

## Section One

<b>Module Title: Abdominal Care</b>	<b>Code: LBR6611</b>
<b>Credit Value: 20</b>	<b>Level 6</b>
<b>Module Overview</b>	
<p>This module is a standalone module that will sit within the Flexible and Work Based Learning Framework. The Framework is intended to provide a structure for the engagement of the University with external organisations from corporate, public, voluntary and SME sectors who wish to provide professional development for their staff. The Framework covers programmes offered in collaboration with UK based organisations and is not intended to apply to overseas collaborations.</p> <p>The Framework reflects the University's mission, particularly in relation to its commitment to transform the curriculum. This includes the development of flexible, practice-based learning and employability. The Framework is also intended to widen participation in higher education by broadening the learning opportunities available to students through the provision of learning opportunities in alternative settings and learning in an alternative format to that available at the University.</p> <p>This module will be accredited with the University and each successful student will obtain 20 credits at level 6.</p> <p>The aim of the module is to provide you with the fundamental knowledge and confidence to manage the holistic needs of people with conditions related to the abdomen.</p> <p>This module is relevant to you as a healthcare professional caring for people with abdominal conditions including colorectal, gynaecological and urological. The rationale for the abdominal care module is to increase your knowledge and understanding when caring for people with conditions related to the abdomen within the primary and/or secondary setting. This module can be undertaken as a stand-alone module or as part of the BSc pathway in gastrointestinal care. This can also be completed as a stand alone module.</p>	

<b>Module Learning outcomes:</b>
1. Critically analyse the care provided for a patient with an abdominal condition.
2. Critically apply the evidence-based literature in either the primary or secondary care setting.
3. Critically evaluate how care is influenced by local and national policy.

**Library & Learning Resources – available through REBUS (Reviewed Annually)**

**Purchase**

There are no purchases of resources required for this module.

**Essential (Books/Journals/Specific chapters/Journal Articles)**

There is no essential reading for this module.

**Recommended**

Battista, E. (2015) *Crash Course: pharmacology*. London: Mosby Elsevier

Collins, S., Arulkumaran, S., Hayes, K., Jackson, S. and Impey, L. (2016) *Oxford Handbook of obstetrics and gynaecology*. 3<sup>rd</sup> edn. Oxford: Oxford University Press.

Dawson, C. and Nethercliffe, J. (2012) *ABC of Urology*. BMJ Books. West Sussex: Wiley Blackwell. Available at: <<http://www.myilibrary.com?ID=362108>> [Accessed 25 July 2017].

Dimond, B. (2015) *Legal Aspects of Nursing*. 7<sup>th</sup> edn. Harlow: Pearson. Available at: <http://lib.myilibrary.com/Open.aspx?id=769129&src=0> [Accessed 31 July 2017].

Fillingham, S. and Douglas, J. (2004) *Urological Nursing*. 3<sup>rd</sup> edn. London: Ballière Tindall.

Griffiths, M. (2012) *Crash Course: Gastroenterology*. London: Mosby Elsevier.

Kaura, A. (2015) *Crash Course: Evidence Based Medicine: reading and writing medical papers*. London: Mosby Elsevier.

Norton, C., William, J., Taylor, C., Nunwa, A. and Whayman K. (2008) *Oxford Handbook of Gastrointestinal Nursing*. Oxford: Oxford University Press.

Reynard, J., Brewster, S. and Biers, S. (2013) *Oxford handbook of urology*. 3<sup>rd</sup> edn. Oxford: Oxford University Press.

Smith, G. D. and Watson, R. (2005) *Gastrointestinal System*. Oxford: Wiley-Blackwell. Available at: <http://web.b.ebscohost.com.ezproxy.bcu.ac.uk/ehost/ebookviewer/ebook/bmxlYmtfXzEzNjQ4N19fQU41?sid=e2ae9067-30b0-4a6b-a69b-94617b71c920@sessionmgr101&vid=0&format=EB&rid=1> [Accessed 25 July 2017].

Steggall, M., Coutts, A. M. and Cox, C. L. (2012) *Fundamental aspects of gastrointestinal nursing*. London: Quay.

Stenhouse, L. (2012) *Crash course: Anatomy*. London: Mosby Elsevier

Thomas, R., Stanley, B. and Datta, S. (2007) *Crash Course: Renal and Urinary Systems*. 3<sup>rd</sup> edn. USA: Mosby Elsevier.

Whayman, K., Duncan, J. and O'Connor, M. (2010) *Inflammatory Bowel Disease Nursing*. London: Quay Books.

Xiu, P. (2012) *Crash Course: Pathology*. London: Mosby Elsevier.

