



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Clinical Reasoning for Urgent and Emergency Care Practitioners				
Module Code	UZWR1G-20-M	Level	M	Version	1
Owning Faculty	Health & Applied Sciences	Field	Acute and Critical Care Nursing		
Contributes towards	MSc Advanced Practice MSc Specialist Practice				
Department	Nursing and Midwifery				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites			Co-requisites	Clinical examination skills and practice for urgent and emergency care practitioners level 3 UZWSUR-30-3 OR Clinical examination skills and practice for urgent and emergency care practitioners level M UZWSUS-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 UZWSUS-30-M/UZWSUS-30-M		Module Entry requirements	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 Must be a registered healthcare professional	
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	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an advanced level of conceptual understanding that allows critically evaluation of the evidence 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 critically 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. Analyse the issues 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. Critically analyse the issues that underpin managing risk and uncertainty safely within this role (Component A) 9. Critically analyse issues that may impact on the safe use of critical judgement (Component A)
Syllabus Outline	<p>Decision making theories, managing uncertainty and risk in emergency and urgent care settings and strategies to reduce clinical risk for patients and practitioners</p> <p>Clinical judgement, strategies to develop skills and the ability to objectively articulate clinical findings</p> <p>Evidenced based management of illness and injury presentations in emergency and urgent care setting</p> <p>Legal and ethical issues concerning autonomous practice in emergency and urgent care settings</p> <p>The national policy and context of autonomous practice in emergency and urgent care settings</p> <p>Making safe and appropriate referrals, health education, and the application of and understanding of clinical decision rules.</p>
Contact Hours	48
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> • Lectures and Seminars • Enquiry based learning • Case based learning • Clinical skills • Technology enhanced learning • Workshops and Master classes
Reading Strategy	<p>Core readings</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect</p>

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 few weeks of the course. 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.

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	<p>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.</p> <p>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.</p> <p>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.</p>

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. A 3000 word project	100%
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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 component)
1. Resubmission of a 3000 word project	100%

<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>
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