

Module Details	
Module Title	Minor Illness and Minor Injury
Module Code	NUR7077-C
Academic Year	2024/5
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Work based learning	150
Directed Study	112
Lectures	22
Tutorials	16

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
<p>To develop understanding and depth of knowledge related to a range of minor illnesses and injuries, across the lifespan, in a range of settings.</p> <p>To consider the nature of one's own role in providing a proactive service within an Urgent Care setting to contribute to the general population's health management.</p> <p>To develop a greater level of competence and autonomy within the individual's own practice area when dealing with minor illness and minor injuries including knowledge and understanding of clinical care/urgent care referral pathways.</p> <p>To develop enhanced skills to critique relevant clinical care pathways in a way that will change and enhance clinical practice.</p>

Outline Syllabus

Key topics covered include: review of relevant anatomy, physiology and pathophysiology of systems associated with commonly presenting minor illnesses and injuries.

Systems reviewed include; cardiology, respiratory, gastrointestinal, abdominal, gynaecology, neurology, musculoskeletal. There is also specific review of mental health conditions and paediatric conditions.

Red flag recognition and escalation with knowledge of appropriate referral criteria and pathways is discussed for each system.

National and local policy drivers for care, relevant ethical, legal and cultural issues are also addressed.

Advanced communication skills, history taking, consultation styles and clinical decision making is also considered within each system.

Enquiry based learning, reviewing clinical care pathways and critical writing sessions also aid in the preparation for assessment.

Learning Outcomes

Outcome Number	Description
01	Demonstrate an understanding and critical awareness of altered health, physiology and pathophysiology to inform assessment, management and appropriate onward referral of patients presenting with minor illnesses and minor injuries.
02	Demonstrate understanding of, and ability to deal with, complex issues both systematically and creatively to make sound judgements both in relation to their own area of clinical practice and in the wider sphere of healthcare.
03	Demonstrate a systematic understanding of, and ability to, critically evaluate clinical care pathways in their own area of practice whilst also relating this to national guidelines
04	Demonstrate initiative and personal responsibility in independent learning.

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content providing students with the opportunity to acquire knowledge and develop conceptual understanding (LO1&2). These will incorporate learning technologies as appropriate but whilst being mindful of inclusion and ensuring all learners have equal opportunity to partake in these learning events.

Tutorials and group learning will be used to facilitate teacher/learner/peer dialogue and interprofessional discussion to further enhance this knowledge and to guide learners to finding and critiquing evidence available to them regarding their own clinical practice (LO1,2 and 3). There will be opportunity to participate in enquiry-based learning and review clinical care pathways to enhance learner understanding of how these are used in clinical care settings and to encourage critical analysis and evaluation of the available evidence.

Directed study will be guided by the topics discussed at each session and with supportive material placed on the VLE for learners to access. Learners are expected to use this time to undertake reading, participate in enquiry-based learning and address individual learning needs relevant to their profession and area of clinical practice. Directed study materials will be uploaded to the VLE in a variety of formats to account for individuals for which some formats are more difficult to study from than others.

Work based learning is included to provide opportunity for learners to participate in practice, acquire, enhance and gain competence in required skills guided by the multi-professional framework.

LO 1&2 are assessed by the clinical competency document (2).

LO 2,3 & 4 are assessed by the summative coursework assignment (1).

Formative assessment is offered midway through the module to provide students with guided individual feedback for their summative piece. Enhanced formative feedback will be arranged on an individual basis dependent on LSP requirements

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	3000 word written assignment which critically evaluates two or more clinical care pathways	100%
Summative	Clinical Assessment	Completion of competency outcomes verified by clinical supervisor in practice (must pass)	0%

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.