



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Principles Of Neurosciences				
Module Code	UZWSAC-20-3	Level	3	Version	1
Owning Faculty	Health & Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	BSc(Hons) Specialist Practice, BSc(Hons) Professional Studies, BSc(Hons) Professional Development				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	Principles of Neurosciences UZWSAD-20-M	Module Entry requirements	This module is offered as either stand alone or within the CPD framework. Relevant and current experience within neuroscience practice is essential in order to meet the learning outcomes.		
Valid From	March 2015		Valid to	March 2021	

CAP Approval Date	3 rd February 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Explore the skills necessary to assess a neurologically compromised child or adult in a variety of practice settings. (Component A and Component B) • Demonstrate knowledge of the anatomy, physiology and pathophysiology of neuroscience (Component A) • Evaluate the evidence underpinning neurological clinical practice in managing the changing needs of a deteriorating patient (Component A, Element 1, and Component B) • Evaluate the impact of inter-professional and inter agency working on the needs of the patient in a neurological practice setting (Component A and Component B) • Critically assess one's own role in effecting change in neurological practice(Component A Element 2 and Component B)
Syllabus Outline	<p>Anatomy and Physiology of Neurosciences</p> <p>Aetiology, pathology and clinical picture of neurological conditions</p>

	<p>Recognition of the deteriorating conscious/unconscious patient, assessment and escalation process</p> <p>Disease progression within Neuromedicine and Neurosurgery</p> <p>Cognitive assessment of patient including mental health needs and the vulnerable child/adult</p> <p>Long term conditions for example, Multiple Sclerosis, Motor Neuron Disease, Spinal Injuries, Parkinsons and other movement disorders like Muscular Dystrophy.</p> <p>Stroke and associated factors, such as continence</p> <p>Mechanics of communication and the changing relationships of patient/carers; observing the influences of the psychological and social aspects of neurological conditions</p> <p>Medicines; applied pharmacology and use within the context of research and treatment</p> <p>Person centred care</p> <p>Complaints procedures</p> <p>Patient and Public Involvement</p> <p>Care and Research</p>
<p>Contact Hours</p>	<p>As a blended learning module all students are expected to attend all face to face days within the timetable of which there will be a minimum of 7 days. These days are supported and lead by the module leader where opportunity is available for consultations. Dedicated student/tutor time allocated within timetable for the purpose of assignment support.</p> <p>As a 20 credit module there will be a minimum of 48 hours, student/tutor contact time and full advantage is encouraged from all students</p> <p>Contact time is also indirectly available through the student forum attached to the neuroscience interactive study environment, as well as email. All student have access to Blackboard where further on line study material is available.</p>
<p>Teaching and Learning Methods</p>	<p>Scheduled learning - Lectures will make up 48 hours contact time with the Module leader over the duration of student study. Contact learning will also include seminars, tutorials, practical sessions; workshops and an exciting teaching experience in Neuropathology with the opportunity to attend a brain dissection.</p> <p>Independent learning- includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. It is the student's responsibility to contact the module leader should a problem arise where further assistance is required.</p> <p>A variety of approaches will be adopted in order to further develop skills of clinical judgement. The emphasis will be on self-directed learning via e-learning methods.</p>
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about</p>

undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
Number of credits for this module				20
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
200	48	152	0	200

The table below indicates as a percentage the total assessment of the module which constitutes a –

Examination: Timeline presentation, use of diagrams and other visual aids encouraged

Coursework: Written assignment, 1500 word supporting essay to timeline

Coursework: Professional Development Portfolio, (PDP)

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written assessment	25%
Examination	25%
Coursework	50%
	100%

Reading Strategy

Core readings

It is essential that students read one of the many texts on neuroscience available through the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first day of the module. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

Indicative Reading List

Beauchamp, T. and Childress, J. (2013) *Principles of Biomedical Ethics*. 7th ed. Usa: Oxford University Press.

Edwards, S. (2002) *Neurological Physiotherapy*. 2nd ed. London: Churchill

Livingstone.

Hickey, J. (2014) *Clinical Practice of Neurological and Neurosurgical Nursing*. 7th ed. Philadelphia: Lippincott Williams and Wilkins.

Lindsay, K., Bone, I. and Callender, R. (2010) *Neurology and Neurosurgery Illustrated*. 5th ed. China: Churchill Livingstone.

Ross, J. and Horton -Szar, D. (2012) *Crash Course Nervous System*,. 4th ed. Edinburgh: Mosby Elsevier.

Stokes, M. and Stack, E. (2013) *Physical Management For Neurological Conditions: [Formerly Physical Management in Neurological Rehabilitation]*. 3rd ed. China: Churchill Livingstone.

Wilkinson, I. and Lennox, G. (2005) *Essential Neurology* [online]. 4th ed. Chichester: Wiley Blackwell. [Accessed 15 January 2015].

Woodward, S. and Mestecy, A.M. (2011) *Neuroscience Nursing: Evidence-based Theory and Practice* [online]. Chichester: Wiley Blackwell. [Accessed 15 January 2015].

Yogarajah, M. and Turner, C. (2013) *Crash Course: Neurology* [online]. 4th ed. Edinburgh: Mosby Elsevier. [Accessed 15 January 2015].

Journals

Advances in Clinical Neuroscience and Rehabilitation

American Association of Neuroscience Nursing

American Journal of Speech-Language Pathology

British Association of Critical Care Nursing

British Journal of Neuroscience Nursing

British Journal of Nursing

British Journal of Occupational Therapy

Critical Care Nurse

Journal of Advanced Nursing

Journal of Paediatric Neurosciences

Intensive and Critical Care Nursing

Journal of Human Nutrition and Dietetics

Part 3: Assessment

Assessment Strategy	<p>Component A, element 1. Timeline presentation. The timeline can either be a disease process or condition identified from a student's practical experience; which links with a client. The timeline is a working document that will demonstrate the process of the disease from its inception to diagnosis to resolution.</p> <p>Component A, element 2 1500 word supporting essay relating to the Timeline, demonstrating the evaluation of care of the individual with a neurological condition.</p> <p>Component B The Professional Development Profile (PDP) will provide evidence of how new knowledge has effected change in practice.</p>
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Identify final assessment component and element		A:	B:
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	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Presentation	25%	
2. 1500 word supporting essay	25%	
Component B Description of each element	Element weighting	
1. Professional Development Profile	50%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Presentation	25%	
2. Resubmission of a 1500 word supporting essay	25%	
Component B Description of each element	Element weighting	
1. Professional Development Profile	50%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		