



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION


Part 1: Basic Data					
Module Title	Contemporary Issues in Advancing Healthcare Practice				
Module Code	UZWSSG-15-M	Level	M	Version	1
Owning Faculty	Health and Life Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	MSc Advanced Practice MSc Specialist Practice MSc Integrated Professional Development Postgraduate Certificate Specialist Practice Postgraduate Diploma Integrated Professional Development Graduate Diploma Integrated Professional Development				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites			Co-requisites	None	
Excluded Combinations	Meeting the Challenge of Advanced Practice, UZURBB-20-M Advanced Practice in Context, UZURBC-20-M Contemporary Specialist Practice UZWS9R-20-M	Module Entry requirements	Registered healthcare professional (as per statutory professional body requirements) working towards advancing healthcare practice		
Valid From	September 2013	Valid to	September 2019		

CAP Approval Date	21/11/2013
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Part 2: Learning and Teaching	
Learning Outcomes	<ul style="list-style-type: none"> Utilising relevant literature, critically appraise the complexity of current advanced and specialist practice in healthcare (Component A) Critically evaluate health and social care policy and research evidence on advanced practice in the context of your own practice (Component A)

	<ul style="list-style-type: none"> • Through exploration of the context of your practice and potential new ways of working demonstrate critical reflexivity (Component A) • Critically appraise the claim that contemporary healthcare developments and workforce models meet the needs of patients and carers (Component A) • Critically evaluate the role of the advanced practitioner in promoting effective cross boundary and interprofessional working (Component A)
<p>Syllabus Outline</p>	<p>Healthcare policy and context of specialist and advanced practice roles on healthcare delivery of services</p> <p>Identification of the characteristics of advanced and specialist practice within specific professions in health and social care</p> <p>Consideration of the impact of healthcare policy, the context of work and new ways of working in advancing roles from 3 levels or perspectives:</p> <p>micro i.e.impact on self in relation to using and evaluating healthcare policy and new modes of working to deliver effective services, personal values, Role conflict, negotiated boundary definitions, professional judgement and defending decisions, influencing the organisation</p> <p>meso i.e.impact on interpersonal relations and processes e.g. impact on others such as the service user, colleagues, role conflict, power etc)</p> <p>macro which includes organisational and systemic policies and drivers for service delivery and change (e.g. workforce models, work policies etc), national policy drivers and if appropriate international/global influences and initiatives on the changing face of healthcare provision.</p> <p>To appreciate the present and contemporary changes in healthcare provision an analysis of historical and contemporary government initiatives which influence health care provision will be addressed.</p> <p>Changing culture of contemporary healthcare</p> <p>Exploration of the skills needed to change working cultures and practices which will include for example change management, the role of leadership, collaboration, influencing and negotiating within the policy context, power and hierarchy within healthcare, business planning and making a business case</p>
<p>Contact Hours</p>	<p>30 hours</p>
<p>Teaching and Learning Methods</p>	<p>The main teaching process will involve workshops with some lectures from experts from practice group work and discussion and reflection on practice via action learning sets where students will bring the contemporary issues they are grappling with from their workplace. Workshops will be supplemented with e-learning via blackboard where core reading and lecture notes will be available, students will present their assignment issue to the group for peer review via the action learning sets and will be able to gain formative feedback on draft work up to a third of the assignment from the course team</p>

Key Information Sets Information

<i>Number of credits for this module</i>				15	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	30	120	0	150	

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

Assigmer Comp A				100%
				100%

Reading Strategy

Level M

Core readings

You will be required to buy the following core textbook:

McGee, P (2009) *Advanced Practice in Nursing and the Allied Health Professions*, London: Wiley Blackwell

Module guides will also reflect the range of reading to be carried out.

Further readings

Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

Access and skills

The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. 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. The full reading strategy can be found :
<http://www1.uwe.ac.uk/library/usingthelibrary/teachingstaff/readingstrategies/readingstrategystatements/examplestatements.aspx#levelM>

Indicative Reading List

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. However, as indicated above, *current* advice on readings will be available via the module guide.

Bradbury, H., Frost N., Kilminster, S., Zukas, M (2010) *Beyond Reflective Practice* Abingdon: Routledge

Chartered Society of Physiotherapists (2000) *Chartered Physiotherapists working as extended scope practitioners*. Information paper No PA29. The Chartered Society of Physiotherapists.

Cox, C.Hill, M. Lack, V (2011) *Advanced Practice in Healthcare: Skills for Nurses and Allied Health Professionals*. Routledge, London

Francis, R (2013) *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry*, The Stationary Office, London

Gerrish, K., Nolan, M., McDonnell, A., Tod, A., Kirshbaum, m., Guillaume, L. (2012) *Factors influencing advanced practice nurses' ability to promote evidence based practice among frontline nurses* Worldviews Evidence based Nursing 9(1) 30-9

Glespie M (2010) *Using the situated Clinical decision-making framework to guide analysis of nurses' decision-making* Nurse Education in Practice 10 333-340

Hinchcliff, S & Rogers, R (2008) *Competencies for Advanced Nursing practice*. London: Hodder Arnold,

Hoskins, R. (2012) *Interprofessional working or role substitution? A discussion of the emerging roles in emergency care*. Journal Of Advanced Nursing 68 (6) 1894-1903

Lowe G. , Plummer V. , O'Brien A.P. & Boyd L. (2012) *Time to clarify – the value of advanced practice nursing roles in health care*. Journal of Advanced Nursing 68(3), 677–685

McGee, P (2009) *Advanced Practice in Nursing and the Allied Health Professions*, London: Wiley Blackwell

National Leadership and Innovation Agency for Health care(2010) *Frame work for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales*. <http://www.wales.nhs.uk/sitesplus/documents/829/NLIAH%20Advanced%20Practice%20Framework.pdf>

Schein, E. H (2009) *The Corporate Cultural Survival guide* San Fransico: Jossey bass

Scottish Government (2008) *Supporting the Development of Advanced Nursing Practice-a Toolkit approach*. <http://www.advancedpractice.scot.nhs.uk/home.aspx>

	<p>Shaw P. (2002) <i>Changing Conversations in Organisations: A complexity approach to change</i> Abingdon: Routledge</p> <p>Stacey R. (2010) <i>Complexity and Organizational Reality 2nd</i> Edn London: Routledge</p> <p>Taylor, R (2013) <i>God Bless the NHS</i>. Faber & Faber, London</p> <p>Wheatley, M.J. (2006) <i>Leadership and the New Science: discovering order in a chaotic world</i> San Francisco: Berrett-Koehler Pubs</p> <p>White P and McKay J (2004) <i>The specialist Radiographer- does the role justify the title?</i> Radiography 10: 217-227</p>
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Part 3: Assessment	
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Assessment Strategy	<p>In the assessment students will be given a choice of assessment from possible options that are equivalent to 2,500 words and equate to 100% of the assignment. The rationale for giving students this choice and flexible approach is to encourage creative, original and independent thinking skills that are required of a masters' graduate. The assessment will be negotiated between the student and module leader in order to meet the student's professional and academic needs.</p> <p>For example Presentation in class around the identification and resolution of a challenge in practice (e.g. negotiated around expansion of an aspect of practice)+ 1000 word paper supporting the presentation, (context of issue, influences, consequences of proposed action, inaction, proposal and how it will be evaluated) Or Writing a business plan (2,500) word assignment for a specified development in practice</p>
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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. Negotiated project equivalent to 2500 words	100%	

2.(etc)	
Component B Description of each element	Element weighting (as % of component)

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Negotiated project equivalent to 2500 words	100%
Component B Description of each element	Element weighting (as % of component)
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.	