

Prifysgol Wreccsam Wrexham University

Module specification

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Module code	NHS7D1
Module title	Minor Injuries Assessment and Management
Level	7
Credit value	20
Faculty	FSLS
Module Leader	Gilly Scott
HECoS Code	100260
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Advanced Clinical Practice	Option
Stand Alone Module	Option

Pre-requisites

This is suitable for nurses, paramedics, pharmacists, physiotherapists and other allied health professionals working in primary care centres, urgent and out of hours care, walk in centres, minor injury units, emergency departments and pre-hospital settings.

You must have 2 years post-registration experience as a Registered Health Care Professional in an unscheduled or Scheduled care settings. Please state your experience on your application form.

Breakdown of module hours

Type of Module hours	Amount
Learning and teaching hours	66 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	66 hrs
Placement / work based learning	60hrs
Guided independent study	74hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	15/07/21
With effect from date	01/09/21
Date and details of revision	03/03/22 – amended learning and teaching hours 06/08/25 – AM0 realign LOs for Sept 2025
Version number	3

Module aims

To enhance practitioner's accountability when assessing and managing minor injuries, enabling them to construct an evidence-based rationale for treatment interventions. The practitioner studying this module will also be required to demonstrate awareness of the wider health and social care context of minor injuries and influences on decision-making.

Module Learning Outcomes - at the end of this module, students will be able to:

		Education Pillar	Research Pillar	Leadership Pillar	Clinical Pillar
1	Integrate knowledge of anatomy and pathophysiology when assessing and managing individuals presenting with minor injuries.				
2	Demonstrate a person-centred response to the particular situation gathering appropriate data and information accessing relevant resources for safe, effective and efficient care.				
3	Critically reflect upon legal accountability in the assessment and management of minor injuries.				
4	Critically explore implications of minor injuries in society and the health and social care context.				
5	Critically explore inter-professional working for prevention of secondary care admissions, therefore not always referring or conveying to emergency departments to reduce the national crisis and referring in the context of risk management to the most appropriate setting				

Assessment

Indicative Assessment Tasks:

1: Objective Structured Clinical Examination- unseen.

This will be carried out in university in the clinical suite and will be a pass or fail. The student will be required to give a commentary of decision-making influences throughout demonstrating a confident authority in practice.

2: Portfolio - Clinical Competence Workbook

This workbook will be completed throughout the module and students will be expected to Demonstrate a strong grasp of relevant pathophysiology and critically examine their critical reasoning as they expertly problem solve the management of minor injuries in their area of practice. Following their assessment of the patient, students should be able to make reference to appropriate research evidence to justify their actions. They will also demonstrate insight into the implications for the health and social context making suggestions for reducing the incidences of minor injuries.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	OSCE	Pass/Refer
2	3, 4, 5	Portfolio	100%

Derogations

Any work submitted, however competent from an academic viewpoint, which omits or includes information which would indicate unsafe practice by the student or in any way breaches confidentiality will be deemed a 'refer'. Students who fail to demonstrate competence or endanger patients by acts or omissions in practice may be subject to Wrexham University's Suitability for Practice Procedures as well as any invoked by their employer. Any decision to invoke the Suitability for Practice Procedures will be taken by the Programme Leader in consultation with the Professional lead, following discussion with the student, Practice Mentor and the Service Manager.

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

Learning and Teaching Strategies

The learning and teaching strategy aims to foster a student centred, creative approach, as students taking this programme will be qualified and experienced, it is essential that the approach to learning and teaching used, throughout reflects and builds upon students' prior learning and clinical experience. The module will consist of clinical assessment, diagnostics and clinical reasoning. We will revisit and explore with more complexity using the spiral curriculum.

Students will be in both classroom-based lectures and on-line delivery, using flipped classrooms, scale up, discussions, seminars, workshops, tutorial sessions, together with case-based learning and simulation based education.

The practice element, will employ an experiential strategy, including observation and supervision working towards practice competencies. Simulation based education is an important part of the teaching strategy and this will help the students to practice clinical skills, enhance practice (as they are already experienced clinicians), acquire skills and improve decision-making, in a safe educational environment

Synchronous and asynchronous teaching both online and on campus, within our active learning framework will be essential to our blended learning approach. The students will be expected to access the many resources in an asynchronous way, to complement their learning journey and their personal and employment circumstances. A key component of online learning and effective pedagogy is the construction of a community of enquiry (Garrison et al., 1999).

The community of enquiry model supports a social constructivist approach and attempts to create an effective learning experience, through the adoption of the three interdependent elements – social, cognitive and teaching presence. Critical thinking and a social presence will start in the classroom or simulation suite and continue in the discussion groups. The programme team will facilitate and direct the course of study to build the community of enquiry

Indicative Syllabus Outline

Module content will include both adult and child.

- Clinical History taking, professional communication and referral of minor injuries presentations in all relevant settings
- Diagnostic reasoning will be explored
- Therapeutic intervention and health promotion will be explored
- Clinical diagnostics- basic radiography will be presented in a workshop
- Assessment and management of upper and lower limb injuries, head injuries,
- Assessment of skin, relevant treatments and Wound closure in a workshop
- Safeguarding children and Adults in terms of Non-accidental injury and fabricated or induced illness (Munchausen's Syndrome) will be explored
- Professional issues surrounding this advancing role will be discussed in context.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Bickley,L. (2008) *Bates' Guide to Physical Examination and History Taking*.

Philadelphia: Lippincott, Wilkins & Williams.

Purcell, D. (2017) *Minor Injuries: A Clinical Guide for Nurses*. 3rd Edition. Edinburgh: Churchill Livingstone.

Other indicative reading

Apley, G. Solomon, L. (2001) *Physical Examination in Orthopaedics*. Oxford: Oxford University Press.

Bache, J., Armit, C., Gadd, C. (2003) *Handbook Of Emergency Department Procedures*. 2nd Edition. London: Mosby.

Dealey, C. (2012) *The care of wounds: A guide for nurses*. 4th Edition. London: Wiley Blackwell.

Douglas, G., Robertson, C., Hicol, F. (2008) *Macleods Clinical Examination*. 12th Edition. Edinburgh: Churchill Livingstone.

Davies, F., Bruce, C., Taylor, A., Robinson, K. (2011) *Emergency care of minor trauma in Children: A practical Handbook*. London: Hodder.

Darwood, M. (2012) *The Essential Tool for Emergency Practitioners*. London: Radcliffe Publishers.

Jarvis, C. (2008) *Physical Examination & Health Assessment* London: Elsevier

Lumley, J. (2008) *Surface Anatomy: The Anatomical Basis of Clinical Examination*. 4th Edition. Edinburgh: Churchill Livingstone.

McRae, R. (2010) *Clinical Orthopaedic Examination*. 6th Edition. Edinburgh: Churchill Livingstone.

Rushforth, H. (2008) *Assessment Made Incredibly Easy* 4th Edition. London: Lippincott Williams & Wilkins.

Please access relevant websites and journals for up to date evidence based practice