MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Consolidating the Science and Practice of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>66-6684-00C</td>
</tr>
<tr>
<td>CREDITS</td>
<td>40 credits</td>
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<tr>
<td>LEVEL</td>
<td>6</td>
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<td>JACS CODE</td>
<td>B700</td>
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<tr>
<td>SUBJECT GROUP</td>
<td>Nursing</td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>Nursing and Midwifery</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Tbc</td>
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<table>
<thead>
<tr>
<th>MODULE STUDY HOURS (based on 10 hours per credit)*</th>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>80</td>
<td>200 plus additional NMC non credit hours</td>
<td>120 plus additional NMC non credit hours</td>
<td>400</td>
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*to be used for Key Information Sets - see Module Descriptor guidance notes

| MODULE AIM |

To enable the student to be a critical practitioner capable of evaluating care by reviewing the scientific basis for clinical decision making, learning and assessing in professional contemporary nursing practice.

| MODULE LEARNING OUTCOMES |

By engaging successfully with this module a student will be able to:

1. Critically review appropriate evidence and relevant bio-scientific theory to evaluate clinical risk and promote safe decision making when caring for people with complex needs.
2. Manage essential care skills when evaluating safe, effective Relationship Centred health and social care
3. Critically evaluate the importance of learning and assessing in contemporary nursing situations
4. Demonstrate NMC competencies and essential care skills to meet the requirements for entry to the NMC Register, against the NMC Domains: Professional Values and Nursing Practice and Decision Making.

| SUGGESTED GENERIC INDICATIVE CONTENT |

- The scientific and technological evidence base underpinning decision
making.
- Related Bioscience concepts, pathophysiology, pharmacology
- Learning and teaching theories
- Theories of assessment for learning
- Role of a mentor
- Needs of clients across the lifespan and all fields of nursing
- Human factors training
- Management of specific conditions and symptoms.
- Principles underpinning clinical decisions.
- Managing unpredictable and changing situations. Incident management.
- Decision making models.
- Critical incidents related to ensuring safe administration within complex care situations.
- Application of Professional Standards and values.
- Nursing/clinical skills development

**Employability Attributes Addressed within this Module**

Development of high-level employability-related transferable ‘skills’ and attributes:
- Application of numeracy.
- Health informatics.
- Problem solving.
- Team working.
- Research and Enquiry Integrity and Professionalism (Evidence based practice).
- Knowledge application.
- Decision making.
- Striving for excellence.
- Work well under pressure.
- Planning and Organisation.

**SUGGESTED FIELD SPECIFIC INDICATIVE CONTENT**

**Mental Health**
- Physiological dysfunction and related pathophysiology in cases involving clients with complex mental health conditions
- Physiological dysfunction and related pathophysiology in cases involving clients with complex mental and physical conditions (co morbidity).
- Physiological dysfunction and related pathophysiology involving clients from specialist areas of mental health practice, example child & adolescent, forensics and early Interventions.
- Pharmacology and medicine management in complex cases involving clients with mental health problems and co morbidities.
- Contextualisation of safe and effective physical care skills during a patient’s journey through a range of healthcare environments.
- Holism in mental health care, e.g. physical care needs.

**Child**
- Physiological dysfunction and related pathophysiology in complex cases involving infants, children and young people, to include Paediatric Life Support.
- Pharmacology and medicine management in complex cases involving infants, children and young people.
- Decision making, problem solving, risk management in challenging and complex cases involving infants, children and young people.
- Contextualisation of safe and effective physical care skills during a patient’s journey through a range of healthcare environments.
- Holism in complex care, e.g. Cystic Fibrosis
- Holism in Family Centred Care.

**Adult**
- Physiological dysfunction and related pathophysiology in the complex Adult patient, including older people and patients with co-morbidities, to include Student management of assessment recognition and treatment (SMART).
- Pharmacology and medicine management in complex adult cases.
- Decision making, problem solving, risk management in challenging and complex adult cases.
- Holism in complex Adult Care, e.g. COPD and Depression.
- Contextualisation of safe and effective physical care skills during a patient's journey through a range of healthcare environments.

**LEARNING AND TEACHING METHODS**

Students will be supported in their learning to lead care giving, in order to achieve the Level 6 Learning Outcomes and NMC Competencies, in the following ways:

A blended approach to teaching and learning is adopted harnessing a wide range of teaching and learning strategies, focusing upon experiential and enquiry based learning. Students will be supported and prepared to take increased responsibility in care giving within placement setting. These include:

- The virtual learning environment will be an integral part of the learning, teaching and assessment strategy- It will be available to support and enhance face to face and independent learning and your work experience.
- Keynote lectures will be used to ensure students are exposed to the relevant theory underpinning the module content.
- Laboratory work to support bioscience content.
- Practical simulation exercises to rehearse and develop more complex care skills.
- Small group seminars and peer assessment will encourage students to reflect upon practice learning, share and compare experiences; students will be encouraged to apply theory to practice.
- Evaluation of personal learning through the use of a professional portfolio which will incorporate documents including the record of skill experience, feedback and the testimonies from clinical and academic staff.
- A blackboard site will be provided which will contain e-learning materials,
virtual learning environments, useful references and hyperlinks to supporting information sources.

