



Module Specification

Enhancing Practice in Burn Care

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Part 1: Information

Module title: Enhancing Practice in Burn Care

Module code: UZWSWC-40-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 40

ECTS credit rating: 20

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Acute and Critical Care Adult Nursing

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Module Entry requirements: Open to all fields of registered health care practitioners.

Educational aims: To explore, interrogate and evaluate the bio-psycho-social dimensions of burn injury in acute and long term care.

Outline syllabus: Bio-psycho-social aspects of burn care from injury to discharge and beyond:

Applied anatomy and physiology.

Assessment, planning, implementation and evaluation of treatment and care for the burn injured patient and their carers/ family.

Key medications used in burn care in acute and long term management.

Methods and advances in surgical and therapeutic burn care.

Recognition of the impact of burn injury on the individual, family, carers and health care team.

Principles, aims and objectives of rehabilitation.

Aspects of research and current evidence for burn care practice in both adults and children.

Safeguarding of the child/ vulnerable adult in burn care.

Education of patients and carers in both an adult and child setting.

Concepts and patterns of in relation to burn injury, abuse and self-harm in relation to burn care.

Issues impacting on the delivery of care:

Implications of national and local policies governing burn care

Organisation and management of the delivery of burn care.

Ethico-legal issues relating to burn care and practice.

Service provision and delivery for burned individuals with long-term disability and/or disfigurement.

Monitoring and ensuring quality of care in relation to the burned patient.

Promoting evidence based burn care through change management in a clinical setting.

Part 3: Teaching and learning methods

Teaching and learning methods: A variety of approaches will be used which may include:

Lectures, Seminars and workshops.

Online directed and self-directed learning activities.

Contact Hours:

A total of 72 hours. This includes lectures, seminars, group work that is supported by a wealth of information and online learning activities on UWE Blackboard.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Interrogate and evaluate the bio-psycho-social dimensions of burn injury in acute and long term care

MO2 Evaluate research evidence to identify best practice in delivering holistic burn care in the acute and long term

MO3 Evaluate models, tools and structures used in the delivery of holistic burn care

MO4 Critically appraise own/ inter-professional, intra-agency and cross boundary decision making when managing ongoing rehabilitative care services

Hours to be allocated: 400

Contact hours:

Independent study/self-guided study = 328 hours

Face-to-face learning = 72 hours

Total = 400

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: The assessment allows students to choose an aspect of care or a project that suits the clinical area in which they work.

There are two assessment tasks, ensuring the learning outcomes of the module can be met, but will also enable students to meet their own learning needs.

Formatively, the students will be given opportunities to test their understanding and learning throughout the module in completing the online activities/ tests, reflect on practice, group discussion within an online forum and frequent tutorial feedback.

Summative Assessment Tasks;

1. Abstract, Poster and Presentation: Students will develop a conference style poster which critically explores an aspect of care or a service development related to their practice or learning. Students will provide a 300 word abstract to support the poster. Students will record an oral presentation exploring an aspect of care or a service development related to their practice or learning. This will be a maximum of 5 minutes.

2. 2000 word critical reflection exploring the students learning during the module.

Assessment tasks:

Written Assignment (First Sit)

Description: 2000 word critical reflection of learning

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (First Sit)

Description: A conference style poster

300 word maximum abstract

5 minute presentation

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: 2000 word critical reflection

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: A conference style poster

300 word maximum abstract

5 minute presentation

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study: