

## 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	NUR515
Module Title	Developing the evidence based practitioner
Level	5
Credit value	40
Faculty	Social and Life Sciences
HECoS Code	100279, 100280, 100287
Cost Code	GANG

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Bachelor of Nursing (Honours) Adult Nursing	Core
Bachelor of Nursing (Honours) Children's Nursing	Core
Bachelor of Nursing (Honours) Mental Health Nursing	Core

### Pre-requisites

N/A

### Breakdown of module hours

Learning and teaching hours	84 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
<b>Total active learning and teaching hours</b>	<b>84 hrs</b>
Placement / work based learning	See Programme Specification hrs
Guided independent study	178.5 hrs
<b>Module duration (total hours)</b>	<b>262.5 hrs</b>

For office use only	
Initial approval date	03/03/2020
With effect from date	Sept 22
Date and details of revision	Revalidated 30/3/22 with additional fields for Children's Nursing and Mental Health Nursing
Version number	2

## Module aims

This module will establish the place of research within evidence-based best practice. It aims to identify the fundamental relationship between research and quality issues in healthcare practice. The module will also assist students in developing their professional skills as increasingly autonomous evidence-based practitioners, in a legal and ethical context.

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

1	Evaluate the value and risks of research in healthcare, including its influence on and application to best practice (within the field of practice). <b>(NMC P1 1.7, 1.8, P4 4.1, P5 5.7, P6 6.4, 6.7)</b>
2	Distinguish research-based evidence from other types of knowledge and information; recognising how current healthcare practice is informed (within the field of practice). <b>(NMC P1 1.2, 1.9, 1.20, P2 2.8, P3 3.5, P4 4.12, P7 7.7)</b>
3	Analyse research findings and appraise the strengths and weaknesses of research studies in order to apply to quality issues in patient/client care (within the field of practice). <b>(NMC P1 1.7, 1.8, P4 4.1, P6 6.7)</b>
4	Demonstrate a clear understanding of legal issues and ethical theories related to patient care and their importance in the professional development of the autonomous evidence-based practitioner (within the field of practice). <b>(NMC P1 1.3,1.4,1.10, 1.14, 1.16,1.20, P3 3.8, 3.14, P4 4.6, P6 6.5 6.6, 6.9, 6.10, P7 7.11, 7.13)</b>
5	Apply the concepts of professional responsibility and accountability to clinical practice (within the field of practice). <b>(NMC P1 1.1, 1.2 1.17, 1.19, P2 2.9, 2.10, P3 3.6, 3.7, 3.16, P4 4.2, 4.4, 4.5, 4.9, P5 5.4, 5.9, P6 6.1, 6.2,6.3, P7 7.8, 7.9)</b>

## 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.

### *Assessment One*

The students will be expected to submit a written critique of one research study within the field of practice, from a choice of two preselected articles: one qualitative and one quantitative. They will critically appraise the research methods employed within the study and determine its value within clinical practice. Word count: 2000.

### *Assessment Two*

Students will present a field specific problem-based learning scenario as part of their course work highlighting the ethical and legal issues arising from the care. The work must make reference to relevant law, ethical theory and decision making within the field of practice. Duration: over 6 weeks.

Clinical Practice Outcomes in the 'Ongoing Record of the Achievement of Proficiencies for Registration' are formatively assessed throughout the academic year, and summatively assessed in the end module of each year as Pass / Fail.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2 & 3	Written Assignment	50%
2	4 & 5	Coursework	50%

## Derogations

---

- BN (Hons) Nursing students will be allowed two attempts at each module in each level of study, but only one third attempt at one module at that level will be allowed, at the discretion of the Assessment board. This excludes the Safe Medicate examination in each year of the programme, where three attempts will be allowed.
- There are no compensatory passes in the BN (Hons) programme due to professional body requirements, and all assessment elements of each module must be passed.
- BN (Hons) Nursing students will have the opportunity to re-attempt any referred modules within the academic year before progression is denied.
- Feedback on assessed work will be provided within four weeks of submission
- 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'.
- The University regulations for 40 credit modules at level 4, 5 & 6 in terms of weighting for overall learning hours, contact learning hours and independent learning hours will be superseded by professional body requirements of 2300 hours theoretical and 2300 hours of clinical practice over the 3 years or 4.5 years part-time (the programme consists of three 40 credit modules in each part of the programme, equalling 9 modules in total)– this will result in each 40 credit module being 262.5hours multiplied by 9 modules is 2362.5 which allows slight slippage of 62.5 hours over required 2300.

## Learning and Teaching Strategies

---

Interactive lectures, field specific group work and discussion, problem-based learning, directed study and presentations. Moodle™ will be used to enable students to offer support to each other. Students will have access to group tutorial support.

