

Module Details	
Module Title:	Practice Nursing
Module Code:	NUR7044-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	75
Work based learning	150
Tutorials	20
Laboratory	5
Directed Study	50

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

Module Aims
To develop the knowledge, skills and competency required to undertake the role of practice nurse within the primary care setting.

Outline Syllabus
Examples will be drawn from a range of health care settings:
o Pathophysiology and anatomy in common conditions.

- o Anatomical assessment, related physiology and pathophysiology of disease and illness.
- o Clinical history taking and examination.
- o Models of consultation, history taking.
- o Clinical Investigations
- o Management and leading people and teams, care and case management and organisational change, resource allocation, information technology in health care
- o Current policies in the NHS nationally and locally, occupational standards and organisation and delivery.
- o Ethical and legal issues in primary care.
- o Patient safety, clinical governance and Clinical Effectiveness
- o Quality of primary care services.
- o Health promotion and health education
- o Multiprofessional and multiagency team working.
- o Ethical and legal and professional aspects of extended/advanced roles.
- o Protocols and procedures and the auditing of practice.
- o Critical reading skills.
- o Understanding and application of research to clinical practice.
- o Clinical competency recording,
- o Personal and professional development,
- o Development of reflective practice, evidence based practice,
- o Professional development: in practice, frameworks for planning and delivery of appropriate care including user and carer involvement, legislation, guidelines, codes of practice.

Learning Outcomes

1	1.1 Justify the assessment and management of patient care through the application of anatomy and pathophysiology. 1.2 Critically analyse and apply models of health promotion and health education taking in to account the values, beliefs and level of understanding of the individual. 1.3 Engage in critical analysis of the evidence associated managing specified acute and long term conditions. 1.4 Critically analyse policy context and research evidence to make recommendations for practice development and service delivery.
2	2.1 Critically reflect on own clinical examination skills and ability to perform practical procedures to meet the needs of the patient in the primary care setting. 2.2 Critically analyse the nature and role of investigations and diagnostic procedures in the primary care setting. 2.3 Analyse own role as part of the multi-professional team in the delivery and development of primary care services. 2.4 Appraise and apply knowledge of contraception and family planning.
3	3.1 Develop skills of reflection, synthesis and articulate sound argument for the application of appropriate information to clinical practice. 3.2 To critically evaluate and apply current evidence from a wide range of sources to inform clinical practice and personal learning. 3.3 Use IT systems for recording and managing patient data.

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and an in depth awareness of policy, organisation and delivery of care in the primary care setting alongside an understanding of the biological

justification for treatment (LO 1.1, 1.2 1.3, 1.4, 2.1,2.2, 2.4, 3.3). Group discussions will enable students to apply this learning to their own role and service (LO 1.2, 1.4, 2.3, 3.1). Seminars, discussions and tutorials will be used to facilitate teacher/learner/peer dialogue and inter-professional discussion to further develop and challenge conceptual understanding through analysis, reflection and application to the role of the practice nurse (LO 1.2, 1.3, 1.4, 2.3, and 3.1). The use of the simulation suite will enable students to identify their level of skill in clinical assessment and practical procedures (LO 2.1, 2.2). Directed study provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO 1.1,1.2, 1.3,1.4, 2.2,2.3,2.4, 3.2.). VLE will be used to provide access to online resources, lecture notes and external links to websites of interest. 'Work-based learning' consists of opportunities to participate in practice within own or other clinical area and to enhance acquisition of skills and competency (All LO). Assessment: LO 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.3 are assessed by Part One, a reflective case study. LO 1.2, 2.4, 3.1 and 3.2 are assessed by Part two, a presentation Application

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Presentation	Presentation of a planned health promotion intervention for a specific patient. - 15 minutes		30%
Summative	Coursework	Reflective case study of patient care	0 hours	70%
Summative	Clinical Assessment	Completion of competency outcomes as defined in practice document (pass/fail)	0 hours	%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html .

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.