

MODULE SPECIFICATION PROFORMA

Module Title:	Applied Bioscience and Adult Nursing Practice (Adult Field)	Level:	6	Credit Value:	20
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Module code:	NUR607	Is this a new module?	No	Code of module being replaced:	
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Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	2	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Yolanda Evans
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	See Programme Specification hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
Bachelor of Nursing (Honours) with Registered Nurse (Adult)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only
 Initial approval December 16
 APSC approval of modification *Enter date of approval* Version 1
 Have any derogations received SQC approval? Yes No

Module Aims

This module aims to enable students to build on their knowledge of physical and mental health needs and to identify the pathophysiology and resulting complex health needs of patients presenting with various conditions across the lifespan. It aims to further develop the integration of knowledge and practice in relation to providing holistic/ person centred, individualised care based on the principles of the nursing process within a multi-agency arena.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

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

Key Skills

1	Construct and critically evaluate a holistic, individualised evidence based plan of care for a client /service user with complex needs and explore the impact of the altered physiology on those care needs. (NMC NPDM 2, 3, 4, 6, 7)	KS3	
		KS4	
2	Critically appraise key legislation, guidelines and policies relating to the protection of vulnerable groups including those with complex needs. (NMC PV A1.1)	KS9	
3	Conduct an accurate person-centred assessment of an acutely ill patient with complex needs devising a holistic individualised evidence based plan of care. (NMC C&IS 2, NPDM 4, A1.1, A3.1, A4.1 , A7.1, A8.1)	KS3	KS9

Transferable/key skills and other attributes

Communication skills
Interpersonal skills
Problem solving skills
Numeracy
Application of theory to practice

Team working
Critical appraisal

Derogations

- Two attempts will be allowed at this module with a possible third attempt if this has not been used on another module in this academic year.
- There are no compensatory passes, and all elements have to be passed.
- A second attempt if needed, will be allowed within the academic year.
- 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'.

Assessment:

The assessment for this module uses an enquiry based approach in which students work in small groups within the clinical simulation environment. Students will undertake an analysis of a given clinical situation (in the simulation suite) which will be used to produce a care plan with critical commentary for a patient in a clinical situation with pathophysiology.

This will be thus used to produce a bio-psychosocial plan of care with critical commentary for a patient with complex needs requiring medical or surgical intervention (individually presented in written format).

The student will be required to take part in small group analysis (30%) and submit a written care plan and critical commentary (70%)

Clinical Practice Outcomes in the '*Ongoing Record of Achievement of Practice Competence*' are formatively assessed throughout the academic year, and summatively assessed in the Personal and Professional Development module at the end of each year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2 & 3	Coursework	100%		2500

Learning and Teaching Strategies:

Lectures, group work and discussion, directed study and presentations by lecturing and clinical staff. The use of the clinical simulation suite will support the assessment. Moodle™ will be used to enable students to offer support to each other. Students will have access to audio, email and group tutorial support.

Syllabus outline:

The content will include the following:

POVA in relation to complex needs / Enhancing recovery from medical and surgical interventions (including sepsis) / Managing complex needs in acute or community settings / Pathophysiology (urinary, renal, skeletal - rheumatoid arthritis, reproductive, endocrine – DKA, digestive system – Crohn's, ulcerative colitis, stoma care) and psychosocial aspect of identified medical and surgical needs / Related pharmacology / pharmacokinetics / pharmacodynamics / Clinical systems, informatics and SBAR / Palliative care (including lymphoedema) / Malnutrition and dehydration (including enteral feeding, Intravenous infusions and therapy and central lines) / Health promotion/education / Care planning / Therapeutic relationships / BLS update

The above syllabus takes account of the following:

EU Directive 2005/36/EC

Nursing principles of specialist Medicine/ Nursing principles of specialist Surgery/ Anatomy and physiology/ Health education/ Pharmacology

NMC Standards

5.6.1 & 5.6.2 Communication & healthcare informatics / Pharmacology / Social, health & behavioural sciences/ Causes of common health conditions & interaction between physical & mental health & illness/ Critical thinking & decision making

QAA Standards

A4, B1, B2, B3, B4, C1, C2

1000 lives +

Improvement models (Sepsis bundle)

Bibliography:

Essential reading

Barber, P. & Robertson, D. (2015), *Essentials of Pharmacology*. (3rd ed.) Maidenhead: Open University Press, McGraw-Hill Education.

Howatson-Jones, L., Standing, M. & Roberts, S.B. (2015), *Patient assessment and care planning in nursing*. London: Sage.

McCance, K. L. (2014), *Pathophysiology: the biological basis for disease in adults & children*. (7th ed.) London: Mosby.

Porth, C.M. (2015), *Essentials of Pathophysiology: Concepts of Altered Health States*. (4th ed.) Philadelphia: Lippincott Williams & Wilkins.

Twycross, R. & Wilcock, A. (2016), *Introducing palliative care*. (5th ed.) London: CRS Press.

Other indicative reading

De Chesnay, M. & Anderson, B.A. (2016), *Caring for the vulnerable. Perspectives in nursing theory, practice and research*. (4th ed.) London: Jones & Bartlett Publishers.