MODULE SPECIFICATION

Part 1: Information			
Module Title	Principles of Neurosciences		
Module Code	UZWSAD-20-M	**Level**	M
For implementation from	January 2019		
UWE Credit Rating	20	**ECTS Credit Rating**	10
Faculty	Health & Applied Sciences	**Field**	Acute and Critical Care Adult Nursing
Department	Nursing & Midwifery		
Contributes towards	MSC Advanced Practice PG Dip Advanced Practice PG Cert Health and Social Care		
Module type:	Standard		
Pre-requisites	Registered Health Professional		
Excluded Combinations	UZWSAC-20-3		
Co- requisites	None		
Module Entry requirements	CPD or stand alone		

Part 2: Description

Module Aims

To enable the student to work competently across a range of differing professional care delivery contexts within the specialist field of neurosciences.

To develop and build on analytical skills needed to enhance self-awareness, self-development, decision making and problem solving in a range of clinical situations.

Syllabus content

- 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 adult
- Understanding the psychology of the Neuroscience patient within the disease process.
- Long term conditions, for example, Multiple Sclerosis; Motor Neurone Disease; Spinal Injuries; Parkinson's disease, and other movement disorders such as Muscular Dystrophy.
- Stroke and associated deficits
- Understanding the changing relationships of patients and carers
- Psychological and social aspects of long term neurological conditions

- Understanding pharmacological interventions within the confines of neurological disease
- Changing aspects of person centred care
- Understanding the geographical significance of and the specific impact on patient outcomes within Inter-professional and inter agency working, within neuroscience service
- Knowledge of the implications of research and advanced practice within the neurosciences and the impact on services
- Ethico-legal issues

Learning Approaches

A variety of approaches will be used to further develop skills of clinical judgement. The emphasis will be on self-directed learning and reflective practice in order to evidence the acquisition of up to date research and practice knowledge. Students will be guided by the use of supported On-Line material, group work, structured exercises, tutorials, case studies, seminars and workshops. On the final study day students will be given the opportunity to attend a 'live brain dissection' in the Neuropathology labs, thus consolidating knowledge and learning through a visual demonstration of the brain and its functions.

Part 3: Assessment: Strategy and Details

In order to accurately assess the representation of the inter-professional and multidisciplinary student, the acknowledgement of the Neuroscience environment is essential in order to capture the essence of the patient.

Component A Presentation of a Timeline (maximum of 30 minutes)

The timeline asks the student to research a chosen specialist topic relevant to their own environment and which reflects the learning outcomes of the module. The timeline can be either a disease process or condition identified from practical experience, and which links with either one client or a client group. The timeline is a working document that will demonstrate the progress of the disease from an identified point of presentation, following the patient's journey of management and care; with relevance to the care environment.

Component B Service Improvement Plan (2000 words)

Students are asked to evaluate and set out the service improvement plan detailing methods and process of change and impact on the service. The service improvement plan will be focused on an area chosen in relevance to the students practice environment and will consider the possible options/novel solutions for current and future Neuroscience patient care and management.

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

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting %**
1. Timeline Presentation (Maximum 30 minutes)	100
Component B **Description of each element**	**Element weighting %**

1.2000 Word Service Improvement Plan	100

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting %**
1. Timeline Presentation (Maximum 30 minutes)	100
Component B **Description of each element**	**Element weighting %**
1. 2000 Word Service Improvement Plan	100

Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On successful completion of this module students will be able to:

1.   Critically evaluate the skills necessary to assess an adult in a variety of complex and diverse settings. (Component A)
2.   Demonstrate an in-depth knowledge and understanding of neurological anatomy and pathophysiology (Component A)
3.   Critically evaluate the evidence underpinning neurological clinical practice in managing the changing needs of a patient, the needs of the deteriorating patient and the application of escalation systems (Components A and B)
4.   Critically evaluate the impact of inter-professional and inter-agency working on the needs of a patient in a neurological practice setting (Component A and B)
5.   Critically appraise one's own role in effecting change (Component B)
6.   Demonstrate an in-depth understanding of the complexities of the Neurosciences (Component A & B)
7.   Critically evaluate and demonstrate an in-depth knowledge and understanding of a Service Improvement strategy (Component B)

Key Information Sets Information (KIS)	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 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		200	✓

Contact Hours

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

Presentation: Timeline Presentation
Coursework: Service Improvement Plan

Total Assessment	Total assessment of the module:				
	Timeline Presentation				50%
	Service Improvement Plan				50%
					100%
Reading List	https://rl.talis.com/3/uwe/lists/4E537519-BB9B-2D59-326D-D9AD3656FCCE.html?lang=en-GB&login=1				

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First Approval Date				
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