University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Principles Of Neurosciences					
Module Code	UZWSAD-20-M		Level	M	Version	1
Owning Faculty	Health & Applied Sciences		Field	Acute and Critical Care Adult Nursing		
Contributes towards	MSc Advanced practice , MSc Specialist practice , MSc Professional Development					
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard	
Pre-requisites			Co- requisites			
Excluded Combinations	Principles Of Neurosciences UZWSAC-20-3		Module Entry requirements	This module is offered as either stand alone or within the CPD framework. Relevant and current experience within neuroscience practice, (necessary in order to meet the learning outcomes)		
Valid from	March 2015		Valid to	March 2021		

CAP Approval Date	3rd February 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Critically evaluate the skills necessary to assess a neurologically compromised child or an adult in a variety of practice settings. (Component A and Component B) • Demonstrate in-depth knowledge and understanding of the anatomy, physiology and pathophysiology of neuroscience (Component A) • Critically evaluate the evidence underpinning neurological clinical practice, in managing the changing needs of a deteriorating patient (Components A and B) • Critically evaluate the impact of inter-professional and inter-agency working on the needs of a patient in a neurological practice setting (Component A, element 1 and 2 and Component B) • Critically appraise one's own role in effecting change in neurological practice (Component A, Element 2 and Component B)
Syllabus Outline	Anatomy and Physiology of Neurosciences Aetiology, pathology and clinical picture of neurological conditions

	Recognition of the deteriorating conscious/unconscious patient, assessment and escalation process Disease progression within Neuromedicine and Neurosurgery Cognitive assessment of patient including mental health needs and the vulnerable child/adult Long term conditions for example, Multiple Sclerosis, Motor Neuron Disease, Spinal Injuries, Parkinsons and other movement disorders like Muscular Dystrophy. Stroke and associated factors, such as continence Mechanics of communication and the changing relationships of patient/carers; observing the influences of the psychological and social aspects of neurological conditions Medicines; applied pharmacology and use within the context of research and treatment Person centred care Complaints procedures Patient and Public Involvement Care and Research
Contact Hours	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. 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 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
Teaching and Learning Methods	**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. **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. 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.
Key Information Sets	n/a The table below indicates as a percentage the total assessment of the module which constitutes a –

Information	**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 Mestecky, 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].

Part 3: Assessment	
Assessment Strategy	**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 their chosen target group and can be either one client or client group. The timeline is a working document that will demonstrate the process of the disease from its inception to diagnosis to resolution. **Component A, element 2** 1000 word supporting essay relating to the Timeline, demonstrating the evaluation of care of the individual with a neurological condition. **Component B** The Professional Development Profile (PDP) will provide evidence of how new knowledge has effected change in practice. Students will document two areas of change in practice that have resulted in improvements to neurological practice at individual and team level.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	**A:** **50%**	**B**: **50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Presentation	25%
2. 1000 word supporting essay	25%
Component B **Description of each element**	**Element weighting**
1. Professional Development profile	50%
2.	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Presentation	25%
2. 1000 word supporting essay	25%
Component B **Description of each element**	**Element weighting**
1. Professional Development profile	50%
2.	

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.