

## 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	NHS7E3
Module title	Emergency Nursing Part Two
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	
Post Graduate certificate in Emergency Nursing	Core
Also offered as a Stand Alone Module	

### Pre-requisites

This is suitable for nurses working in urgent care centres, minor injuries units and emergency departments.

They must have a minimum of 2 years post-registration experience as a Registered Nurse and registered with the Nursing and Midwifery Council (NMC).

### Breakdown of module hours

Type of Module hours	Amount
Learning and teaching hours	66hrs
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
<b>Total active learning and teaching hours</b>	66hrs
Placement / work based learning	60hrs
Guided independent study	74hrs
<b>Module duration (total hours)</b>	200 hrs

<b>For office use only</b>	
Initial approval date	August 2022

With effect from date	September 2022
Date and details of revision	
Version number	1

## Module aims

The module aims to build using the spiral curriculum on the Emergency Nursing Part one module, with the introduction of the more critically ill and injured patients in the resuscitation room. Further to explore the lifespan approach to patient care looking at the child, young adult and the older person. Also, to understand the vulnerable members of our society in terms of mental health and learning disabilities in the emergency care setting. The Emergency Nurse will also be required to demonstrate confidence and competence in clinical practice.

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

1	Integrate knowledge of anatomy and pathophysiology when assessing and managing individuals presenting to an emergency/urgent care setting.
2	Demonstrates a holistic, person-centred response to the patient in the resuscitation room, with critical illness and injury, the child, the older person and the vulnerable patient. Then gathering appropriate data and information, accessing relevant resources for safe, effective and efficient care.
3	Critically reflect upon the professional accountability in the assessment and management of the critical ill and injured, the child, the older person and the vulnerable patients.
4	Critically explore the complexity of emergency care in society and the health and social care context in relation to the critically injured, ill, and vulnerable members of society.

## 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, demonstrating a confident and competent practice.

2: Portfolio -

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 reasoning as they expertly problem solve the management of emergency patients 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.

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

## 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 had some experience in the emergency/urgent care setting. It is key 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 teaching hours are 66 hours. This is essential to ensure their practice to theory gap is addressed. The day will be split between theory in the morning and embedded with the practice with case studies and simulation-based education in the afternoon. 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 leader will facilitate and direct the course of study to build the community of enquiry.

## **Indicative Syllabus Outline**

---

Module content will focus on adult care in an emergency setting:

- Initial Patient assessment in the context of emergency nursing
- Emergency presentations and conditions- The Resuscitation Room
- Vulnerable patient groups – ie mental health patient in the emergency department, intellectual disability, patients with dementia sexual assault, domestic abuse
- Children and young people in the emergency department
- Poisoning and overdose
- Minor Injuries
- Major Trauma
- End of life care
- Patient Transfer

## **Indicative Bibliography:**

---

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

### **Essential Read**

Crouch, R., Charters, A., Dawood, M. and Bennett, P. (eds.) (2016), *Oxford Handbook of Emergency Nursing*. 2<sup>nd</sup> ed. Oxford: Oxford University Press.

Dolan, B. and Holt, L. (eds.) (2013), *Accident & Emergency: Theory into Practice*. 3<sup>rd</sup> ed. Edinburgh: Bailliere Tindall.

Heimgartner, N.M., Rebar, C.R. and Gersch, C.J. (2019), *Emergency Nursing Made Incredibly Easy!* 3<sup>rd</sup> ed. Philadelphia, PA: Lippincott Williams & Wilkins.

### **Other indicative reading**

Holbery, N. and Newcombe, P. (2016). *Emergency Nursing at a Glance*. Chichester: Wiley Blackwell.

Jenkins, D. and Gerred, S.J. (2011), *ECGs by Example*. 3<sup>rd</sup> ed. Edinburgh: Churchill Livingstone.

Hampton, J.R. (2019,) *The ECG Made Eeasy*. 9th ed. Edinburgh: Elsevier  
Jevon, P. (2009), *ECGs for Nurses*. 2<sup>nd</sup> ed. Hoboken: Wiley-Blackwell

Evans, C.D. and Tippins, E. (2007), *The Foundations of Emergency Care*. Maidenhead: Open University Press

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