

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module code	NHS6A6
Module title	Minor Injuries Assessment and Management
Level	6
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	Optional
Stand Alone Module	

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
Version number	2

Module aims

- To enhance practitioners expertise in the assessment and management of minor injuries;
- To enable practitioners to function effectively and efficiently within the Constraints of contemporary healthcare provision in the management of minor injuries;
- To synthesize and evaluate the management of minor injuries through an evidence based teaching package.
- This module is useful for practitioners who wish to increase confidence in the assessment and management of minor injury conditions but also those who aspire to a practitioner level role.
- This module coexists in the BSc in Primary HealthCare, at level 6 or as a standalone module.

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

1	Examine principles of anatomy and physiology when assessing and managing individuals presenting with minor injuries
2	Integrate knowledge of pathophysiology in the management of minor injuries
3	Reflect upon the ethical and legal issues influencing decision making in the assessment and management of minor injuries
4	Demonstrate effective assessment, examination and plan of care for patients with minor injuries in accordance with evidence based practice
5	Demonstrate 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 laboratory and will be a pass or fail.

2: Portfolio - Clinical Competence Workbook

This workbook will be completed throughout the module and students will be expected to apply critical reasoning and related pathophysiology 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 justify their complex critical reasoning and the

complexities of an inter-professional approach as they systematically explore the most appropriate future care for their patients.

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

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. Livingston.

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

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
Critical Thinking
Emotional Intelligence
Communication