University of the West of England BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Developing Advanced Practice				
Module Code	UZTR1S-20-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field		Continuing 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 Postgraduate Certificate Specialist Practice Postgraduate Diploma Professional Development Graduate Diploma Professional Development BSc(Hons) Professional Development				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Professional practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	Registered practitioner	
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. Critically analyse health belief models and the impact they have on individuals in a health care setting. (Component A) 2. Appraise a systematic assessment of an individual, taking into consideration the psych-social factors that will influence their health care needs. (Component A) 3. Differentiate clinical reasoning models that influence Advanced Practice and how this will influence future practice. (Component A) 4. Revise and evaluate individual practice to enable advance communication with member of the health care team. (Component A) 5. Understand physical assessment process and the part in plays in a holistic assessment of an individual. (Component A)
Syllabus Outline	Health belief models Consultation models

	Psycho-social assessment Principles of physical examination Mental health and capacity issues Clinical governance
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	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.
Reading Strategy	**Core readings** Module guides will 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 support sessions that can be arranged by individual students through the library and on –line. 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. Bickley L, Szilagyi P (2013) *Bates' Guide to Physical Examination and History Taking (*11th edition) International addition. Philadelphia: Lippincott Williams and Wilkins Corcoran N, (2013), *Communicating health: Strategy for Health Promotion.*

	London, Sage
	Douglas G, Nicol F, Robertson C (2009) *Macleod's Clinical Examination* (12th ed.) London, *Churchill Livingstone: Elsevier*
	Norwood S, (2003) *Nursing consultation: a framework for working with communities.* London, Prentice Hall
	Sears R, Rudisill J & Mason-Sears C (2006) *Consultation skills for mental Health professionals.* Chichester, Wiley Blackwell
	Seidel HM, Ball JW, Dains JE, Bednedict GW (2006) Mosby's Guide to Physical Examination *(6th ed.) St Louis: Mosby*
	Winkelman M, (2009) *Culture and Health: Applying Medical Anthropology.* London, Jossey-Bass, Wiley **Journals** Primary Health Care Journal British Journal of Community Nursing Emergency Nurse AACN advanced critical care American journal of nursing Applied nursing research British journal of nursing Issues in mental health nursing Cancer nursing Clinical excellence for nurse practitioners Emergency medicine Journal Practice Nurse Journal

Part 3: Assessment

Assessment Strategy	This is a professional practice module thus the student will be required to undertake an oral holistic assessment of an individual, demonstrating a structured plan of care for the patient working alongside other health care professionals. A professional portfolio will demonstrate their approach and rational of their advancing practice competencies. These will be set out in a competencies handbook.

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

First Sit

Component A **Description of each element**	**Element weighting** **(as % of component)**
1. Professional portfolio of competencies in practice	Pass / Fail
Component B **Description of each element**	**Element weighting** **(as % of component)**

1. Oral/video holistic assessment of an individual	100%

Resit (further attendance at taught classes is not required)	
Component A **Description of each element**	**Element weighting** **(as % of component)**
1. Professional portfolio of competencies in practice	Pass / fail
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Oral/video holistic assessment of an individual	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.	