



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Advancing Practice in Long Term Conditions				
Module Code	UZWSVQ-20-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Professional Studies BSc (Hons) Specialist Practice MSc Advanced Practice MSc Specialist Practice MSc Professional Development BSc(Hons) Professional Development				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	UZWS5F-20-3 or UZWSRQ-15-3 or UZWSRR-15 M -Physical Assessment and Clinical Reasoning UZWRH7-20-M Clinical Examination Skills for advanced practice		Co-requisites		
Excluded Combinations			Module Entry requirements	Registered practitioner	
Valid From	September 2015		Valid to	September 2021	

CAP Approval Date	2 June 2015
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ul style="list-style-type: none"> Demonstrate knowledge and understanding of concepts related to the

	<p>anatomy, physiology and clinical reasoning that supports recognition of long term conditions. (Component A)</p> <ul style="list-style-type: none"> • Use clinical reasoning to enhance critical analysis of diagnostic findings for long term conditions. (Component A) • Demonstrate knowledge and understanding of the skills and clinical reasoning underpinning physical assessment of long term conditions.(Component A) • Exercise clinical judgement by formulating an action plan based on the findings of the clinical examination (Component A) • Demonstrate knowledge of the evidence based of case management and treatment of long term conditions.(Component A) • Work collaboratively with other healthcare professionals, service users, carers and families; and demonstrate leadership to ensure high quality, effective care and treatment for patients with long-term conditions.(Component A) • Identify, discuss and evaluate policy and professional issues related to the complex management of long-term conditions. (Component A)
<p>Syllabus Outline</p>	<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 Methods	<p>A variety of approaches will be used which may include E-learning including Blackboard, 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>Indicative reading list</p> <p>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.</p> <p>Barker, P. (2009). <i>Psychiatric and Mental Health Nursing: The Craft of Caring</i>, 2nd Edition, London: Hodder- Arnold.</p>

Bickley, L. and Szilagy, P. (2013). *Bates' Guide to Physical Examination and History Taking*, 11th Edition, International Edition. Philadelphia: Lippincott Williams and Wilkins.

Davey, P. (2010). *Medicine at a Glance*, 3rd Edition, Oxford: Wiley and Blackwell.

Douglas, G.; Nicol, F. and Robertson, C. (2009). *Macleod's Clinical Examination*, 12th Edition, Churchill Livingstone: Elsevier.

Duffy, K. (2011). *Medical and Surgical Nursing: Made Incredibly Easy!*, 1st Edition, Philadelphia: Lippincott Williams and Wilkins.

Janson-Cohen, B. (2013). *Memmler's: The human body in health and disease*, 12th Edition, London: Lippincott Williams and Wilkins.

Norman, I. and Ryrie, I. (2013). *The art and science of mental health nursing: principles and practice*, Berkshire: Open University Press.

Porth, C. (2015). *Essentials of Pathophysiology*, 4th Edition-International, Philadelphia: Lippincott Williams and Wilkins.

Seidel, H.M.; Ball, J.W.; Dains, J.E. and Benedict, G.W. (2006). *Mosby's Guide to Physical Examination*, 6th Edition, St Louis: Mosby.

Part 3: Assessment

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. The student will then be required to provide a 1000 word supporting paper about an element of this assessment.
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Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	

1. Advanced assessment	50%
Component B Description of each element	Element weighting (as % of component)
2. 1000 word supporting paper	50%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Advanced assessment	50%
Component B Description of each element	Element weighting (as % of component)
2. 1000 word supporting paper	50%
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.	