



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Understanding Adult Nursing				
Module Code	UZTSMX-30-1	Level	1	Version	1
Owning Faculty	Health and Life Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	BSc (Hons) Nursing (Adult Nursing)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	9 May 2013
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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"> <li>• Demonstrate knowledge and understanding of the legal and ethical frameworks that govern adult nursing practice (Component A)</li> <li>• Identify the sources of knowledge, evidence and experience that inform adult nursing practice (Component A)</li> <li>• Demonstrate knowledge and understanding of the ways that the health sciences inform adult nursing practice in a range of contexts and needs across the lifespan (Component A)</li> <li>• Discuss how adult nurses can contribute to the improvement of health of individuals and groups (Component A)</li> <li>• Explain the contribution made by adult nurses to assessment and care planning in a variety of health contexts (Component A)</li> <li>• Discuss the importance of an evidence based approach to health care management (Component A)</li> <li>• Demonstrate reflective thinking to the theory and practice of adult nursing (Component A)</li> <li>• Organise and present written information in a variety of formats(Component A)</li> <li>• Explore, collate and utilise a range of evidence to support and inform care delivery (Component A)</li> </ul>
Syllabus Outline	<p><b>Professional Values</b></p> <ul style="list-style-type: none"> <li>• Core values of nursing</li> <li>• Managing self in relation to the challenges of delivering personal care</li> <li>• Principles of the <i>NMC Code</i> and the <i>Guidance on professional conduct for nursing and midwifery students</i></li> <li>• Introduction to ethical principles and theories</li> </ul>

- Advocacy and empowerment
- Equality, diversity and human rights
- The evolving role of the nurse in a political / policy context.

### **Communication skills**

- Maximising effective communication where hearing, vision or speech is compromised
- Maximising communication in service users with cognitive impairment
- Managing conflict, introduction to conflict resolution
- Person centred care and the persons' lived experience of health, illness and receiving care
- Communicating with people that are dying

### **Nursing Practice**

- Principles of holistic nursing assessment and models of nursing
- Introduction to essentials of medicines administration
- Introduction to safeguarding children and vulnerable adults
- Introduction to working with people with dementia
- Introduction to end of life care
- Informed consent and capacity
- Patient safety, for example, medical devices; recognising and reporting unsafe situations / incidents
- Approaches to care: frameworks, bundles and pathways
- Pathophysiology related to common health conditions, for example, diabetes as outlined in Year 1 case studies
- Psycho – Social perspectives related to common health conditions, for example, diabetes as outlined in Year 1 case studies
- Nursing care related to common health conditions, for example, diabetes as outlined in Year 1 case studies
- Introduction to risk assessment
- Theory to support essential clinical skills development as outlined in the Ongoing Achievement Record and the Essential Skills Clusters
- Introduction to Public Health and promoting health and well being
- Meeting essential mental and physical health needs which are specific to:
  - Children
  - Adults
  - Older people

### **Leadership Management and Team Working**




- Collaboration and team working
- Responding to feedback and complaints
- Health service organisation, structure and policy
- Principles of clinical governance and clinical effectiveness
- Introduction to information governance

### **Personal development**

- Introduction to the Portfolio and personal development planning
- Structured reflection and critical thinking for adult nursing practice
- Developing skills for independent learning ('learning how to learn')
- Personal responsibilities as a nurse

Contact Hours

A total of 72 hours contact in the form of seminars, lectures and online activities.

