

| Module Details | |
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| Module Title: | Therapeutic Care Delivery |
| Module Code: | NUR5003-B |
| Academic Year: | 2019-20 |
| Credit Rating: | 20 |
| School: | School of Nursing and Healthcare Leadership |
| Subject Area: | Nursing |
| FHEQ Level: | FHEQ Level 5 |
| Pre-requisites: | |
| Co-requisites: | |

| Contact Hours | |
|---------------------------------|--------------|
| Type | Hours |
| Lectures | 20 |
| Seminar | 25 |
| Practical classes and workshops | 10 |
| Tutorials | 5 |
| Directed Study | 140 |

| Availability | |
|---------------------|---|
| Occurrence | Location / Period |
| BDA | University of Bradford / Semester 2 (Feb - May) |

| Module Aims |
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| The module will prepare the trainee nursing associate to deliver therapeutic care across a range of settings, within their parameters of practice and to communicate effectively with a wide range of individuals; the public, and professionals, maintaining the focus of communication on delivering care and improving health. |

| Outline Syllabus |
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| The Nursing Associate role in assessment, planning, delivering and evaluating care, health |

promotion, preventive interventions in health policy and strategies, signposting to other services, end of life care, impact of genetic and genomic disease, disability, impact of life course events, invasive and non-invasive procedures, current technological and pharmacological interventions. Impact of age on therapeutic care. Pharmacokinetics, pharmacodynamics, impact of pregnancy and significant pathologies on medicines use. Adverse drug reactions, prescribing and administration errors. Safety and effectiveness of medicines. Therapeutic communication.

Learning Outcomes

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|---|--|
| 1 | Critically examine the role of the nursing associate in preventive interventions, health promotion and maximising health benefit for individuals and communities |
| 2 | Describe the pathophysiological, psychological and socio economic impact of mental and physical ill health on an individual, their family or carer |
| 3 | Evaluate the risks and benefits of different therapeutic interventions for a range of conditions and individuals |
| 4 | Explain the importance of the safe administration and effective management of medicines, and the impact of medicines errors |
| 5 | Explain an organisational approach to patient safety and those systems, policies and procedures that remove, reduce or control risks to the health and well-being of any/all |
| 6 | Describe the role of the nursing associate, in recognising and responding appropriately to early signs of deterioration and drug side effects |

Learning, Teaching and Assessment Strategy

Team based learning encourages the student to engage with research informed lectures and reading in preparation for practical workshops and seminars to address all learning outcomes.

Directed study will focus on the application of learning to specific conditions and groups of people in the context of the student's own area of practice.

Reflective peer review will provide formative feedback.

The individual readiness assurance tests (IRAT) and team readiness assurance tests (TRAT) are assessment for learning. Students are assessed on 5 occasions through the module to assess their understanding of the content, ready to move on to developing and extending learning around the topic. 1,2, 3 and 5 will be assessed by IRAT and TRAT MCQ exams.

The OSCE will assess Learning Outcome 4 and 6.

Mode of Assessment

| Type | Method | Description | Length | Weighting |
|-----------|------------------------------------|---|-----------|-----------|
| Summative | Examination - practical/laboratory | OSCE Practical Assessment (Must Pass at 40%) | 0 minutes | 50% |
| Summative | Examination - MCQ | Individual Readiness Assurance Tests (iRats) (Must Pass at 40%) | 0 minutes | 30% |

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| Summative | Examination - MCQ | Team Readiness Assurance Tests (Must Pass at 40%) | 0 minutes | 20% |
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Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.