

MODULE SPECIFICATION PROFORMA

Module Title:	Principles of Wound Care	Level:	6	Credit Value:	20
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Module code:	NUR615	Is this a new module? Yes	Code of module being replaced:	N/A
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Cost Centre:	GANG	JACS3 code:	B700
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Trimester(s) in which to be offered:	1 or 2 or 3	With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	Vic Graham
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
Standalone module. To be aligned with BA Nursing (pre-registration) for QAA and assessment purposes only.	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
Registered Health Care Professional (Nurse, Midwife, AHP, Doctor etc.)

Office use only

Initial approval June 17

APSC approval of modification -

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

This module aims to enable students to build upon their knowledge of wounds in their clinical field and identify the complexity of their management in today's modern healthcare system. This module will allow the students to develop critical thinking when considering wound care options in both the acute and community setting, enhancing their confidence in their ability to provide holistic, individualised care within their professional scope of practice.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Examine the nature of acute and chronic wounds within their specific clinical environment	KS1	KS2
		KS3	KS6
		KS9	
2	Plan effective wound assessment and management of simple and complex wounds in their specific clinical environment	KS1	KS2
		KS3	KS6
		KS9	
3	Critically analyse the associated symptom management strategies employed within their specific clinical environment	KS1	KS2
		KS3	KS6
		KS9	
4	Assess the safe-guarding and risks associated with wound care in their specific clinical environment	KS1	KS2
		KS3	KS6
		KS9	

Transferable/key skills and other attributes

Communication skills
Problem-solving skills
Application of theory to practice
Team working
Developing teaching in practice

Derogations

None

Assessment:

Develop a wound care training package (portfolio) for their specific clinical department. This is to be presented in class over 10 minutes with an additional 5 minutes for questions and answers.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 & 2	Presentation	25%	15 minutes	N/A
2	1 - 4	Portfolio	75%	N/A	3000 equivalent

Learning and Teaching Strategies:

Learning and teaching strategies for this module will include classroom, online and simulation-based approaches throughout. Students will be encouraged to work autonomously, and to utilise the resources of the University both hard copy and electronic, as well as drawing upon resources from their specialist clinical environment.

Syllabus outline:

Anatomy of skin, pathophysiology of wounds, factors affecting wound healing, acute wounds, chronic wounds, pressure ulcers, dressing types (inc. use of dressings, contraindications and alternatives), wound assessment, challenging wounds and their management, decision-making, safe-guarding and risk management, associated symptoms of wounds (Inc. pain, psychological distress, altered body image and scar management), and burns.

Bibliography:**Essential reading**

Gillespie, B.M., Chaboyer, W., Allen, P., Morely, N. and Nieuwenhoven, P. (2013) Wound Care Practices: a survey of acute nurses. *Journal of Clinical Nursing*, 23, 2618-2627.

Journal of Wound Care (2016) *Wound Care Handbook 2016-2017*. London: MA Healthcare Ltd.

Myers, B. (2012) *Wound Management: Principles & Practice 3rd Ed*. Boston: Pearson Education.

Other indicative reading

Chamanga, E 2015, 'Will providing 'care closer to home' result in more complex wound care?', *Journal Of Community Nursing*, 29, 5, pp. 32-38.

Greatrex-White, S. and Moxey, H. (2015) Wound Assessment Tools and Nurse's Needs: an evaluation study. *International Wound Journal*, 2015; 12: 293-301.

Johnson, S 2015, 'Five steps to successful wound healing in the community', *Journal Of Community Nursing*, 29, 4, pp. 30-39.

National Pressure Ulcer Advisory Panel, European Pressure Ulcer Advisory Panel and Pan Pacific Pressure Injury Alliance (2014) *Prevention and Treatment of Pressure Ulcers: Quick Reference Guide*. Emily Haesler (Ed.). Cambridge Media: Osborne Park, Australia.

Payne, D 2016, 'Strategies to support prevention, identification and management of pressure ulcers in the community', *British Journal Of Community Nursing*, 21, Sup6, pp. S10-S18.

Stephen-Haynes, J. and Deeth, M. (2016) The Prevention, Assessment and Management of Skin Tears. *Practice Nurse*, Jun 2016; 46 (6): 32-37