will be able to

1	Evaluate the value and risks of research in healthcare, including its influence on and application to best practice. (NMC P1 1.7, 1.8, P4 4.1, P5 5.7, P6 6.4, 6.7)
2	Distinguish research-based evidence from other types of knowledge and information; recognising how current healthcare practice is informed. (NMC P1 1.2, 1.9, 1.20, P2 2.8, P3 3.5, P4 4.12, P7 7.7)
3	Analyse research findings and appraise the strengths and weaknesses of research studies in order to apply to quality issues in patient/client care. (NMC P1 1.7, 1.8, P4 4.1, P6 6.7)
4	Demonstrate a clear understanding of legal issues and ethical theories related to patient care and their importance in the professional development of the autonomous evidence-based practitioner. (NMC P1 1.3,1.4,1.10, 1.14, 1.16,1.20, P3 3.8, 3.14, P4 4.6, P6 6.5 6.6, 6.9, 6.10, P7 7.11, 7.13)
5	Apply the concepts of professional responsibility and accountability to clinical practice. (NMC P1 1.1, 1.2 1.17, 1.19, P2 2.9, 2.10, P3 3.6, 3.7, 3.16, P4 4.2, 4.4, 4.5, 4.9, P5 5.4, 5.9, P6 6.1, 6.2,6.3, P7 7.8, 7.9)

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	I
Enterprising	I
Ethical	IA
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I
Confidence	
Adaptability	
PRACTICAL SKILLSETS	
Digital fluency	I
Organisation	
Leadership and team working	
Critical thinking	IA
Emotional intelligence	I

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Communication	I

Derogations

- BN (Hons) Nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate examination in each year of the programme, where three attempts will be allowed.
- There are no compensatory passes in the BN (Hons) programme due to professional body requirements, and all assessment elements of each module must be passed.
- BN (Hons) Nursing students have to pass all elements of assessment by the end of each academic year (part one, two and three of programme), before progressing into the next part of the programme unless exceptional circumstances exist, when they will be permitted until end of the first module in the next part of programme in which to retrieve trailed modules.
- BN (Hons) Nursing students will have the opportunity to re-attempt any referred modules within the academic year before progression is denied.
- Feedback on assessed work will be provided within four weeks of submission
- Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'.
- The University regulations for 40 credit modules at level 4, 5 & 6 in terms of weighting for overall learning hours, contact learning hours and independent learning hours will be superseded by professional body requirements of 2300 hours theoretical and 2300 hours of clinical practice over the 3 years (the programme consists of three 40 credit modules in each part of the programme, equalling 9 modules in total)– this will result in each 40 credit module being 262.5hours multiplied by 9 modules is 2362.5 which allows slight slippage of 62.5 hours over required 2300.

Assessment:

Indicative Assessment Tasks:

Assessment:*Assessment One*

The students will also be expected to submit a written critique of one research study, from a choice of two preselected articles; one qualitative and one quantitative. They will critically appraise the research methods employed within the study and determine its value within clinical practice. Word count: 2000.

Assessment Two

Students will present a problem-based learning scenario as part of their course work highlighting the ethical and legal issues arising from the care. The work must make reference to relevant law, ethical theory and decision making.

Duration: over 6 weeks.

Clinical Practice Outcomes in the 'Ongoing Record of the Achievement of Proficiencies for Registration' are formatively assessed throughout the academic year, and summatively assessed in the end module of each year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2 & 3	Essay	50%
2	4 & 5	Coursework	50%

Learning and Teaching Strategies:

Interactive lectures, group work and discussion, problem-based learning, directed study and presentations. Moodle™ will be used to enable students to offer support to each other. Students will have access to group tutorial support.

Syllabus outline:**The content will include the following:**

Knowledge acquisition including systematic enquiry and anecdotal evidence / Place of research and evidence-based practice in the clinical agenda e.g. NSFs, NICE, 1000 lives plus. Key features of the research process; Qualitative and quantitative research approaches / Research terminology / Database searching and selection / Formulating a research question / Sampling methods & recruitment / Data collection and analysis methods / Quality issues in research - trustworthiness and rigour in qualitative research / reliability and validity in quantitative research / Research ethics / Research critique / The application of research to practice and its impact on quality issues within healthcare / Clinical audit and service evaluation.

Professional Development in a Legal & Ethical Context

Professions, power and authority / Empowerment and professional relationships / Moral Theories / Medical Law / Record Keeping / Ethical dilemmas and conscientious objection / Truth telling and professional judgement / Equality and Privilege / Professional responsibility and accountability (including delegation) / Organ donation/Mental Capacity/ Living Wills/Power of Attorney/DNACPR.

Accountability and Responsibility

Safe Medicate / Medicine administration and management in the context of the developing autonomous practitioner / Developing Critical Analysis Skills and decision making/ Risk management (in relation to law)/Medicines management.
(Development of Nursing Procedures as identified in Annex B).

The above syllabus takes account of the following:

EU Directive Annex V2 Point 5.2.1

Nature and Ethics of the profession/Legal Aspects of Nursing/General principles of health and nursing/Principles of Administration.

NMC Standards

Platform 1 Being an accountable professional (P1 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 1.10,1.14,1.16,1.19 1.20)

Platform 2 Promoting health and preventing ill health (2.8, 2.10)

Platform 3 Assessing needs and planning care (3.5, 3.6,3.7,3.8, 3.14, 3.16)

Platform 4 Providing and evaluating care (4.1, 4.2, 4.4,4.5,4.6, 4.9,4.12)

Platform 5 Leading and managing nursing care and working in teams (5.4,5.7, 5.9)

Platform 6 Improving safety and quality of care (6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10)

Platform 7 Coordinating care (7.8, 7.9, 7.11, 7.13)

QAA Standards

5.2 v, xvii, xx

Indicative Bibliography:**Essential reading**

Indicative Bibliography:

Beauchamp, T. L. and Childress, J. F. (2012), Principles of Biomedical Ethics. 7th ed. Oxford: Oxford University Press.

Gerrish, K. and Lathlean, J. (eds). (2015), The Research Process in Nursing. 7th ed Oxford: Wiley Blackwell.

Polit, D. F. and Beck C.T. (2017), Essentials of Nursing Research: Appraising Evidence for Nursing Practice. 9th ed. London: Lippincott Williams & Wilkins.

Young, S. and Pitcher, B. (2016), Medicines Management for Nurses at a Glance. Oxford: Wiley Blackwell.

Other indicative reading

Griffith, R. and Tengnah, C. (2017), Law and Professional Issues in Nursing. 4th ed. London: Sage.