University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Planning and Delivering Nursing Care				
Module Code	UZTSNC-45-2	Level	2	Version	1
Owning Faculty	Health and Life Sciences	Field	Continuing Care Adult Nursing		
Contributes towards	BSc (Hons) Nursing (Adult)				
UWE Credit Rating	45	ECTS Credit Rating	22.5	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	

CAP Approval Date	9 May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Examine approaches to care required for a range of conditions and needs (Component A) • Demonstrate knowledge of the legal, ethical and key policy frameworks that govern adult nursing in a range of clinical situations (Component A) • Demonstrate how an understanding of key concepts in pathophysiological processes informs nursing practice • Recognise the impact of health care needs on the mental wellbeing of the individual and their carers (Component A) • Discuss the adult nursing priorities required for effective care management across the life span (Component A) • Analyse the contribution of adult nurses to preventative health and social care practice (Component A) • Demonstrate an understanding of theories and concepts that contribute to the promotion of physical and mental wellbeing in adults (Component A) • Recognise the complexities that influence partnership and negotiation in nursing care (Component A) • Discuss and analyse the principles of care for acutely ill adults and complex, life limiting or long term conditions (Component A) • Demonstrate the ability to place the person at the centre of care delivery and care management (Component A) • Demonstrate culturally sensitive knowledge and understanding that may impact on care planning and delivery (Component A) • Demonstrate how sources of knowledge and evidence can inform nursing practice (Component A) • Demonstrate critical thinking for care delivery and care management (Component A) • Demonstrate the ability to communicate priorities for care delivery and care management (Component A)

Syllabus Outline	**Professional Values** • Contentious ethical issues, for example, withholding and withdrawing treatment, do not resuscitate decisions • Legal and ethical frameworks **Communication and Interpersonal Skills** • Communicating with people with Dementia • Supporting and recognising informal carers • Assertiveness, influencing and negotiation skills • Having difficult conversations, for example, breaking bad news • Use of Telehealth and Telecare to empower service users **Nursing Practice and Decision Making** • Pathophysiology related to common health conditions as outlined in Year 2 case studies • Psycho – Social perspectives related to common health conditions e.g. Fractured Femur as outlined in Year 2 case studies • Nursing care related to common health conditions e.g. Fractured Femur as outlined in Year 2 case studies • Pharmacology related to common health conditions e.g. Fractured Femur as outlined in Year 2 case studies • Caring for the unconscious patient • Caring for the acutely ill adult • Social Policy and its impact on care delivery • Decision making theories • Lived experience of individuals with long term conditions • Managing risk • Theory to support clinical skills development as outlined in the Ongoing Achievement Record • Caring for people at the end of life **Leadership Management and Team Working** • Audit • Measuring standards • Quality outcomes **Personal development** • Autonomous working and scope of practice • Reflection of personal and professional development • Skills for level 2 study • Peer Assisted Learning
Contact Hours	108 hours contact to include face-to-face, simulation and case based learning, online learning
Teaching and Learning Methods	A variety of approaches will be used which may include: • Practice experience • Simulation • Clinical skills • Technology enhanced learning e.g. BlackBoard • Workshops and Masterclasses • Lectures and Seminars • Enquiry based learning • Case based learning • Role play
Key Information Sets Information	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				45	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
450	108	117	225	450	✅

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

Coursework: course work assignment

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 exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Core readings
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.

Further readings
All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills
Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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

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

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences.

Clarke, D. and Ketchell, A. (2011) *Nursing the Acutely Ill Adult: Priorities in Assessment*

and Management. London: Palgrave Macmillan.

Crouch, A. and Meurier, C. (2005) *Vital Notes For Nurses: Health Assessment.* Oxford: Wiley -Blackwell.

Grant, G. Ramcharan, P. Flynn, M, Richardson,M.(2010) *Learning Disability a life cycle approach* [online] 2nd ed, Oxford: Oxford University Press. .[Accessed 07 February 2013].

Harrison, A. Hart C (2006) *Mental Health Care for Nurses: Applying Mental Health Skills in the General Hospital.* Oxford: Blackwell.

LeMone, P., Peate, I., Nair, M., Hemming, L. and Wild, K. (2012) *LeMone and Burke's Adult Nursing: Acute and Ongoing Care.* [online] Essex: Pearson.[Accessed 07 February 2013].

Nair, M. and Peate, I. (2011) *Fundamentals of Anatomy and Physiology For Student Nurses.* Chicester: Wiley Blackwell.

National Institute for Health and Clinical Excellence (2007) *Acutely Ill Patients in Hospital: Recognition of and response to acute illness in adults in hospital,* NICE.

National Patient Safety Agency (2007) Recognising and responding appropriately to early signs of deterioration in hospitalised patients, NPSA.

Nicol, J. (2011) *Nursing Adults with Long Term Conditions (Transforming Nursing Practice Series).* Exeter: Learning Matters.

Peate, I. and Dutton, H. (2012) *Acute Nursing Care: Recognising and Responding to Medical Emergencies.* [online]. Essex: Pearson. [Accessed 07 February 2013].

Presho, M. (2008) *Managing Long Term Conditions: a Social Model For Community Practice.* Chichester: Wiley Blackwell.

Sheppard, M. Wright, M (eds) (2006) P*rinciples and Practice of High Dependency Nursing, 2nd edition* UK: Harcourt Publishers Limited.

Smith, B. and Field, L. (2010) *Nursing Care: an Essential Guide For Nurses and Healthcare Workers in Primary and Secondary Care.* London: Pearson.

Wilson, J. (2006) *Infection Control in Clinical Practice.* (3rd Ed.) London: Bailliere Tindall.

Journals
British Journal of Nursing – e journal
Intensive and Critical Care Nursing – e journal
Journal of Advanced Nursing – e journal
Journal of Clinical Nursing
Journal of Community Nursing
Journal of Wound Care
Nursing Older People

Part 3: Assessment	
Assessment Strategy	Development of a health resource related to one of the module case studies or care pathways.
	A 2000 word essay that analyses and evaluates the rationale for developing the health resource, the health topic chosen, the type of format, intended audience and links to health policy and nursing care

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

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Development of a health resource with 2000 word supporting paper	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Development of a health resource with 2000 word supporting paper	100%
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.	