

## Liverpool John Moores University

Title: CLINICAL DECISION MAKING FOR CLINICAL EFFECTIVENESS  
Status: Definitive  
Code: **4000DNANUR** (111940)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Phil Rathe	Y

**Academic Level:** FHEQ4      **Credit Value:** 20.00      **Total Delivered Hours:** 30.00  
**Total Learning Hours:** 200      **Private Study:** 170

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	20.000
Practical	10.000

**Grading Basis:** Pass/Not Pass

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Practice	AS1	A portfolio of evidence comprising: learning plans, written reflection on learning, skills inventory, practice assessment document. THIS IS A PASS/FAIL MODULE	100.0	

### Aims

1. Further enhance the student's repertoire of practical skills practice for primary and secondary care delivery.
2. Provide the students with the skills to make sound clinical judgements across a

*range of professional and care delivery contexts.*

*3. Further develop the student's ability to facilitate the integration of the theory and practice of nursing for primary or secondary care settings.*

*4. Ensure students practise in a fair and anti-discriminatory way, acknowledging the differences in beliefs and cultural practices of individuals or groups.*

*5. Further enhance the students' opportunities to develop their portfolio in respect of European Union Directives (NMC 2000)*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Demonstrate the development of skills for practice in the primary and secondary care setting.
- 2 Discuss relevant and current health information for patients, clients and groups and reflect upon its effectiveness.
- 3 Select valid and reliable assessment tools fit for purpose, where possible in partnership and in a framework of negotiation and consent.
- 4 Provide a rationale for nursing care delivered, based on best available evidence to underpin safe nursing practice.
- 5 Identify priorities for care and evaluate the outcomes of nursing and other interventions for patients/clients in a variety of complex care settings.
- 6 Engage in effective therapeutic and professional relationships through the use of appropriate communication skills.
- 7 Further enhance the students' opportunities to develop their portfolio in respect of European Union Directives (NMC2000) in respect of maternity care.
- 8 practice in accordance with the NMC Code of Professional Conduct: Standards for conduct, performance and ethics

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

PAD and OAR	1	2	3	4	5	6	7	8
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## **Outline Syllabus**

*Social context of nursing/transcultural nursing*

*Nursing context - Assessment/nursing diagnosis/holistic care planning/negotiation/evaluation (inc. Pain Tools)*

*Analysis of research - research approaches, design, methodology, data collection, critically reviewing research*

*Evidence based nursing care - clinical effectiveness (e.g. wound care/leg ulcer management/diabetes management/asthma management/COPD)*

*Clinical decision making in partnership with others*

*Patient advocacy/empowerment/accountable practice*

*Therapeutic relationships/self-awareness/body image*

*Understanding aggression/de-escalation skills/personal safety/risk identification*

*Mandatory skills (annual update)*

*Numeracy related to medication/study skill development*  
*Public health/primary led care/health education/health needs assessment*  
*Local development plans/Health Action Zones*  
*National service frameworks*  
*Safe administration of medicines and therapeutic applications*

## Learning Activities

Keynote lectures  
 Supportive tutorials  
 Seminars  
 Directed learning activities/work based learning  
 Clinical practice learning  
 Simulation of clinical skills  
 Objective structured clinical examinations (OSCEs)  
 Interactive web based learning (Blackboard)  
 Practice based learning activities  
 Reflective practice  
 Portfolio development

Students will also engage in a number of flexible learning and assessment activities that fit more closely with the student experience in the practice setting. The assessment of practice will enhance the student's learning, maintaining standards within a manageable academic framework and will be evidenced by the use of:

- .A learning plan
- .A written piece of reflection on their learning skills
- .The assessment of skills document (Skills Inventory)
- .Completed Assessment of Practice Document

## References

<b>Course Material</b>	Book
<b>Author</b>	Arnold, E., Boggs, K.
<b>Publishing Year</b>	2003
<b>Title</b>	Interpersonal Relationships
<b>Subtitle</b>	
<b>Edition</b>	4th ed
<b>Publisher</b>	Saunders, London
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Ballie, L.
<b>Publishing Year</b>	2001
<b>Title</b>	Developing Practical Nursing Skills
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Arnold, London
<b>ISBN</b>	

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<b>Course Material</b>	Book
<b>Author</b>	Blaxter, M.
<b>Publishing Year</b>	2004
<b>Title</b>	Health (Key Concepts)
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Policy Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Burnard, P.
<b>Publishing Year</b>	2002
<b>Title</b>	Learning Human Skills
<b>Subtitle</b>	An Experiential and Reflective Guide for Nurses and Health Care
<b>Edition</b>	4th ed
<b>Publisher</b>	Butterworth, Oxford
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Craig, J.V., Smyth, R.L.
<b>Publishing Year</b>	2002
<b>Title</b>	Evidence Based Practice Manual for Nurses
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Churchill Livingstone, London
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Davies, M.
<b>Publishing Year</b>	2004
<b>Title</b>	Evidence Based Practice
<b>Subtitle</b>	A Primer for Health Professionals
<b>Edition</b>	
<b>Publisher</b>	
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Gatford, J.D., Anderson, R.E.
<b>Publishing Year</b>	2002
<b>Title</b>	Nursing Calculations
<b>Subtitle</b>	
<b>Edition</b>	3rd ed
<b>Publisher</b>	Churchill Livingstone, London
<b>ISBN</b>	

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<b>Course Material</b>	Book
<b>Author</b>	Henderson, R., Pochin, M.
<b>Publishing Year</b>	2001
<b>Title</b>	A Right Result?
<b>Subtitle</b>	Advocacy, Justice and Empowerment
<b>Edition</b>	
<b>Publisher</b>	The Policy Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Parahoo, K.
<b>Publishing Year</b>	1997
<b>Title</b>	Nursing Research
<b>Subtitle</b>	Principles, Process and Issues
<b>Edition</b>	
<b>Publisher</b>	Macmillan, London
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Payne, M.
<b>Publishing Year</b>	2000
<b>Title</b>	Teamwork in Multi-Professional Care
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Palgrave, Macmillan
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Polit, D.F., Hungler, B.P.
<b>Publishing Year</b>	2000
<b>Title</b>	Nursing Research Principles and Practice
<b>Subtitle</b>	
<b>Edition</b>	6th ed
<b>Publisher</b>	Lippincott, Philadelphia
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Reed, J., Stanley, D., Clarke, C.
<b>Publishing Year</b>	2004
<b>Title</b>	Health, Wellbeing and Older People
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	The Policy Press
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Whitehead, E., Mason, T.

<b>Publishing Year</b>	2003
<b>Title</b>	Study Skills for Nurses
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Sage Publications, Oxford
<b>ISBN</b>	

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## Notes

This module is intended to enable students to build upon the fundamental skills gained in the foundation programme assisting them to work effectively as a valuable member of the care team.

The module includes work based learning. This will enable the students to utilise and learn from opportunities, resources and experience within the workplace. The learning achieved will include appropriate underpinning knowledge and understanding and will be tailored to meet the demands of the student and placement.