




ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Decision Making and Assessment Skills for Adult Nursing				
Module Code	UZTSJ6-30-2	Level	2	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	no
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery	Module Type	Standard		
Contributes towards	BSc(Hons) Nursing (Adult) Graduate Diploma Nursing (Adult)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	5 April 2017		Valid from	September 2017	
Revision CAP Approval Date			Revised with effect from		

<b>Review Date</b>	
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Part 2: Learning and Teaching	
Learning Outcomes	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of human anatomy, physiology and understanding of key concepts in pathophysiological processes informs nursing practice (Component A)</li> <li>• Demonstrate knowledge and understanding of the skills and reasoning underpinning basic physical assessment and clinical reasoning (Component A)</li> <li>• Establish the normal variants of health through assessment, recognising and responding to findings from clinical history and health assessments (Component A)</li> <li>• Demonstrate skills in Decision Making, risk appraisal, positive risk taking and risk management (Component A)</li> <li>• Discuss contemporary professional, ethical and legal principles which protect service users, carers and the general public (Component A)</li> <li>• Examine approaches to care required for a range of conditions and needs (Component A)</li> <li>• Demonstrate critical thinking for care delivery and the ability to communicate priorities for care management (Component A)</li> <li>• Discuss and analyse the principles of care for acutely ill adults (Component A)</li> </ul>
Syllabus Outline	<p><b>Professional Values</b></p> <ul style="list-style-type: none"> <li>• Concordance and consent</li> </ul> <p><b>Communication and Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Interpersonal skills required for a therapeutic relationships</li> <li>• Public and Patient Involvement</li> </ul>

	<p><b>Nursing Practice and Decision Making</b> (focusing on the care of the acutely ill adult at home and in a hospital setting)</p> <ul style="list-style-type: none"> <li>• Subjective, objective assessment, planning, interventions, evaluation and revision of care for adults</li> <li>• Structured approaches to documentation including Situation Background Assessment Recommendation (SBAR) Reason Story Vital Signs Plan (RSVP)</li> <li>• Assessment and management of risk</li> <li>• Use of assessment tools for recognising normal and abnormal variant findings</li> <li>• Clinical decision making theories and strategies</li> <li>• Care of the unconscious patient</li> </ul> <p><b>Leadership, Management and Team Working</b></p> <ul style="list-style-type: none"> <li>• Skills for working in an inter-professional / interagency team</li> </ul> <p><b>Personal development</b></p> <ul style="list-style-type: none"> <li>• Reflection of personal and professional development</li> </ul>																									
Contact Hours	<ul style="list-style-type: none"> <li>• 72 hours contact to include face-to-face, lectures, seminars, Skills, simulation and case based learning, online learning</li> </ul>																									
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> <li>• Simulation of scenarios through TEL based platforms</li> <li>• Simulation and skills</li> <li>• Workshops</li> <li>• Lectures and Seminars</li> <li>• Enquiry based learning</li> <li>• Case based learning</li> <li>• E learning (Blackboard)</li> <li>• Role play</li> </ul> <p>Those learning outcomes not individually mapped to the module assessment will be assessed formatively within the module delivery.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, demonstration, practical classes and workshops.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</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> <table border="1" data-bbox="461 1686 1364 2067"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">30</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> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> 	Key Information Set - Module data										<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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The table below indicates as a percentage the total assessment of the module which constitutes a -

**Practical Exam:** practical skills assessment

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:

Total assessment of the module:				
Written exam assessment percentage				
Coursework assessment percentage				0%
Practical exam assessment percentage				100%
				100%

Reading Strategy

**Core readings**

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

**Further readings**

All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

**Access and skills**

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. 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. Current advice on additional reading will be available via the module guide or Blackboard pages.**

**References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Applied Sciences.**

**Books**

Clarke, D. and Ketchell, A. (2016) *Nursing the Acutely Ill Adult: Priorities in Assessment and Management*. 2<sup>nd</sup> Revised Edition. London: Palgrave Macmillan.

Dougherty, L. (2015) *The Royal Marsden Hospital Manual of Clinical Nursing Procedures*. Student Edition. 9th Edition. Oxford: Blackwell Science Ltd.

Gibson, F., Smith, L., Cottingham, F., Britton, M., Duncan, B. & Lewington, A. (2015) *Recognising & Responding to Acute Patient Illness & Deterioration*. Online:

	<p><a href="http://rrapid.leeds.ac.uk/ebook/">http://rrapid.leeds.ac.uk/ebook/</a> University of Leeds.</p> <p>Holland, K. &amp; Roberts, D. 2013, <i>Nursing: decision making for practice</i>, Oxford University Press, Oxford.</p> <p>Standing, M. (2014) <i>Clinical Judgment and decision-making: in nursing and inter professional healthcare</i>, London. Learning Matters, SAGE.</p> <p>Weber, J. Kelley, J. (2013) <i>Health Assessment in Nursing</i>. 5<sup>th</sup> Revised Edition. London: Lippincott Williams and Wilkins.</p> <p><b>Journals</b></p> <p>British Journal of Nursing</p> <p>Intensive and Critical Care Nursing</p> <p>Journal of Advanced Nursing</p> <p>Journal of Clinical Nursing</p>
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Part 3: Assessment	
Assessment Strategy	<p>The student is required to independently assess within a simulated environment a patient who is deteriorating, this is done through an Observed Structured Clinical Examination (OSCE) that requires students to be able to demonstrate safe and informed clinical reasoning and decision making in relation to the assessment of an acutely unwell adult. Demonstrating that they are able to use a systematic approach so that appropriate interventions can occur within a short time.</p> <p>The Observed Structured Clinical Examination (OSCE) is a timed observed assessment lasting 30 minutes including time for questions.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.OSCE ( maximum 30 Minutes)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.OSCE ( maximum 30 Minutes)	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>		

**FOR OFFICE USE ONLY**

First CAP Approval Date	5 April 2017			
Revision CAP Approval Date		Version	1	