- A variety of materials will be provided to complete, e.g. completion of on-line practice centred examples and tests for medicines safety.
- Self-directed time will be used for developing student autonomy and facilitate independent learning.

**ASSESSMENT STRATEGY AND METHODS**

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code EX/CW/PR</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration**</th>
<th>In-module retrieval available</th>
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<tr>
<td>1</td>
<td>Written evaluation: Clinical Decision Making</td>
<td>CW</td>
<td>50%</td>
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<td>2</td>
<td>Experiential teaching activity with supporting paper</td>
<td>CW</td>
<td>50%</td>
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<td>3</td>
<td>Ongoing Achievement Record (Portfolio)</td>
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<td>P/F</td>
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</table>

**Assessment for Learning**

a  Skills Rehearsal including numeracy in university to Inform Action Planning and Portfolio Development linked to Record of Skills Experience (ROSE)

b  Learning and Assessing in clinical practice workbook

**Examples of Assessments**

**Clinical decision making**
Students will be required to critically evaluate a piece of decision making in the context of care. This will consider anatomy and physiology, pharmacology, Evidence Based Practice and relevant theoretical frameworks. For example, a case study or Critical incident on COPD, Schizophrenia, Diabetes Type 2, Cystic Fibrosis, Cancer.

**Experiential Teaching Activity**
Students will plan and execute a 10 minute teaching activity to a small group of peers. This will be supported by a lesson plan with rationale.
Students will receive feedback on their performance in the following ways:

- Peer and academic adviser dialogue will be encouraged around learning in the practice simulation setting.
- Formative feedback will be provided by seminar leaders on the contributions and performance of students in tutorials and seminars.
- Feedback on performance in the assignment will be provided in accordance with university guidelines, using a standardised proforma, in order to feed forward into future work - within 3 weeks.

Feedback on practice

- Interviews with Sign-off mentors at designated stages of practice experience to ensure that the NMC standards of competency and essential skills clusters are being met.
- Testimonies from individuals encountered during your practice experience.
- Discussions of reflective accounts of practice learning during and following practice experience with the Academic Adviser.
- Review of progress in relation to skills development during and following practice experience with mentors and the students' Academic Adviser.
- Feedback from performance in the use of simulation.
- Self-assessment, peer reflection, feedback from health and social care practitioners and tutor feedback on development of Essential Skills and competencies as outlined by the NMC.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

**Websites**

- Nursing and Midwifery Council  
  www.NMC-uk.org
- Department of Health  
  www.dh.gov.uk
- National Patient Safety Agency  
  www.npsa.nhs.uk
- National Institute for Clinical Excellence  
  www.nice.org.uk
- NHS National Institute for Health Research  
  www.nihr.ac.uk
- NIHR CLAHRC for South Yorkshire  
  http://clahrc-sy.nihr.ac.uk/
- Royal College of Nursing  
  www.rcn.org.uk

**Generic**


**Learning and Teaching**

• Aston Liz (2011) *Successful mentoring in nursing.* Exeter. Learning Matters
Maidenhead.Open University Press,
• Sheffield Hallam University (2013) *Practice placement Information.* [online] Last accessed 2 November 2013 at: https://www3.shu.ac.uk/hwb/placements/nursing/
• Stuart CiCi (2013) *Assessment, supervision and support in clinical practice; a guide for nurses, midwives and other health professionals.* 3rd Ed. London, Churchill Livingstone


**Mental Health Nursing**


**Child Nursing**


**Adult Nursing**


Learning Disability

### Module Delivery and Assessment Management Information

#### Module Status - Indicate If Any Changes Being Made

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>New Module</td>
<td>N</td>
</tr>
<tr>
<td>Existing Module - No Change</td>
<td>N</td>
</tr>
<tr>
<td>Title Change</td>
<td>N</td>
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<td>Level Change</td>
<td>N</td>
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<td>Credit Change</td>
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<tr>
<td>Assessment Pattern Change</td>
<td>Y</td>
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<tr>
<td>Change to Delivery Pattern</td>
<td>N</td>
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<tr>
<td>Date the changes (or new module) will be implemented</td>
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#### Module Delivery Pattern

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<thead>
<tr>
<th>Course Intake</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tbody>
<tr>
<td>Intake 1</td>
<td>21/09/15</td>
<td>18/09/16</td>
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<tr>
<td>Intake 2</td>
<td>07/03/16</td>
<td>05/03/17</td>
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Is timetabled contact time required for this module? Y

Are any staff teaching on this module non-SHU employees? N

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?

#### Module Assessment Information

Indicate how the module will be marked

- *Overall PERCENTAGE Mark of 40%* Y
- *Overall PASS / FAIL Grade*

**Sub-Tasks**

Will any sub-tasks (activities) be used as part of the assessment strategy for this module? No

**Final Task**

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)

<table>
<thead>
<tr>
<th>Task No.</th>
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**Non-Standard Assessment Patterns**

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, e.g. MODEL B, ALL TASKS MUST BE PASSED AT 40%.

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance notes.

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<tbody>
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<td>X</td>
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<td>Date</td>
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