



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Enhancing Clinical Decision Making through Theory and Practice				
Module Code	UZWRTW-15-3	Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Life Sciences	Field	Acute and Critical Care Adult Nursing		
Department	Nursing and Midwifery	Module Type	Project		
Contributes towards	BSc (Hons) Nursing (Adult)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UZWRTX-15-M Enhancing Clinical Decision Making through Theory and Practice	Module Entry requirements	None		
First CAP Approval Date	31 st May 2016		Valid from	September 2016	
Revision CAP Approval Date			Revised with effect from		

Review Date	May 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will:</p> <ol style="list-style-type: none"> 1. Enhance decision making and clinical reasoning skills, applying clinical evidence and theory to practical case studies (Component A). 2. Expand knowledge and understanding of decision making and clinical reasoning theories within ethical, legal and scope of nursing practice contexts. (Component A). 3. Extend knowledge and understanding of pathophysiology, signs, symptoms, red flags and risk factors to further develop holistic assessment and clinical reasoning skills. (Component A). 4. Enhance knowledge and understanding of clinical data such as history taking, physical assessment documentation, investigation results and findings to further develop decision making in practice. (Component A). 5. Demonstrate analysis and critical evaluation of nursing decision making and clinical reasoning in the management of patients with a range of conditions (Component A).
Syllabus Outline	<p>Professional Values Holistic approach: <i>including physical, mental, social and spiritual dimensions.</i> Consider legal, ethical issues affecting vulnerable groups Issues of consent and capacity</p> <p>Communication and Interpersonal Skills Enhance communication skills through history taking, case based activities including referral to other health professionals</p>

	<p>Nursing Practice and Decision Making Apply and critique frameworks and theory for decision making and clinical reasoning to enhance nursing practice Further develop skills in identification of signs, symptoms, red flags and risk factors Extend understanding of common diagnostic investigations and their implications Apply and critique assessment tools and structured approaches to history taking, documentation, and referral/escalation to other health professionals</p> <p>Leadership Management and Team Working Structured approach of communicating with patients, carers and peers Scope of the nursing role in range of contexts</p>																														
Contact Hours	36 hours in the form of seminars, lectures and online activities																														
Teaching and Learning Methods	<p>A variety of approaches will be used which may include: Lectures, seminars, analysis of case studies, E-learning including through Blackboard, directed and independent study.</p>																														
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.</p> <table border="1" data-bbox="459 981 1369 1370"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: Written assignment</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="571 1682 1262 1917"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p>Core Reading Any core reading will be indicated clearly along with the method of accessing it, eg: an e-book via the library or articles via blackboard. Detailed reading lists will be made available through relevant channels, e.g. module handbooks and Blackboard</p>																														

	<p>Further Reading 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 Study Skills The development of literature searching skills is supported by a Library seminar provided within the first semester at level three. 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. Please see the library webpages: http://www1.uwe.ac.uk/library/ for more information.</p>
Indicative Reading List	<p>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. Current advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Goudreau, J., Pepin, J., Larue, C., Dubois, S., Descoteaux, R. (2015) A competency-based approach to nurses' continuing education for clinical reasoning and leadership through reflective practice in a care situation. <i>Nurse Education in Practice</i> 15. 6 pp 572-578</p> <p>.</p> <p>Higgins, C (2013) (3rd Ed) <i>Understanding Laboratory Investigations</i>. Oxford, Wiley-Blackwell</p> <p>Jenson, S. (2011) <i>Nursing Health Assessment. A Best Practice Approach</i>. Philadelphia: Lippincott, Williams and Wilkins</p> <p>.</p> <p>Rogers, M.A. and Scott, W.N. (2011) <i>Nurses! Test Yourself in Pathophysiology</i>. Maidenhead: Open University Press</p> <p>.</p> <p>Rosto, E. (2009) <i>Pathophysiology Made Incredibly Easy!</i> Philadelphia: Lippincott, Williams and Wilkins.</p> <p>Rushforth, H. (2009) <i>Assessment made Incredibly Easy! (1st UK edition)</i>. London: Wolters-Kluwer.</p> <p>Weber, J,R. and Kelley, J,H. (2009) <i>Health Assessment in Nursing</i>. 3rd ed. Philadelphia: Lippincott, Williams and Wilkins.</p> <p>Zelman, M., Tompary, E., Raymond, J., Holdaway, P., Mulvihill, M.L., Steggall, M. and Dingle, M. (2011) <i>Introductory Pathophysiology For Nursing and Healthcare Professionals</i>. Harlow: Pearson.</p> <p>Journals British Journal of Nursing – e journal Evidence Based Practice Journal of Advanced Nursing e- journal Journal of Clinical Nursing Journal of Community Nursing Journal of Wound Care</p>

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy enables students to apply the learning achieved in the module. An 'assessment for learning' approach will be used to support students in building their knowledge and understanding and apply this to case studies and scenarios throughout the module. This approach will include formative assessment opportunities through learning activities and feedback in face to face sessions.</p> <p>The Assessment:</p> <p>2000 word assignment including:</p> <ul style="list-style-type: none"> • Write a 500 word referral letter based on a case study • Write a 1,500 word paper analysing and critically evaluating your decision making and clinical reasoning for the referral in relation to the academic literature, relevant theories, clinical evidence and guidelines.
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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. 2000 word assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2000 word assignment	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		