## **Indicative Syllabus Outline**

---

### **Core content (examples of the following will be provided across the three fields)**

The content will include the following:

#### **Research**

Knowledge acquisition including systematic enquiry and anecdotal evidence / Place of research and evidence-based practice in the clinical agenda e.g. NICE/Key features of the research process; Qualitative and quantitative research approaches / Research terminology / Database searching and selection / Formulating a research question / Sampling methods & recruitment / Data collection and analysis methods / Quality issues in research - trustworthiness and rigour in qualitative research / reliability and validity in quantitative research / Research ethics / Research critique / The application of research to practice and its impact on quality issues within healthcare / Clinical audit and service evaluation.

#### **Professional Development in a Legal & Ethical Context**

Professions, power and authority / Empowerment and professional relationships / Moral Theories / Medical Law / Record Keeping / Ethical dilemmas and conscientious objection / Truth telling and professional judgement / Equality and Privilege / Professional responsibility and accountability (including delegation) / Organ donation/Mental Capacity/ Living Wills/Power of Attorney/Do not attempt cardio-pulmonary resuscitation (DNACPR), Recommended Summary Plan for Emergency Care and Treatment (ReSPECT), Advanced decision to refuse treatment (ADRT).

#### **Accountability and Responsibility**

Safe Medicate / Medicine administration and management in the context of the developing autonomous practitioner / Developing Critical Analysis Skills and decision making/ Risk management (in relation to law)/Medicines management.  
(Development of Nursing Procedures as identified in Annex B).

Adult Field Specific delivered by Adult Field Lecturers

Safe Medicate, Medicine administration and management

Adult research

Professional Development in a Legal & Ethical Context

Risk management (in relation to law) in context of Adult

Problem based learning/critical appraisal groups/assignment brief and tutorials - formative and summative assessment preparation.

Children's Field Specific delivered by Child Field Lecturers

Safe Medicate, Medicine administration and management

Children's research

Professional Development in a Legal & Ethical Context

Risk management (in relation to law) in context of Children

Problem based learning Groups/ critical appraisal groups/ assignment brief and tutorials - formative and summative assessment preparation.

Mental Health Field Specific delivered by Mental Health Field Lecturers

Safe Medicate, Medicine administration and management  
Mental health research

Professional Development in a Legal & Ethical Context

Risk management (in relation to law) in context of Mental Health

Problem based learning Groups/critical appraisal groups/ assignment brief and tutorials - formative and summative assessment preparation.

**The above syllabus takes account of the following:**

**EU Directive Annex V2 Point 5.2.1 (Adult only)**

Nature and Ethics of the profession/Legal Aspects of Nursing/General principles of health and nursing/Principles of Administration.

**NMC Standards**

Platform 1 Being an accountable professional (P1 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 1.10,1.14,1.16,1.19 1.20)

Platform 2 Promoting health and preventing ill health (2.8, 2.10)

Platform 3 Assessing needs and planning care (3.5, 3.6,3.7,3.8, 3.14, 3.16)

Platform 4 Providing and evaluating care (4.1, 4.2, 4.4,4.5,4.6, 4.9,4.12)

Platform 5 Leading and managing nursing care and working in teams (5.4,5.7, 5.9)

Platform 6 Improving safety and quality of care (6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10)

Platform 7 Coordinating care (7.8, 7.9, 7.11, 7.13)

**QAA Standards**

5.2 v, xvii, xx

**Indicative Bibliography:**

---

Please note the essential reads and other indicative reading are subject to annual review and update (further field specific reading will be available in module handbook).

**Essential Reads**

Beauchamp, T. L. and Childress, J. F. (2019), Principles of Biomedical Ethics. 8th ed. Oxford: Oxford University Press.

Griffith, R. and Tengahan, C. (2020), Law and Professional Issues in Nursing. 5th ed. London: Sage.

Polit, D. F. and Beck C.T. (2017), Essentials of Nursing Research: Appraising Evidence for Nursing Practice. 9th ed. London: Lippincott Williams & Wilkins.

### **Other indicative reading**

Hendrick, J. (2010), *Law and Ethics in Children's Nursing*. Chichester: Wiley-Blackwell. (For children's nursing)

Murphy R. and Wales P. (2014), *Mental Health Law in Nursing*. London: Sage (For mental health nursing)

Norman, I. and Ryrie, I. (2018), *The Art and Science of Mental Health Nursing*. 4<sup>th</sup> ed. Maidenhead: Open University Press. (For mental health nursing)

Shields, L., Shields, M. and Fleming, P. (2020), *Ethics in child health: A practical workbook*. Cambridge: Cambridge Scholar Publishing. (For children's nursing)

Yung, S. and Pitcher, B. (2016), *Medicines Management for Nurses at a Glance*. Oxford: Wiley Blackwell.

### **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