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MODULE DESCRIPTOR

Module Title

Nursing Care - Application

Reference	NU1302	Version	1
Created	November 2019	SCQF Level	SCQF 7
Approved	June 2020	SCQF Points	30
Amended		ECTS Points	15

Aims of Module

To introduce the student to key concepts, models and therapeutic approaches that form the basis of contemporary nursing care across the lifespan. To facilitate the student to develop their communication and relationship management skills and to undertake nursing procedures.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Identify key models, frameworks, policies and drivers in relation to planning and delivery of contemporary nursing care for health and wellbeing.
- 2 Recognise the importance of working within legal, ethical, and professional frameworks.
- 3 Understand key nursing and medical terminology.
- 4 Identify underpinning knowledge related to a range of communication skills and nursing procedures.
- 5 Demonstrate a range of communication skills and nursing procedures in a simulated environment.

Indicative Module Content

Current legislative frameworks, national strategies and policies. Nursing and therapeutic models. Person and family centred care in a range of health contexts across the lifespan. Assessment tools. Planning, implementation and evaluation of care. Documentation. Professionalism and accountability and administration. Evidence based practice, patient safety. technology assisted care, numeracy in Nursing, ethical principles, trauma informed approach, augmentative and alternative communication, learning Disabilities, dementia, dietetics, working in teams. Proficiencies, communication and relationship management skills and nursing procedures as detailed in NMC Future Nurse standards. Preparation for Practice Learning.

Module Delivery

Blended learning approach including: lectures, seminars, tutorials, simulated skills, online learning. Design and delivery of indicative content will include key, contemporary, field specific information in relation to the content and skill/ procedures identified.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	92	N/A
Non-Contact Hours	208	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	N/A
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Examination	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4, 5
Description:	Objective Structured Clinical Examination (OSCE)				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

Multi station OSCE including written station.

Module Grade	Minimum Requirements to achieve Module Grade:
A	C1=A
B	C1=B
C	C1=C
D	C1=D
E	C1=E
F	C1=F
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	None in addition to course entry requirements or equivalent.
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

- 1 BARBER, P. and ROBERTSON, D., 2015. *Essentials of pharmacology for nurses*. 3rd ed. Maidenhead: Open University Press.
- 2 BROOKER, C. and NICOL, M., 2019. *Alexander's nursing practice*. 5th ed. Edinburgh: Elsevier.
- 3 EVANS, N. and HANNIGAN, B., 2016. *Therapeutic skills for mental health nurses*. Maidenhead: Open University Press, McGraw-Hill.
- 4 GATES, B., FEARN, D. and WELCH, J., eds., 2014. *Learning disability nursing at a glance*. 1st ed. Chichester: John Wiley & Sons.
- 5 GLASPER, A., AYLOTT, M. and BATTRICK, C., 2010. *Developing practical skills for nursing children and young people*. London: Hodder Arnold.
- 6 NORMAN, I. and RYRIE, I., 2014. *The art and science of mental health nursing: a textbook of principles and practice*. Maidenhead: Open University Press, McGraw-Hill.
- 7 NURSING AND MIDWIFERY COUNCIL (NMC), 2018. *Future Nurse: Standards of Proficiency for registered nurses*. London: NMC.
- 8 PRICE, J. and MCALINDEN, O., 2017. *Essentials of Nursing Children and Young People*. London: SAGE.