

## Module specification

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Module Code	NUR679
Module Title	Developing Professional Evidence Based Nursing
Level	6
Credit value	30
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
MSc Adult Nursing	Core
PG Dip Adult Nursing	Core
MSc Mental Health Nursing	Core
PG Dip Mental Health Nursing	Core
MSc Children's Nursing	Core
PG Dip Children's Nursing	Core

### Pre-requisites

*None*

### 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>

<b>For office use only</b>	
Initial approval date	11 <sup>th</sup> November 2022
With effect from date	01/01/2023
Date and details of revision	
Version number	1

## 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 and clinical skills as 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	Assess and analyse essential nursing skills used to provide and promote safe person-centred care, including the use of communication strategies (within the field of practice). (NMC P1 1.11, 1.13.1.15, 1.20, P2, 2.9, 2.10, 2.12, P3 3.11, P4 4.3, 4.7, 4.8, 4.10, 4.12, 4.13, 4.14, P6 6.1)
2	Distinguish the value and risk of research-based evidence from other types of knowledge and information; recognising it's influence and application for best practice in healthcare (within the field of practice). (NMC P1 1.2, 1.7, 1.8, 1.9, 1.20, P3 3.5, P4 4.1, 4.12, P5 5.7, P6 6.4, 6.7 P7 7.7)
3	Critically analyse research findings and critically appraise the strengths and weaknesses of research studies in order to apply to quality issues in patient/client care (within the field of practice). (NMC P1 1.7, 1.8, P4 4.1, P6 6.7)
4	Demonstrate and critically apply an understanding of legal issues and ethical theories related to patient centred care and their importance in the professional development of the autonomous evidence-base practitioner (within the field of practice). (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)
5	Demonstrate a critical awareness of professional standards, guidelines and policies to provide safe care, applying the concepts of professional responsibility and accountability to clinical practice (within the field of practice). (NMC P1 1.1, 1.2, 1.3, 1.4, ,1.7, 1.16, 1.19, P2 2.9, 2.10, P3 3.6, 3.7, 3.9, 3.16, P4 4.2, 4.4, 4.5, 4.6, 4.9, P5 5.4, 5.9, P6 6.1, 6.2, 6.3, 6.6 P7 7.8, 7.9)
6	Demonstrate proficiency and accuracy when calculating dosages of prescribed medicines (within the field of practice). (NMC P4 4.14)
7	Develop the ability to meet individual learning needs through the use of a reflective portfolio-based approach (Part one of the practice assessment document (within the field of practice). (NMC P1 1.1,1.2,1.3,1.5, 1.10,1.17, 1.19 P5 5.10, P6 6.11)

## Assessment

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### 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 (field specific), 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: 2500.

#### *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. This will entail focusing on nursing care skills that can be performed with/to the patient and aspects of communication demonstrating the provision of safe effective person-centred care. The work must make reference to relevant professional, legal, ethical theory and decision making. Duration: over 6 weeks.

#### *Assessment Three*

The student will sit an on-line examination (Safemedicate) that will demonstrate the student's ability to carry out field specific drug calculations that will be recorded as a pass/fail (pass mark set at 80%). The maximum time to complete the examination is two hours (most students complete this in one hour).

#### *Assessment Four*

Clinical Practice Outcomes in the 'Ongoing Record of the Achievement of Proficiencies for Registration' are Summatively assessed in this module at the end of part one 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%
3	6	Examination	Pass/Fail
4	7	Portfolio	Pass/Fail

## Derogations

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- The Safe Medicate examinations in Postgraduate Diploma/Master of Science Nursing programme will be set as pass/fail with a pass rate of 80% for Part 1, 90% Part 2 and 100% for Part 3. Re-sits must also achieve 80%, 90% and 100% for the respective parts. A refer in the Safe Medicate examination or the portfolio element will not cap the rest of the module
- Postgraduate Diploma/Master of Science Nursing students will be allowed two attempts at each module. This excludes the Safe Medicate examination in each part of the programme, where three attempts will be allowed.
- Timing of feedback and release of assessment results for modules at the end of part one, end of part two and end of part three to be separated from the practice portfolio component, and marks for the above modules will be presented at the appropriate assessment board, with marks for the portfolio element being recorded as a 'technical defer' at this board. This will enable students to have the resit opportunity prior to the board at the end of each part of the programme. The pass/fail for portfolio element of the above modules will only be presented at the end board of each part of the programme.
- There are no compensatory passes in the Postgraduate Diploma/Master of Science Nursing programme due to professional body requirements, and all assessment elements of each module must be passed.
- Postgraduate Diploma/Master of Science Nursing students have to pass all elements of assessment by the end of each part (part one, two and three of programme), before progressing into the next part of the programme unless exceptional circumstances exist, when they will be permitted until end of the first module/placement in the next part of programme in which to retrieve trailed modules.
- Postgraduate Diploma/Master of Science 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 30 credit modules at level 6 & 7 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 six modules/two years of the programme.

## **Learning and Teaching Strategies**

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

## **Indicative Syllabus Outline**

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The content will include the following:

### **Knowledge acquisition**

Systematic enquiry and anecdotal evidence / Place of research and evidence-based practice in the clinical agenda e.g. NSFs, 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 / Law/ 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/DNACPR.

### **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.

### **Communication**

Introduction to The Code (including professionalism)/ Introduction to Communication and interpersonal skills / Communication in a multi-lingual context / Barriers and impairments to effective communication including specialist groups/ Oral and written communication to include documentation and record keeping skills as a communication tool/ Fundamentals of care/ Essence of Care (Communication, Information and Relationships) / Introduction to Health informatics / SBAR

### **Fundamentals of Meeting Individual Needs**

Meeting human needs for all client groups – adult, children, learning disability and mental health / Meeting basic nutritional and eliminatory needs (including food hygiene, continence promotion and bowel and bladder care) / Principles of infection control / Hand Hygiene / Skin integrity and skin assessment / Basic life support and essential first aid / Manual handling / Personal safety / De-escalation/ Involvement of clients/service users/carers and others / Clinical documentation in relation to clinical observations / Fluid intake and output / Symptom

management, such as anxiety, confusion, anger, thirst, discomfort, pain and breathlessness / Fundamentals of care (Caring, Compassion, Dignity, Respect, observe and assess comfort and pain levels and Rest and Sleep patterns, Personal Hygiene, appearance and foot care, Eating and Drinking, Oral Health and Hygiene, Toilet Needs, Preventing Pressure Sores using appropriate positioning and pressure relieving techniques) / Bed making including for the unconscious and those with limited mobility / Vital signs (manual and via technical devices) / Identification of and responding to deterioration of physical and mental health / Introduction to safe administration of medicines.

### **Professional Approach to Providing Person Centred Care**

Equality and diversity / Dignity, compassion and respect / Non-judgmental approach / Decision-making / Professional Codes of Conduct (caring and communication context/ towards team working) / Guidelines and policies.

**Person centred care** (including introduction to biopsychosocial aspects of health)/ patient assessment and care delivery / an introduction to planning and prioritising care / /Introduction to Safemedicate.

(Development of Nursing Procedures as identified in Annex B).

### **Adult Field Specific delivered by Adult field Lecturers**

Research and evidence-based practice/ The application of research to practice and its impact on quality issues within healthcare/ consent/ Ethical dilemmas/ Mental Capacity /Law in the context of Adult Field/ Safe Medicate / Introduction to safe administration of medicines/ Medicine administration and management in the context of the developing autonomous practitioner/ Risk management (in relation to law)/Medicines management/ Communication in context adult/ Identification of and responding to deterioration of physical and mental health/an introduction to planning and prioritising care/ patient assessment and care delivery The Code – Safeguarding/assignment brief and tutorials –formative and summative assessment preparation/ Guidelines and policies.

### **Children's Field Specific delivered by Child field Lecturers**

Research and evidence-based practice/ The application of research to practice and its impact on quality issues within healthcare/ Ethical dilemmas/ Mental Capacity /Law in the context of Children's Field/ consent – Fraser and Gillick competencies/Safe Medicate / Introduction to safe administration of medicines/ Medicine administration and management in the context of the developing autonomous practitioner/ Risk management (in relation to law)/ Communication in context Children/Childhood nutrition including breastfeeding and weaning/baby bathing/Play and distraction/safe holding for procedures/ Identification of and responding to deterioration of physical and mental health/an introduction to planning and prioritising care/ The Code – Safeguarding /patient assessment and care delivery /assignment brief and tutorials –formative and summative assessment preparation/ Guidelines and policies.

### **Mental Health Field Specific delivered by Mental Health field Lecturers**

Research and evidence-based practice/ The application of research to practice and its impact on quality issues within healthcare Ethical dilemmas / consent/ Mental Capacity /Law in the context of Mental Health Field/ Safe Medicate / Introduction to safe administration of medicines /Medicine administration and management in the context of the developing autonomous practitioner /Risk management (in relation to law)/Medicines management/

Communication in context mental health/ Identification of and responding to deterioration of physical and mental health/an introduction to planning and prioritising care/ The Code – Safeguarding/ patient assessment and care delivery /assignment brief and tutorials – formative and summative assessment preparation / Guidelines and policies.

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

EU Directive Annex V2 Point 5.2.1 (Adult only)

Nature and Ethics of the profession/ General principles of health and nursing/ Nursing principles of child care and paediatrics/ Nursing Principles of Maternity Care/ Nursing principles of care of the old & geriatrics/ Mental health and psychiatry/Anatomy & Physiology/ Hygiene - Preventative medicine/ Social sciences-sociology/ Social sciences-psychology/ Social and health legislation/ Legal aspects of nursing/ Principles of Administration.

**NMC Standards**

Platform 1 Being an accountable professional (P1 1.1, 1.2, 1.3, 1.4, 1.5,1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14, 1.15, 1.16, 1.17, 1.19, 1.20)

Platform 2 Promoting health and preventing ill health (2.9, 2.10, 2.12)

Platform 3 Assessing needs and planning care (3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.14, 3.16)

Platform 4 Providing and evaluating care (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.12, 4.13, 4.14)

Platform 5 Leading and managing nursing care and working in teams (5.4, 5.7, 5.9, 5.10)

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, 6.11)

Platform 7 Coordinating care (7.7, 7.8, 7.9, 7.11, 7.13)

QAA (2019) Subject Benchmark Statement Health Studies

5.2 i, ii, iv, v, xii, xvii, xx

## Indicative Bibliography:

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

### Essential Reads

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

Gerrish, K. and Lathlean, J. (eds). (2015), *The Research Process in Nursing*. 7th ed. Oxford: Wiley Blackwell.

Grant, A. and Goodman, B. (2019), *Communication and Interpersonal Skills in Nursing*. 4th ed. London: Sage.

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

Lister, S., Hofland, J. and Grafton, H. (2020), *The Royal Marsden Manual of Clinical Nursing Procedures*. 10th ed. Chichester: Wiley Blackwell.

Nursing and Midwifery Council, (2018), *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates*. Available from:

<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>.

[Electronically accessed 14<sup>th</sup> May 2021.]

### Other indicative reading

Bruce, E., Williss, J. and Gibson, F. (2022), *The Great Ormond Street Hospital Manual of Children's Nursing Practices*. 2<sup>nd</sup> ed. Chichester: Wiley-Blackwell. (For children's nursing)

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)

Polit, D. F. and Beck C.T. (2021), *Essentials of Nursing Research: Appraising Evidence for Nursing Practice*. 10th ed. London: Wolters Kluwer Health.

Wright, K.M and McKeown, M. (2018), *Essentials of Mental Health Nursing*. London. Sage Publishing. (For mental health nursing)

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

## **Employability skills – the Glyndŵr Graduate**

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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