Young, A., Hobbs, R. and Kerr, D. (2011) *ABC of Colorectal Cancer*. BMJ Books. West Sussex: WILEY Blackwell. Available at: <<http://www.mylibrary.com?ID=327421>> [Accessed 25 July 2017].

### Background

Gastrointestinal Nursing Journal  
British Journal of Nursing Journal  
Cancer Nursing Practice Journal  
British Journal of Obstetrics and Gynaecology  
British Journal of Urology  
Urologic Nursing

Royal College of Nursing

The Code. (2015) Nursing and Midwifery Council

NICE (The National Institute for Health and Care Excellence) at <https://www.nice.org.uk/guidance>

### Learning Schedule (Reviewed Annually)

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)	Post-session Activity
<p>Ensure you have a basic understanding of how to:</p> <ul style="list-style-type: none"> <li>* perform a literature search</li> <li>* critically analyse publications</li> <li>* reference</li> </ul> <p>Consider reading Kaura – sections on identifying relevant evidence and critically appraising the evidence (chapter 1)</p>	<p><i>Assignment writing skills</i></p> <p>This face-to-face session will explore ways to develop literature searching, critiquing literature, academic writing and referencing skills</p> <p>The session are likely to include group work, group discussion, peer learning and questioning</p> <p>There will also be further resources available on the moodle site</p>	<p>The skills will be used and developed to produce your assignment. Consider your chosen topic and undertake a literature review, analyse the findings of the search</p>
<p>Consider reading:</p> <ul style="list-style-type: none"> <li>* Norton et al – sections on the</li> </ul>	<p><i>Gastrointestinal care</i></p> <p>There will be face-to-face</p>	<p>Consider your chosen assignment – if it is an abdominal condition related to the</p>

<p>overview of the gut and its function (chapter 1)</p> <p>Additionally consider identifying any relevant guidelines and policies such as by NICE</p>	<p>sessions on the gastrointestinal tract. The topics explored will include information on anatomy, physiology, common disease processes, relevant investigations and treatments</p> <p>The sessions are likely to include group work, group discussion, peer learning and questioning</p>	<p>gastrointestinal tract review the reading list to explore further the structure and function of the gastrointestinal tract for your assignment related to that condition. Review relevant guidelines and evidence based care related to your chosen aspect of abdominal care, investigations and treatment as appropriate</p> <p>Examine further literature to determine how policy, guidelines and evidence are used to guide your role within the care of people with abdominal conditions and how it is based upon evidence and policy.</p>
<p>Consider reading:</p> <ul style="list-style-type: none"> <li>* Thomas et al – section on basic principles (chapter 1)</li> <li>* Reynard et al - urological neoplasia (chapter 7) and miscellaneous urological disorders (chapter 8)</li> <li>* Battista – kidney and urinary system (chapter 7) * Dawson and Nethercliffe – management of adult urinary tract infections (chapter 7).</li> </ul> <p>Additionally consider identifying any relevant guidelines and policies such as by NICE</p>	<p><i>Urological care</i></p> <p>There will be face-to-face sessions on the urinary system. The topics explored will include information on anatomy, physiology, common disease processes, relevant investigations and treatments</p> <p>The sessions are likely to include group work, group discussion, peer learning and questioning</p>	<p>Consider your chosen assignment – if it is an abdominal condition related to the urinary system review the reading list to explore further the structure and function of the gastrointestinal tract for your assignment related to that condition. Review relevant guidelines and evidence based care related to your chosen aspect of abdominal care, investigations and treatment as appropriate</p> <p>Examine further literature to determine how policy, guidelines and evidence are used to guide your role within the care of people with abdominal conditions and how it is based upon evidence and policy.</p>
<p>Consider reading:</p> <ul style="list-style-type: none"> <li>* Collins et al – sections on gynaecological anatomy and</li> </ul>	<p><i>Gynaecology care</i></p> <p>There will be face-to-face sessions on the urinary</p>	<p>Consider your chosen assignment – if it is an abdominal condition related to the</p>

