Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	NUR624
Module Title	Emergency Department Continuing Professional Development (ED CPD)
Level	6
Credit value	20
Faculty	FSLS
HECoS Code	100284
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module attached to BN (Hons) Adult Nursing for QA and assessment purposes	Option

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	24 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	**24** hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	24/03/2022
With effect from date	30/03/2022
Date and details of revision	
Version number	1

Module aims

This module aims to deliver a range of core CPD topics for nursing and other clinical staff working in the Emergency Department.

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

1	Identify the deteriorating patient and take appropriate action to identify sepsis and initiate treatment of the deteriorating patient
2	Critically explore clinical reasoning and decision making in the ED, exploring the underpinning rationale for differential diagnosis
3	Explore aspects affecting decision making, such as emotional intelligence and empowerment within the context of the ED
4	Critically explore the art of delegation, autonomous practice, and communication within the ED

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students will undertake a Moodle quiz which will be administered in six parts over the six taught weeks. Students will need to either attend the sessions or view the recordings in order to pass the attendance requirement.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	In-class test	100%
2	1-4	Attendance	Pass/Refer

Derogations

None

Learning and Teaching Strategies

Students will attend this blended learning module in class and online which may be synchronous and asynchronous. Flexibility of the teaching delivery is vital to enable as many students to access the sessions as possible. Teaching sessions will be supported by seminars for the various staff attending from band 5-7 in order to explore concepts relevant to their level of practice. Flipped classroom and problem based learning strategies will be employed to explore some of the more challenging concepts, whilst group work and group challenges will explore decision making and critical reasoning skills.

Indicative Syllabus Outline

- Sepsis
- Identification of the deteriorating patient in the ED (physical and mental health)
- Confident decision making, autonomy and empowerment
- Clinical Reasoning and differential diagnosis in the ED
- Emotional intelligence and its impact on decision making
- Communication and delegation

Indicative Bibliography:

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

Essential Reads

Standing , M. (2020) *Clinical Judgement and Decision Making in Nursing (Transforming Nursing Practice Series)* Thousand Oaks CA; Sage

Ellis, P. (2021) *Leadership, Management and Team working in Nursing (Transforming Nursing Practice Series)* Thousand Oaks CA; Sage

Other indicative reading

Al-Azri, N.H. (2020) 'How to think like an emergency care provider: a conceptual mental model for decision making in emergency care', *International Journal of Emergency Medicine* 13 (17) https://doi.org/10.1186/s12245-020-00274-0

Grudzen, C. R., Anderson, J. R., Carpenter, C. R., & Hess, E. P. (2016). The 2016 Academic Emergency Medicine Consensus Conference, Shared Decision Making in the Emergency Department: Development of a Policy-relevant Patient-centered Research Agenda May 10, 2016, New Orleans, LA. *Academic emergency medicine: official journal of the Society for Academic Emergency Medicine*, 23 (12), 1313–1319. https://doi.org/10.1111/acem.13047

Tam, H.L., Chung, S.F. & Lou, C.K. (2018), 'A review of triage accuracy and future direction'. *BioMed Central Emergency Medicine* 18 (58) https://doi.org/10.1186/s12873-018-0215-0

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
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

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