Module specification

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Module code	NHS7D9
Module title	Emergency Practitioner Professional Practice and Service Improvement
Level	Level 7
Credit value	20 credits
Faculty	Faculty of Social and life Sciences
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
Stand alone Module (aligned to MSc Advanced Clinical Practice for QA purposes)	Stand alone

Pre-requisites

Students must be 2 years post registration

Breakdown of module hours

Learning and teaching hours	33 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	33 hrs
Placement / work based learning	60 hrs
Guided independent study	107 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	03/12/2021
With effect from date	06/12/2021
Date and details of revision	
Version number	1

Module aims

- To enhance the emergency practitioners professional practice and role in service improvement
- To enable the emergency practitioner to function effectively and efficiently within the constraints of contemporary healthcare provision in either prehospital, community or an acute setting.
- To synthesize and evaluate the role of the emergency practitioner within this evidence based teaching package.
- To help practitioners to increase confidence in the role of the emergency practitioner.
- Using the practice development portfolio, use self-assessment to develop your skills

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

1	Critically reflect on an area of your own clinical practice which has improved during the module and suggest ways in which you can continue this improvement, whilst demonstrating a sound contextual awareness of the emergency practitioner's professional practice
2	Using an appropriate model of change, propose an area of practice in your clinical setting in order to enhance your service
3	Through the use of the professional portfolio demonstrate development through self-assessment during the period of the module
4	Demonstrate a critical appreciation of service improvement methodology

Assessment

Indicative Assessment Tasks:
1. An individual poster presentation to examiners and as part of a celebration event to managers, clinical leads and mentors (duration 30 minutes). The poster will demonstrate a service improvement strategy using an appropriate model of change for their community of practice.
2. The portfolio will demonstrate the acquisition of their clinical skills during the hours with their mentors and demonstrate a self –assessment both at the beginning and end of the programme with supporting critical reflection to support the change

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	2, 4	Presentation	50%
2	1,3	Portfolio	50%

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 Glyndŵr 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 with a minimum mark of 40%.

Learning and Teaching Strategies

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).

Using seminars, the community of enquiry model support a social constructivist approach and attempt 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 and continue in the discussion groups.

Indicative Syllabus Outline

- Professional issues surrounding the emergency practitioner's role will be discussed in context.

- Self-assessment in the role of the emergency practitioner will be carried out at the beginning and end of the module

- Emergency practitioner service improvement using a model of change

- portfolio development

Indicative Bibliography:

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

Essential Reads

Dawood, M. (2012) *The Emergency Practitioner Handbook for All Front Line Health Professionals*. London. Radcliff Publishing

Nixon, V. (2013) *Professional practice in paramedic, emergency and urgent care*. Chichester, Wiley-Blackwell

Other indicative reading

Cameron, P. et al. (2019). *Textbook of Adult Emergency Medicine*. 5th ed. Edinburgh: Elsevier

Holbery, N. & Newcombe, P. (2016). *Emergency Nursing at a Glance* [ebook]

Mattu, A. (Ed.) (2017). *Avoiding Common Errors in the Emergency Department* [ebook]

McSherry, R.; Warr, Jerry.(2010*) Implementing Excellence in Healthcare Organisations: Managing, Leading, Collaborating*. London. McGraw-Hill Education

Morris, F. (Ed.) (2014) *Minor Injury and Minor Illness at a Glance*. Wiley-Blackwell

Nixon, V. (2013). *Professional Practice in Paramedic, Emergency and Urgent Care* [ebook]

Purcell, D. (2107). Minor Injuries: A Clinical Guide [ebook and print]

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication