

BSc Clinical Practice Level 5 Modules

Research Awareness

The overall aim of the module is to provide the student with knowledge and skills to be able to read and critique research and other forms of evidence and apply findings to clinical practice. Students will develop a critical and challenging approach to current practice and will extend their evaluative abilities in exploring research and other forms of information on which care provision may be based.

The need for clinical practice to be evidence based is an established concept in all areas of health care as such all health care professions must take responsibility in delivery of safe and effective care.

The module will be delivered part time over twelve weeks at the School of Nursing and Midwifery Studies. There will be regular contact study days which will be facilitated by the module team.

Context of Care and Health Promotion

The aim of this module is to explore the context of health and social care in Wales in the 21st century. It will explore the complex interaction between concepts of health and the factors that determine health outcomes from a theoretical perspective to equip students with the evidence base to improve practice. This is in line with current policy directives that focus on health promotion and prevention and tackling inequalities in health through the provision of a quality led service, working collaboratively in partnership with other agencies, service users and the public.

The module will be delivered part time over twelve weeks at the School of Nursing and Midwifery Studies. There will be regular contact study days which will be facilitated by the module team.

Professional, Legal and Ethical Issues within a Reflective Framework

This module gives students the opportunity to consider professional legal and ethical issues that arise within the clinical area particularly as health care becomes more complex and roles become blurred. Issues will be explored and debated drawing on the real experiences of the students with an opportunity to reflect on legal, ethical and professional implications relating to their area of practice.

The module will be delivered part time over twelve weeks at the School of Nursing and Midwifery Studies. There will be regular contact study days which will be facilitated by the module team.

Introduction to Management and Leadership in Health Care

The core aims of this module is to allow the student to consider the role of the manager / leader through the process of change considering the management of change in practice, effective strategies for leading and managing change and positive approaches to motivation and dealing with resistance to change. The module will facilitate discussion and exploration of how health care professionals operate at all levels in a healthcare organisation. This will engender a better understanding of management issues and the development of the appropriate skills required to lead in practice.

The module will be delivered part time over twelve weeks at the School of Nursing and Midwifery Studies. There will be regular contact study days which will be facilitated by the module team.

BSc Clinical Practice Level 6 Modules

Evidence- Based Clinical Practice

The aim of this module is to provide the health care professional with the educational opportunity to explore current philosophies and approaches to providing a clinically effective delivery of services based on best evidence and direction from local and national guidelines. Students will develop a critical and challenging approach to current practice, and will extend their abilities to critically evaluate research and other forms of information on which care and service provision may be based. The module will examine the multi-professional and multi-agency context of health care and will allow students through the reflective process to meet the quality initiative outlined in the clinical governance agenda.

The module will be delivered part time over twelve weeks at the School of Nursing and Midwifery Studies. There will be regular contact study days which will be facilitated by the module team.

Developing Clinical Practice (Dissertation module)

The aim of this module is to allow the students to explore a topic of their choice in depth and produce a written dissertation. This will provide the opportunity for students to study an area of clinical practice that can be improved or needs further development. The module builds on the skills and knowledge covered in the other modules undertaken within the programme and provides an opportunity through the compilation of a dissertation for students to increase their skills in the retrieval, review and critical appraisal of a variety of literature and evidence from different sources. It enables the student to consider the implications of literature reviewed, its application and the dissemination of evidence- based practice. The module facilitates the development of leadership in practice and encourages students to engage in decision making skills based on the best available evidence, thus contributing to the delivery of clinically effective care.

The module will be delivered part time over twenty weeks at the School of Nursing and Midwifery Studies. There will be approximately eight contact study days which will be facilitated by the module team. The student is expected to take responsibility for their individual learning and development.

Teaching and Assessing in Clinical Practice

The module aims to improve the effectiveness of a health care professional to teach and assess in clinical practice. This is achieved through increased knowledge of the theory underpinning teaching and learning together with the experience of applying this in the clinical situation under the guidance of an experienced teacher. Skills will be further enhanced through constructive feedback and support in relation to reflective learning.

For those who are registered with the Nursing and Midwifery Council (NMC), the module will also provide the opportunity for the student to achieve a mentorship qualification and links will be made with the NMC standards for mentorship.

The module is delivered part time over twelve weeks, with regular contact study days plus flexible guided study days to accommodate teaching and assessing in the clinical practice area.

Diabetes Care and Management

The aim of this module is to provide participants with the knowledge and skills to care for individuals with diabetes and provide effective and efficient patient centred diabetes care. The pathophysiology of diabetes mellitus will be explored and the key policy issues related to diabetes mellitus discussed.

The evidence base relating to assessment, treatment and management of diabetes will be examined including both physical and psychosocial factors associated with diabetes. The importance of a multi disciplinary approach to diabetes care including both primary and secondary services will be discussed together with the role of effective collaboration and patient concordance in facilitating reduction in the incidence of complications.

The module will be delivered part time over twelve weeks at the School of Nursing and Midwifery Studies. There will be specified contact study days which will be facilitated by the module team

Minor Illness

This module is specifically aimed at nurses working in general practice who intend to work alongside their medical counterparts or in nurse-led situations assessing treating and discharging patients with a range of minor illnesses.

The aim of this module is to deliver the education and skills necessary for suitably qualified nurses working in primary care to provide patients/clients with an additional service relating to the treatment and management of minor illnesses and develop the nurses' breadth and depth of knowledge to fulfil their expanding role. Completion of the module will enable an experienced practice/community nurse to manage a wide range of self limiting minor illnesses associated with the upper respiratory tract, head, neck and back, eyes and skin, abdomen, men and women's health and mental health. Also included is the management of minor injuries and notifiable diseases.

The module consists of 6 taught study days over a six month period that complement the distance learning packs from Radcliffe Publishing that are supplied to each student. Successful completion of the module will permit participant to gain certification from the organisers of the distance-learning programme.

Foundations in End of Life (EOLC) /Palliative Care for Community and District Nurses (Distance Learning)

The Module is specific to community and district nurses. Using a distance learning approach, the module aims to extend their knowledge and skills in end of life and palliative care. The module provides an opportunity to debate current knowledge and evidence based practice. This will assist in the appropriate decision-making regarding the seamless journey taken by the individual suffering all life-threatening/progressive conditions, enabling nurses to explore the physical, emotional, spiritual and social care of this group of patients and their families/friends. This will encourage the nurse in collaboration with the multi-agencies, to support an individualised care pathway focussing on holistic issues associated with palliative and end of life care.

The duration of the module is 26 weeks and will consist of six study/contact half days which will be complemented by an accompanying e- learning facility/programme. Students will be able to benefit from both taught and work-based learning. (Welsh Assembly Funding is available for community and district nurses).

Fundamentals of Community Practice

The aim of this module is to provide students with generic core knowledge and skills to work safely and effectively in a community setting. Current Welsh Assembly Government policy is promoting the expansion of Primary Care Services and the emphasis is on development of integrated teams working across traditional professional boundaries, to provide seamless care that reflects local population needs. The module will explore the current policy drivers that shape the provision of primary care services. There will be opportunity to raise awareness of the context of care and the complexities of working with patients/clients in community settings.

The module is primarily aimed at nurses whose role is largely community focussed, however, the module can be undertaken by other health care professionals provided they have the opportunities to achieve the

practice learning outcomes. A mentor/sign off mentor /Practice Teacher will be required to oversee the clinical element of this module.

The taught component of the module will be delivered over a 12 week period with submission of the assignment and clinical portfolio at week 15. (Welsh Assembly Funding is available for community nurses).

Achieving Excellence in the Care of Older People

The aim of this module is to provide health professionals with an interdisciplinary work-based opportunity to develop knowledge, understanding and values which will enhance their practice in meeting the needs of older people; while developing a critical, reflective appreciation of the complexities of ageing in developing their capacity to make an effective contribution to the delivery of an inclusive service. The concept of life-long learning will be promoted through knowledge acquisition and reflection on practice.

The module spans 15 weeks and students are expected to attend 6 study days and contribute to classroom and self-study activities. The study days will comprise the 4 embedded workshops and 2 further contact days, the focus of which will be on academic development. Complementary theory and practice hours will encourage practitioners to develop a knowledgeable, enquiring and confident approach towards the care management of older people.

Person Centred Communication Skills for Health and Social Care Practitioners

The aim of the module is to promote the effective use of communication skills; importantly, this will involve developing the individual practitioner's ability to make appropriate choices in the use of those skills. The module provides underpinning knowledge and opportunities for communication skills development for a range of health and social care practitioners. The focus is the person centred approach to engaging, understanding and action with people. The students are enabled to explore the key practical and ethical issues involved in the use of the approach, practice models together with communications skills through regular practice and reflection upon their experiences. To enhance these processes, the module study days are presented mainly through both sessions of active learning, exploration and discussion as well as periods of recorded and live skills practice in which students are encouraged and enabled to apply their learning.

To maximise student learning and promote self-awareness, the skills work is undertaken in triads, to enable skills development (helper role), to provide some understanding of the person's experience (client role) and to develop observational and appraisal skills as well as confidence in the provision of feedback (observer role). The students will be enabled to make decisions on the ethical and intentional use of communication skills to recognise the limits of their abilities and to initiate the process of referral.

The module spans 12 weeks and students are expected to attend the scheduled study days and contribute to classroom and self-study activities

Assessment and Care Management

This is the first specialist module for the psychosocial interventions in psychosis pathway. This module simultaneously introduces the values that underpin the pathway, the theory and models in which psychosocial interventions are grounded, and the clinical skills required to work within this philosophical and theoretical framework. The module aims to advance the clinical practice of students through the development of core competencies in assessment, case formulation and collaborative working in line with recognised cognitive behavioural frameworks.

Simulation allows students to experience some aspect of real life by becoming involved in activities that are closely related to it e.g. by providing an authentic environment that simulates a ward setting. Simulated clinical therapy sessions in this context will enable students to safely practice the relevant cognitive behavioural skills and to peer review progression. Recorded real time clinical therapy sessions supported by clinical supervision, will enable students to enhance their confidence and competence with real clients.

The module spans 12 weeks and students are expected to attend the scheduled study days and contribute to classroom and self-study activities

Cognitive Behavioural Interventions

This is the second specialist module for the psychosocial interventions in psychosis pathway. This module builds on the skills introduced in the assessment and care management module. It will introduce additional cognitive behavioural theories and models related to psychosis and obsessive compulsive disorder and the skills required to work within this philosophical and theoretical framework.

The aim of the module is to advance the clinical practice of students through the development of core competencies in cognitive behavioural interventions. The methods employed will inform students of the relevant theories and models intrinsic to this module. In addition a range of group exercises will facilitate the exchange ideas and feelings and allow students to challenge view points and engage in open discussion and critical appraisal. Simulation and recorded real time clinical therapy sessions supported by clinical supervision will enable students to enhance their confidence and competence with real clients.

The self directed and reflective elements of the module will empower students to plan and manage their own learning and to utilise their own internal motivation to learn as well as thinking critically about their personal clinical practice.

The module spans 12 weeks and students are expected to attend the scheduled study days and contribute to classroom and self-study activities

Evidence Based Interventions with Families

This is the third and final specialist module for the psychosocial Interventions in psychosis pathway. This module aims to advance the clinical practice of students through the development of core competencies in family Intervention

The module is based on research evidence that family Intervention improves the outcomes for people with schizophrenia in terms of relapse and readmission rates. NICE recommends that family Intervention should be available to the families of people with schizophrenia who are living with or who are in close contact with the service user.

The module spans 12 weeks and students are expected to recruit suitable families to work with, secure clinical supervision in practice, attend the scheduled study days and contribute to classroom and self-study activities

Clinical Patient Assessment for Health Professionals

The module will develop the role of the health professional in undertaking a holistic clinical patient assessment that will encompass history taking and physical examination. Normality is the focus of the module which will enable the health professional to contribute to a collaborative clinical diagnosis.

Fundamental physical assessment skills of inspection, palpation, percussion and auscultation will be applied to key systems including cardiovascular, respiratory, abdominal neurological and eyes and ears.

The module is skills oriented where examination techniques are demonstrated and students are encouraged to practice on each other. It will be the student's responsibility to engage with the content of the module and to apply the skills to their clinical practice.

The module will be delivered part time over twelve weeks at the School of Nursing and Midwifery Studies in a well equipped skills lab. There will be regular contact study days with scheduled time for self directed practice in the skills lab.

Developing Expertise in a Focussed Area of Professional Practice

This module offers health professionals a work-based approach to their developing clinical expertise by furthering their knowledge of the care and management of patients within their focussed area of clinical practice. Such areas include cancer, cardiac, critical care; haematology, nephrology, neurosciences, orthopaedic and trauma, rehabilitation in primary, secondary or tertiary care settings. This module supersedes the traditional 'speciality' specific modules which in contemporary and future healthcare could limit clinical transferability and impede flexible career pathways.

The module, delivered part time over a twelve weeks at the School of Nursing and Midwifery Studies, consists of 4 core study days plus 2 workshops study days which can be selected from a menu. This, coupled with the development of a clinical portfolio based upon personal objectives written in line with the module outcomes, allows for flexible learning opportunities which will enable the practitioner to expand their knowledge relevant to their work place. There is therefore opportunity to link the module outcomes with specific competencies required within a practitioner's field of practice or National Workforce Competencies (NWC) and National Occupational Standards (NOS). This means the module can accommodate a diverse multi disciplinary range of health professionals in shared learning.

The teaching faculty consists of lecturers, associate lecturers, experienced clinicians and, where appropriate, service users. An academic lead with relevant subject/field knowledge will be allocated to assist the student. In addition the student will be asked to identify a suitable health care professional working within the focussed area to support their learning in clinical practice.

Foundation in Caring for Acutely Ill Children

The aim of this module is to provide suitably qualified health care professionals with an opportunity to undertake a foundation programme that will enhance their current knowledge and practical skills, enabling them to provide evidence-based care for the child who is acutely ill in a variety of clinical settings. The module will prepare the student to anticipate and respond to changes in the health status of sick children, through the provision of holistic and family orientated care.

The module will be delivered part time over twelve weeks at the School of Nursing and Midwifery Studies. There will be specified contact study days which will be facilitated by the module team and selected guided study days.

Leading Through Empowerment

This module is aimed at those in senior clinical roles. The module is designed to recognise the importance of work based learning in developing clinical leadership and will allow professionals who are engaged with the 'Free to lead Free to care' clinical portfolio to achieve academic credit for their clinically located learning.

The work based learning approach allows the knowledge and skills that are developed in clinical practice to become visible and allows for assessment in academic terms. Through this approach the module will enhance the skills of inquiry, networking, change management and creativity as well as allowing the use of professional experiences in the learning process.

The module requires development of a clinical portfolio. To use the portfolio towards academic credit, the student will need to register for the module any time from beginning to compile their portfolio, up until six months after its' completion. The portfolio will need to have been completed within twelve months from registering it with their Health Board.

The module will focus on developing the individual's reflective, analytical and creative skills. This will conceptualise the work based learning approach by focusing on the learning process rather than the teaching process and the learners will be responsible for driving their learning and professional development.

Developing Management and Leadership Skills

Whatever level the health care professional operates in a healthcare organisation they require an understanding of management issues and the development of the appropriate skills required to lead practice. This module aims to provide management and leadership theory and practice in the context of delivering health services within all levels of the organisation. Suitable for those aspiring to a career in management or those with a core management component in their job. In all cases it is anticipated that with the assistance of both academic and practice supervisors the module will prepare students to become effective leaders and managers of future healthcare.

The taught component of the module will be delivered over a 12 week period and facilitated by the module team

Independent Study

The module offers the health care professional a very flexible approach to developing evidence-based knowledge and skills related to their area of clinical practice. With only 3 contact study periods over twelve weeks, the student is required to manage their own learning. The student will be required to identify an appropriate topic or issue for exploration; to develop an action plan with specific personal learning outcomes incorporating both theory and practice components; and how they intend to evidence achievement of these and the module learning outcomes. A tripartite approach is recommended where students will identify a suitable health care professional to support their achievement of the practice and personal learning outcomes.