<p>development (chapter 14) and genital tract infections and pelvic pain (chapter 17) and benign and malignant gynaecological conditions (chapter 23)</p> <p>* Battista –endocrine and reproductive systems (chapter</p> <p>Additionally consider identifying any relevant guidelines and policies such as by NICE</p>	<p>system. The topics explored will include information on anatomy, physiology, common disease processes, relevant investigations and treatments</p> <p>The sessions are likely to include group work, group discussion, peer learning and questioning</p>	<p>gynaecological system review the reading list to explore further the structure and function of the gastrointestinal tract for your assignment related to that condition. Review relevant guidelines and evidence based care related to your chosen aspect of abdominal care, investigations and treatment as appropriate</p> <p>Examine further literature to determine how policy, guidelines and evidence are used to guide your role within the care of people with abdominal conditions and how it is based upon evidence and policy.</p>
<p>Consider reading:</p> <p>Norton et al – colon (chapter 14)</p>	<p><i>Abdominal care</i></p> <p>There will be a session on abdominal surgery with a focus on assessment of the abdomen, preparation for surgery, postoperative care, the enhanced recovery after surgery pathway, tissue viability and safe discharge home</p> <p>The session may include group work, group discussion, peer learning and questioning</p>	<p>Consider your chosen assignment – if it is related to a surgical procedure further explore the recent evidence-based literature such on enhanced recovery, this should include any government policies on the topic</p>

## Section Two – Assessment (Reviewed Annually)

<b>Assessment method</b>	3000 word written assessment.
<b>Rationale for method</b> Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	The case study will give you the opportunity to develop and showcase your critical awareness of the topic you choose. This assessment measures whether you have met all of the learning outcomes which are intended to stimulate a deeper consideration of current issues. In doing so it reflects the aim of the Flexible Work Based Learning Programme to offer learning and teaching which is responsive to the challenges of practice, and which is focussed on knowledge which has practice application.
<b>Assessment outline</b> Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.	<p>Within the assessment you need to choose one aspect of abdominal care which considers all of the learning outcomes.</p> <p><b>You will need to critically analyse the care provided for a patient with an abdominal condition and utilise the evidence-based literature in either the primary or secondary care setting. You will also need to evaluate how this care is governed by local and national policy.</b></p> <p>Harvard referencing Pass mark is 40%</p>
<b>Assessment Scope</b> Explanation of the scope and range of the assessment.	The 3000 word written assessment will be 100% of the summative marks.
<b>Feedback Scope</b> Expectations of feedback in terms of timing, format, feedforward, etc.	<p>During the face-to-face sessions it is expected that all students will contribute to the discussions within the session.</p> <p>There is no essential formative work but submission of a 300 word draft assignment plus a reference list is strongly recommended.</p> <p>Feedforward from the assignment draft will be within 5 working days (unless students are advised differently).</p> <p>The feedback from the summative work will be 20 working days after the submission.</p>
<b>Plagiarism</b>	<p>You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from <a href="#">iCity</a>.</p> <p>The final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating.</p> <p>You must also ensure that you acknowledge all sources you have used. Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits.</p> <p>If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.</p>

<b>Assessment submission deadline(s)</b>	<b>Submission method (e.g. electronic/Moodle/other)</b>	<b>Return of work (Date not 20 days)</b>
Course dates 01-03 November 2021 Submission date 22 February 2022 (midday)	moodle	22 March 2022
Exceptional Circumstances <a href="#">explanation</a>		
<b>Assessment resubmission deadline(s)</b>	<b>Submission method (e.g. electronic/Moodle/other)</b>	<b>Return of work</b>
03 May 2022 (midday)	moodle	07 June 2022
* <b>Resubmission deadline(s)</b> are only relevant if you are unsuccessful in your first attempt – please see <a href="#">University Regulations</a> on resubmission policy and procedure.		

## Marking Criteria

### Undergraduate bands

	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
	Fail	Third	2:2	2:1	First	First
Criterion 1	Critically analyse the care provided for a patient with an abdominal condition					
Mark:	You fail to provide critical analysis of the care for a patient with an abdominal condition.	You provide an adequate level of critical analysis of the care for a patient with an abdominal condition	You provide a clear level of critical analysis of the care for a patient with an abdominal condition	You provide a thorough level of critical analysis of the care for a patient with an abdominal condition	You provide an excellent level of critical analysis of the care for a patient with an abdominal condition	You provide an exceptional level of critical analysis of the care for a patient with an abdominal condition
Criterion 2	Critically apply the evidence-based literature in either the primary or secondary care setting					
Mark:	You are unable to apply the literature to you case study.	You adequately apply the literature to you case study.	You are able to show a clear application of the literature to you case study.	You show a thorough application of the literature to you case study	You show an excellent application of the literature to you case study	You show an exceptionally accurate and detailed application of the literature to you case study
Criterion 3	Critically evaluate how care is influenced by local and national policy					
Mark:	You fail to show how local and national policy influences care.	You adequately show how local and national policy influences care.	You clearly show how local and national policy influences care.	You thoroughly show how local and national policy influences care.	You show excellent evaluation of how local and national policy influences care.	You present a novel and innovative analysis of how local and national policy influences care.