

## MODULE DESCRIPTOR

### Module Title

Nursing Care - Decision Making

Reference	NU2302	Version	3
Created	June 2022	SCQF Level	SCQF 8
Approved	June 2020	SCQF Points	30
Amended	June 2022	ECTS Points	15

### Aims of Module

To enable the student to plan and deliver collaborative care across the lifespan. To enable the student to further develop their communication and relationship management skills and ability to safely undertake nursing procedures.

### Learning Outcomes for Module

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

- 1 Appraise priorities of care for prevalent physical, mental, behavioural and cognitive health conditions.
- 2 Demonstrate a systematic approach to the planning and delivery of collaborative care.
- 3 Demonstrate knowledge on how to assess a person's capacity to make decisions about their care and to give or withhold consent.
- 4 Recognise the significance of the research process in provision of contemporary nursing care.
- 5 Demonstrate a range of communication skills and nursing procedures in a simulated environment including health numeracy.

### Indicative Module Content

Current legislative frameworks, national strategies and policies. Understanding research in nursing. Person and family centred care in a range of contexts across the lifespan. Assessment. Planning, implementation and evaluation of care. Documentation. Professionalism and accountability. Technology assisted care. Numeracy in nursing. Ethical principles. Risk management. Trauma informed practice, suicide prevention, reasonable adjustments, learning disabilities and autism spectrum, dementia, collaborative working. Proficiencies, communication and relationship management skills and nursing procedures as detailed in NMC Future Nurse standards. General and specialist medicine and surgery. 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	82	N/A
Non-Contact Hours	218	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:	Practical Exam	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4, 5
Description:	Objective Structured Clinical Examination (OSCE)				

#### Component 2

Type:	Examination	Weighting:	0%	Outcomes Assessed:	5
Description:	Online				

### MODULE PERFORMANCE DESCRIPTOR

#### Explanatory Text

C1 = OSCE; C2 = Exam that meets the NMC requirement to ensure that the programme includes a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%.

Module Grade	Minimum Requirements to achieve Module Grade:
<b>A</b>	C1=A; C2=Pass
<b>B</b>	C1=B; C2=Pass
<b>C</b>	C1=C; C2=Pass
<b>D</b>	C1=D; C2=Pass
<b>E</b>	C1=E; C2=Fail
<b>F</b>	C1=F; C2=Fail
<b>NS</b>	Non-submission of work by published deadline or non-attendance for examination

### Module Requirements

Prerequisites for Module	None in addition to SCQF 8 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 BENNETT-LEVY, J. et. al., eds., 2010. *Oxford guide to low intensity CBT interventions*. Oxford: Oxford University Press.
- 3 BROOKER, C. and NICOL, M., 2011. *Alexander's nursing practice*. 4th ed. Edinburgh: Elsevier.
- 4 DAVIDSON, G. et al, 2016. *Models of Mental Health*. London: Palgrave.
- 5 NURSING AND MIDWIFERY COUNCIL (NMC), 2018. *Future Nurse: Standards of Proficiency for registered nurses*. London: NMC.
- 6 PEATE, I. and WILDING, L., 2006. *Caring for children and families*. Chichester: Wiley & Sons.
- 7 PRICE, J., and MCALINDEN, O., eds., 2018. *Essentials of Nursing Children and Young People*. [online] London: Sage. Available from <http://eprints.kingston.ac.uk/id/eprint/40141> [Accessed 04/12/2019].
- 8 THOMAS, P., 2014. *Psychiatry in context: experience, meaning & communities*. Monmouth: PCCS Books.