

Module Details	
Module Title	Practice Placement 5
Module Code	NUR5010-B
Academic Year	2021/2
Credits	20
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Seminars	30
Directed Study	40
Clinical Placement	240
Laboratories	240

Availability	
Occurrence	Location / Period
MYA	University of Bradford / Semester 1

Module Aims
To demonstrate safe and effective management of individuals requiring acute health care across fields and care settings. You will demonstrate your understanding of altered physiology and/or psychological distress to make appropriate decisions in care. You will be able to recognise acute clinical deterioration or improvement in an individual's health status and manage this effectively.

Outline Syllabus

Preparation for Practice: NMC professional role & responsibilities in relation to clinical decision making. Use of diagnostic assessment tools within acute care to recognise & report signs of deteriorating mental and physical health; Clinical reasoning, problem solving with timely responses. Able to understand the pharmacological management of an acutely ill patient/service user ??? poly-therapy Clinical Skills & Simulation (by field): Adult: Acute head injury, allergy, STEMI, acute respiratory conditions, acute complication of diabetes, acute breathlessness, acute poisoning; oncological emergencies and cancer treatment Child: pathophysiology, assessment and management applied to: orthopaedic care; meningitis; bronchiolitis; conditions resulting in fever, diarrhoea and vomiting; altered physiology of the premature baby Mental health: immediate care of those experiencing crisis; including those experiencing suicidality; understanding self-harm EoLC: introduction to the Amber Care Bundle when recovery is uncertain; withdrawing and withholding treatment; symptom management at end-of-life Collaborative working and communication with: Service users/carers/families & colleagues across professions/organisations Evaluation of placement learning and experience Reflective Practice Forum (mid-point placement) ??? Professional Portfolio Development & PAD, Reflection in and on action, Review of placement learning and peer discussion - values, attitudes and beliefs influencing practice. Evaluation and feedback and student self-assessment, peer review

Learning Outcomes

Outcome Number	Description
01	1.1 Discuss the importance of constructive professional relationships with families & carers in care delivery. 1.2 Apply knowledge of altered physiology, sociology and psychology whilst assessing an individual. 1.3 Discuss principles of safeguarding when considering risk to an individual's health.
02	2.1 Use relevant risk assessment tools to identify deterioration in health and well-being of an individual. 2.2 Interpret accurately clinical information obtained during assessment of an individual. 2.3 Initiate timely interventions when there is deterioration in an individual's condition. 2.4 Demonstrate collaborative working when undertaking assessment and care planning in the acute management of an individual.
03	3.1 Evaluate strategies used to enhance inter-professional communication, minimising risk in care delivery. 3.2 Evaluate the nurse's role in managing acute physical and/or psychological distress or deterioration in condition. 3.3 Critically reflect on the role of carers/family in acute illness. 3.4 Critically analyse own developing autonomy, professional knowledge and skills and document in reflective portfolio.

Learning, Teaching and Assessment Strategy

LOs 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, & 3.4 will be assessed by mode of assessment 1. LOs 1.2, 2.1, 2.2, 2.3, 2.4, 3.2, & 3.3 will be assessed by mode of assessment 2.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Clinical Assessment	EPAD Pass/fail	0%
Summative	Clinical Assessment	Reflection	100%

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.

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