

Module Specification

Module Summary Information

1	Module Title	Abdominal Care
2	Module Credits	20 credits
3	Module Level	7
4	Module Code	LBR7602

5	Module Overview
<p>This 20 credit, Level 7 module is a standalone module that sits within the Flexible and Work Based Learning Framework. The framework provides a structure for the engagement of the University with external organisations from corporate, public, and voluntary sectors who wish to provide professional educational initiatives. The framework covers courses offered in collaboration with UK based organisations only. The framework reflects the University's mission, which includes the development of flexible, practice-based learning and the provision of education that enhances employability. The framework aims to widen participation in higher education by broadening the learning opportunities available to you 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 is suitable for qualified healthcare professionals who wish to increase their knowledge and understanding related to the care of people with a gastrointestinal, gynaecological and/or urological condition. The module will provide you with the opportunity to critically explore current thinking and emerging research and how this can be applied to your own practice. The module can be undertaken as a stand-alone module or can be used towards a postgraduate certificate.</p> <p>The aim of the module is to prepare you with the knowledge and skills to understand how to care for people with conditions of the systems within the abdominal cavity. This is relevant to healthcare professionals caring for people with abdominal conditions including colorectal, gynaecological and urological. You will have the opportunity to develop skills of enquiry, reflection and problem analysis. A blended learning approach is taken that incorporates classroom and self-directed activities that include Moodle based activities; in line with the University's learning and teaching strategy. You will be encouraged to think critically and share practice experiences with your fellow students, as well as engaging in both directed and self-directed learning activities. You will be an active partner in your own learning and development and in return you will receive feedback and feedforward aimed at developing your academic skills.</p> <p>The abdominal care module includes a 20 hours of face-to-face facilitated learning over three days. In addition there will be 30 hours of self-directed learning and 150 hours of private study. To successfully pass this module you will be required to demonstrate that you have met the learning outcomes via the assessment with a minimum pass mark of 50%.</p>	

6	Indicative Content
<ul style="list-style-type: none"> • Academic skills such as literature searching, critical appraisal of publications and how to reference as per the university guidelines • Brief introduction of the gastrointestinal tract • Conditions and diseases of the gastrointestinal tract • Treatment and nursing options for people with conditions and diseases of the gastrointestinal tract • Brief introduction of the gynaecological system to include anatomy and physiology • Conditions and diseases of the gynaecological system • Treatment and nursing options for people with conditions and diseases of the gynaecological system 	

- Brief introduction of the urinary tract to include anatomy and physiology
- Conditions and diseases of the urinary tract
- Treatment and nursing options for people with conditions and diseases of the urinary tract
- Reference will be made to relevant policies and guidelines as applicable

7		Module Learning Outcomes
On successful completion of the module, students will be able to:		
	1	Critically appraise the evidence base in relation to the care of a specific patient with an abdominal condition.
	2	Critically reflect on the quality of care for a patient with an abdominal condition in a primary or secondary care setting.
	3	Systematically evaluate the impact of local and national policies on the care of a patient with an abdominal condition.

8		Module Assessment		
Learning Outcome	<i>Choose from one of the three general categories of assessment for each learning outcome: Coursework, Exam or In-Person</i>			
	Coursework	Exam	In-Person	
1-3	100%			

9		Breakdown Learning and Teaching Activities
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	20 hours	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	30 hours	
Private Study (PS) includes preparation for exams	150 hours	
Total Study Hours:	200 hours	

A8	Key Texts and Online Learning Resources
There is no essential reading or purchases for this module.	
Recommended reading:	
Battista, E. (2015) <i>Crash course: pharmacology</i> . London: Mosby Elsevier.	
Collins, S., Arulkumaran, S., Hayes, K., Jackson, S. and Impey, L. (2016) <i>Oxford handbook of obstetrics and gynaecology</i> . 3 rd edition. Oxford: Oxford University Press.	

Dawson, C. and Nethercliffe, J. (2012) *ABC of urology*. BMJ Books. West Sussex: Wiley Blackwell.

Dimond, B. (2015) *Legal aspects of nursing*. 7th edition. Harlow: Pearson.

Fillingham, S. and Douglas, J. (2004) *Urological nursing*. 3rd edition. 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*. 3rd edition. Oxford: Oxford University Press.

Smith, G. D. and Watson, R. (2005) *Gastrointestinal system*. Oxford: Wiley-Blackwell.

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*. 3rd edition. 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.

A9 Assessment Method, Weighting and Timing

Example given in table

Learning Outcome <i>Insert the learning outcome which will be assessed</i>	Assessment Method <i>Insert the method</i>	Weighting <i>Calculate the assessment's weighting</i>
1, 2 and 3	Coursework	100%

Assignment

Your 3000 word (+/-10%) assignment (excluding the reference list) is a case study to show your critical reflection on the quality of care for a patient with an abdominal condition, in a clinical care setting. You will critically appraise the evidence base in relation to the care of your chosen patient with an abdominal condition. You will systematically evaluate the impact of local and national policies on the care of your chosen patient.

Plagiarism	<p>You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from iCity.</p> <p>Except where the assessment of an assignment is group based, 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.</p> <p>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>
-------------------	--

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

Marking criteria

	0 – 49% Fail	50 – 59% Pass	60 – 69% Merit	70 – 79% Distinction	80 – 100% Distinction
Criterion 1 Mark:	Critically appraise the evidence base in relation to the care of a specific patient with an abdominal condition.				
	You provide insufficient critical appraisal of knowledge of the evidence base in relation to your chosen patient with an abdominal condition.	You provide a limited critical appraisal of knowledge of the evidence base in relation to your chosen patient with an abdominal condition.	You demonstrate clear critical appraisal of knowledge of the evidence base in relation to your chosen patient with an abdominal condition.	You demonstrate robust and sustained critical appraisal of knowledge of the evidence base in relation to your chosen patient with an abdominal condition.	You demonstrate exceptional, detailed insight when critically appraising the evidence base in relation to your chosen patient with an abdominal condition.
Criterion 2 Mark:	Critically reflect on the quality of care for a patient with an abdominal condition in a primary or secondary care setting.				
	You are unable to demonstrate critical reflect on the quality of care for your patient with an abdominal condition in the care setting.	You adequately demonstrate critical reflection on the quality of care for your patient with an abdominal condition in the care setting.	You clearly demonstrate critical reflection on the quality of care for your patient with an abdominal condition in the care setting.	You demonstrate robust and sustained critical reflection on the quality of care for your patient with an abdominal condition in the care setting.	You demonstrate an exceptionally, detailed insight when critically reflecting on the quality of care for your patient with an abdominal condition in the care setting.
Criterion 3 Mark:	Systematically evaluate the impact of local and national policies on the care of a patient with an abdominal condition.				
	You fail to demonstrate systematic evaluation of the impact of local and national policy on the care of your chosen patient with an abdominal condition.	You demonstrate systematic evaluation of the impact of local and national policy on the care of your chosen patient with an abdominal condition.	You present a clear systematic evaluation of the impact of local and national policy on the care of your chosen patient with an abdominal condition.	You demonstrate sustained and robust systematic evaluation of the impact of local and national policy on the care of your chosen patient with an abdominal condition.	You demonstrate an exceptionally detailed insight, with systematic evaluation of the impact of local and national policy on the care of your chosen patient with an abdominal condition.