Teaching and Learning Methods	<p>A variety of approaches which will be used and may include:</p> <ul style="list-style-type: none"> <li>• Practice experience</li> <li>• Simulation</li> <li>• Clinical skills</li> <li>• Technology enhanced learning</li> <li>• Workshops and Masterclasses</li> <li>• Lectures and Seminars</li> <li>• Enquiry based learning</li> <li>• Case based learning</li> <li>• Role play</li> </ul>																																								
Key Information Sets Information	<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 undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 719 1366 1104"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>78</td> <td>150</td> <td>300</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Coursework:</b> Written assignment</p> <p>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:</p> <table border="1" data-bbox="571 1413 1262 1635"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	78	150	300																				Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p><b>Core readings</b></p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b></p> <p>Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.</p> <p><b>Access and skills</b></p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period. 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.</p>
<p>Indicative Reading List</p>	<p><b>Indicative reading list</b></p> <p>The following list is offered to provide validation panels / accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>References are cited according to <u>UWE Harvard</u>, the prescribed form of referencing within the Faculty of Health and Life Sciences.</p> <p>Baillie, L. (2009) <i>Developing Practical Adult Nursing Skills</i>. 3rd ed. London: Hodder Arnold.</p> <p>Brooker, C. and Waugh, A. (2013) <i>Foundations of Nursing Practice: Fundamentals of Holistic Care</i>, China: Mosby.</p> <p>Broussine, E. and Scarborough, K. (2012) <i>Supporting People with Learning Disabilities in Health and Social Care</i>. London: Sage.</p> <p>Bullock, I., Macleod – Clark, J. and Rycroft -Malone, J. (2012) <i>Adult Nursing Practice: Using evidence in care</i>, Oxford: Oxford University Press.</p> <p>Dale, M.M. and Haylett, D.G. (2009) <i>Pharmacology condensed</i>. 2nd ed. Edinburgh: Churchill Livingstone Elsevier.</p> <p>Denny, E. and Earle, S. (2009) <i>Sociology for Nurses</i>. Cambridge: Polity Press.</p> <p>Dougherty, L. (2011) <i>The Royal Marsden Hospital Manual of Clinical Nursing Procedures</i> [online]. 8th ed. Oxford: Blackwell Science Ltd. [Accessed 07 February 2013].</p> <p>Evans, C. Tippins, E. (2008) <i>Foundations of Nursing: An Integrated approach</i> [online]. Maidenhead: McGraw Hill. . [Accessed 07 February 2013].</p> <p>Nicol, M., Bavin, C., Cronin, P., Rawlings–Anderson, K., Cole, E. and Hunter, J. (2012) <i>Essential Nursing Skills: Clinical Skills for Caring</i> [online]. 4th ed. Edinburgh: Mosby. [Accessed 07 February 2013].</p> <p>Nordenfelt, L. (2009) <i>Dignity in Care for Older People</i>[online] Chichester: Wiley</p>

Blackwell. [Accessed 07 February 2013].

Nursing & Midwifery Council (2010) *The code: Standards of conduct, performance and ethics for nurses and midwives* London: NMC.

Peate, I. (2010) *Nursing Care and the activities of living [online]* Chichester: Wiley Blackwell. [Accessed 07 February 2013].

Peate, I. (2012) *The students guide to becoming a nurse [online]* Chichester; Wiley Blackwell. [Accessed 07 February 2013].

Porth, C.M. and Matfin, G. (2009) *Pathophysiology: concepts of altered health states*. 8th Ed. London: Lippincott Williams & Wilkins.

Redfern, S. and Ross, F. (2005) *Nursing older people*. Edinburgh: Churchill Livingstone.

Walker, J., Payne, S., Smith, P., Jarrett, N. and Ley, T. (2007) *Psychology for Nurses and the Caring Professions*. [online]. 4th ed. Maidenhead: Open University Press. [Accessed 07 February 2013].

Walsh, M. and Crumbie, A. (2007) *Watson's Clinical nursing and related sciences* 7th ed. Edinburgh: Bailliere Tindall.

British Journal of Nursing – e journal

Evidence Based Nursing – e journal

Nursing Standard – e journal

### Part 3: Assessment

Assessment Strategy	3000 word case based assignment as defined within the module handbook. This will test the students' ability to consider all aspects of nursing care from a bio-psycho-social perspective.
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Identify final assessment component and element	Component A	
	A:	B:
% weighting between components A and B (Standard modules only)		
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1.3000 word assignment	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. 3000 word assignment	100%	