MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Clinical Reasoning for Urgent and Emergency Care Practitioners				
Module Code	UZWSWJ-20-3		Level	3	Version	1
Owning Faculty	Health & Applied Sciences		Field	Acute and Critical Care Nursing	
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Specialist Practice BSc(Hons) Professional Development				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Project
Pre-requisites			Co-requisites	Clinical examination skills and practice for urgent and emergency care practitioners level 3 UZWSV3-30-3 OR Clinical examination skills and practice for urgent and emergency care practitioners level M UZWSV4-30-M	
Excluded Combinations	Decision making and clinical reasoning in emergency care level UZWS8N-20-M/UZWR3C-20-3 Clinical Reasoning for Urgent and Emergency Care Practitioners UZWSUR-30-3/UZWSUS-30-M		Module Entry requirements	Must be a registered healthcare professional In agreement with the Module Leader: must have access to a relevant practice environment in order to meet the learning outcomes of the module must have relevant named mentor within the practice environment	
Valid From	Sept 2015		Valid to	September 2021	

CAP Approval Date	2 June 2015

Part 2: Learning and Teaching

Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate a conceptual understanding that allows evaluation of the evidence in order to argue alternative approaches to problem solving or the management of the patients presenting complaint. (Component A) 2. Evaluate a range of investigation options for patients and select appropriately. (Component A) 3. Plan, implement and evaluate care following examination and assessment of a patient in an urgent or emergency care setting.(Component A) 4. Demonstrate the ability to analyse and explore the decision-making skills required for the role of Emergency Practitioner (Component A) 5. Demonstrate the ability to utilise appropriate evidenced based management plans as an autonomous practitioner and manage clinical risk appropriately. (Component A) 6. Demonstrate an awareness of the issues and drivers surrounding role expansion in relation to autonomous practice (Component A) 7. Critically analyse the professional issues related to and drivers to role expansion in relation to autonomous practice (Component A) 8. Identify and analyse the issues that underpin managing risk and uncertainty safely within this role (Component A) 9. Identify and analyse issues that may impact on the safe use of critical judgement (Component A)
Syllabus Outline	Main decision making theories, managing uncertainty and risk in emergency and urgent care settings and strategies to reduce clinical risk for patients and practitioners, Clinical judgement strategies to develop skills and the ability to objectively articulate clinical findings Evidenced based management of illness and injury presentations in emergency and urgent care setting Legal and ethical issues concerning autonomous practice in emergency and urgent care settings Professional issues related to and drivers to role expansion in relation to autonomous practice The national policy and context of autonomous practice in emergency and urgent care settings Making safe and appropriate referrals, health education, the use of clinical decision rules.
Contact Hours	48 hours
Teaching and Learning Methods	A variety of approaches will be used which may include: • Lectures and Seminars • Enquiry based learning • Case based learning • Clinical skills • Technology enhanced learning and • Workshops and Master classes
Reading Strategy	**Core readings** It is essential that students read one of the many texts on clinical reasoning and decision making available through the Library. Module guides will also reflect the range of reading to be carried out.

	Further readings
	Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

Access and skills
The development of literature searching skills is supported by a Library seminar provided within the first few weeks of the course. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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 | **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

There are some seminal works included in the reading list which have influenced clinical reasoning skills enormously in the development of autonomous practice and are still influential and important today.

Benner, P. (1984) *From Novice to Expert.* Addison-Wesley: Menlo Park CA

Buckingham C,D. Adams, A. (2000a) Classifying clinical decision making: a unifying approach. *Journal of Advanced Nursing.* 32, 4, pp981-989.

Buckingham C,D. Adams, A .(2000b) Classifying clinical decision making: interpreting nursing intuition, heuristics and medical diagnosis. *Journal of Advanced Nursing.* 32, 4,pp 990-998.

Christensen, M.Hewitt-Taylor, J. (2006) From expert to tasks, expert nursing practice redefined? *Journal of Clinical Nursing.* 15, 12, pp1531-1539.

Cioffi ,J. (2001) A study of the use of past experiences in clinical decision making in
emergency situations. *International Journal of Nursing Studies.* 38, 5, pp 591-599.

Evans, C. (2005) Clinical decision making theories: patient assessment in A&E.
Emergency Nurse. 13, 5, pp 16-19..

Harbison, J. (2001) Clinical decision making in nursing: theoretical perspectives and their relevance to practice. *Journal of Advanced Nursing.* 35, 1,pp 126-133.

Lee, J. Chan A,C,M. Phillips D,R. (2006) Diagnostic practice in nursing: a critical review of the literature. *Nursing and Health Sciences.* 8, 1, pp57-65.

Pritchard M,J. (2006) Making effective clinical decisions: a framework for nurse |

practitioners. *British Journal of Nursing*. 15, 3, 128-130.

Round, A .(2000) Introduction to clinical reasoning. *Journal of Evaluation in Clinical Practice.* 7, 2, pp109-117.

Thompson, C. Dowding, D. (2001) Responding to uncertainty in nursing practice. *International Journal of Nursing Studies*. 38, 5, pp609-615.

Zunke, G,M. Cesarotti E,L. , D. (2004) Enhancing diagnostic reasoning skills in nurse practitioner students*. Nurse Educator* Jul-Aug;29(4):pp161-5

Books
Cox, C. (2012) *Advanced practice in healthcare: skills for nurses and allied health professionals*. London: Routledge

McGee, P. (2009) *Advanced practice in nursing and the allied health professionals.* Chichester: Wiley-Blackwell

Standing, . (2010) *Clinical judgement and decision making: in nursing and interprofessional healthcare*. Maidenhead: McGraw-Hill Open University Press

Journals
Journal of Advanced Nursing
Journal of Evaluation in Clinical Practice
Journal for Nurse Practitioners

Part 3: Assessment

Assessment Strategy	The assessment strategy has been developed in order to encourage the student to demonstrate safe and effective decision making strategies in an autonomous practitioner role within emergency and urgent care settings.
	The aim of the 3000 word project is to assess the student's clinical reasoning skills utilising theory applied to practice. The student will be expected to display safe clinical judgement and to be able to defend their decisions. At level 3 the student will be expected to identify the potential issues that can impact on making safe clinical judgements and be expected to defend their clinical decision making
	Additionally the aim of the 3000 word project is to assess understanding of decision making theories by examining and evaluating aspects of decision making and clinical reasoning from practice.

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

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**

1. A 3000 word project	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. A 3000 word project	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.	