



MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Advancing Practice in Long Term Conditions | | | | |
| Module Code | UZWSVR-20-M | Level | M | Version | 1.1 |
| Owning Faculty | Health and Applied Sciences | Field | Acute and Critical Care Adult Nursing | | |
| Department | Nursing and Midwifery | | | | |
| Contributes towards | MSc Advanced Practice MSc Specialist Practice MSc Professional Development | | | | |
| UWE Credit Rating | 20 | ECTS Credit Rating | 10 | Module Type | Standard |
| Pre-requisites | | | Co-requisites | | |
| Excluded Combinations | | | Module Entry requirements | Registered Practitioner | |
| Valid From | January 2015 | | Valid to | January 2021 | |

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| CAP Approval Date | 2 June 2015 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Develop in depth knowledge and understanding of anatomy and physiology that underpins clinical examination of concepts related to the anatomy, physiology and clinical reasoning that supports recognition of long term conditions. (Component A) • Use clinical reasoning to enhance critical analysis of diagnostic findings for long term conditions. (Component A) • Critically analyse and interpret findings of the physical assessment for long term conditions. (Component A) • Exercise clinical judgement by formulating an action plan based on the findings of the clinical examination (Component A) • Detect and recognise the evidence base of case management for the treatment of long term conditions.(Component A) • Work collaboratively with other healthcare professionals and demonstrate innovation in leadership to ensure high quality, effective care and |

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| | <p>treatment for patients with long-term conditions. (Component A)</p> <ul style="list-style-type: none"> • Critically evaluate own practice with reference to policy and professional issues related to the complex management of long-term conditions. (Component A) |
| Syllabus Outline | <p>Skills</p> <p>History Taking</p> <p>Systematic physical examination</p> <p>Clinical Reasoning from the history taking and clinical examination to come up with differential diagnosis</p> <p>Introduction to common diagnostic testing</p> <p>Long Term Conditions</p> <p>Diabetes</p> <p>Chronic obstructive pulmonary disease</p> <p>Asthma</p> <p>Heart failure</p> <p>Stroke</p> <p>Dementia</p> <p>Mental Health</p> <p>Context of Long Term Conditions</p> <p>Shared decision making with service users, carers and their families</p> <p>Integrated Care pathways</p> <p>National and local policy drivers</p> <p>Legal/ethical principles</p> <p>Clinical governance</p> <p>Evidence based practice</p> <p>Public Health</p> |
| Contact Hours | 48 contact hours. These will take the form of lectures, group activities, case study presentations and practical practice sessions |
| Teaching and Learning | A variety of approaches will be used which may include E-learning including Blackboard, |

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| Methods | <p>Lectures, Practical sessions, Seminars, Experts from practice, Analysis of case studies.</p> <p>Formative OSCEs undertaken throughout the module will contribute to use as part of the student learning strategy for physical assessment.</p> |
| Reading Strategy | <p>Core readings</p> <p>It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p> <p>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.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library support sessions that can be arranged by individual students through the library and on – line.</p> <p>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.</p> |
| Indicative Reading List | <p>Students need to purchase or have regular access to a physical assessment textbook. Options include:</p> <p>Barker, P. (2009). <i>Psychiatric and Mental Health Nursing: The Craft of Caring</i>, 2nd Edition, London: Hodder- Arnold.</p> <p>Bickley, L. and Szilagyi, P. (2013). <i>Bates' Guide to Physical Examination and History Taking</i>, 11th Edition, International Edition. Philadelphia: Lippincott Williams and Wilkins.</p> <p>Davey, P. (2010). <i>Medicine at a Glance</i>, 3rd Edition, Oxford: Wiley and Blackwell.</p> <p>Douglas, G.; Nicol, F. and Robertson, C. (2012). <i>Macleod's Clinical Examination</i>, 12th Edition, Churchill Livingstone: Elsevier.</p> <p>Duffy, K. (2011). <i>Medical and Surgical Nursing: Made Incredibly Easy!</i>, 1st Edition, Philadelphia: Lippincott Williams and Wilkins.</p> <p>Janson-Cohen, B. (2013). <i>Memmler's: The human body in health and</i></p> |

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| | <p><i>disease</i>, 12th Edition, London: Lippincott Williams and Wilkins.</p> <p>Norman, I. and Ryrie, I. (2013). <i>The art and science of mental health nursing: principles and practice</i>, Berkshire: Open University Press.</p> <p>Porth, C. (2015). <i>Essentials of Pathophysiology</i>, 4th Edition-International, Philadelphia: Lippincott Williams and Wilkins.</p> <p>Seidel, H.M.; Ball, J.W.; Dains, J.E. and Benedict, G.W. (2006). <i>Mosby's Guide to Physical Examination</i>, 6th Edition, St Louis: Mosby.</p> |
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| Part 3: Assessment | |
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| Assessment Strategy | Learners are required to independently conduct an advanced assessment of a patient with a long-term condition. This will take the form of a staged approach over the length of the module; this will also include providing a rationale for investigations that may be required. The student will then be required to provide a 1000 word supporting paper about an element of this assessment. |

| Identify final assessment component and element | Component A | |
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| % weighting between components A and B (Standard modules only) | A: 50 | B: 50 |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Advanced assessment through directed learning | 50 | |
| Component B Description of each element | Element weighting (as % of component) | |
| 2. 1000 word supporting paper | 50 | |
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| Resit (further attendance at taught classes is not required) | |
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| Component A (controlled conditions) Description of each element | Element weighting (as % of |

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| | component) |
| 1. Advanced assessment through directed learning | 50% |
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| Component B Description of each element | Element weighting (as % of component) |
| 2. 1000 word supporting paper | 50% |
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| <p>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.</p> | |