



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Principles of Emergency Care				
Module Code	UZWSVY-20-3	Level	3	Version	1
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Department	Nursing and Midwifery	Module Type	Project		
Contributes towards	BSc (Hons) Professional Development BSc (Hons) Specialist Practice				
Pre-requisites		Co-requisites			
Excluded Combinations	UZWSUT-15-3 Principles of Emergency Care UZWSUU-15-M Principles of Emergency Care	Module Entry requirements	Working in a clinically relevant area and should be a registered health care professional		
First CAP Approval Date	2 June 2015	Valid from	September 2015		
Revision CAP Approval Date		Valid from			

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<ol style="list-style-type: none"> 1. Evidence a comprehensive knowledge of the physiological and pathophysiological processes which patients requiring emergency care may experience(Component A) 2. Explore the impact of changes in health care policy in emergency care and utilise the current evidence base in the specialty to enhance and inform innovation in the care of patients within emergency care. (Component A) 3. Recognise and effectively communicate the legal, ethical and political issues and drivers underpinning the practice, management and service provision of emergency care. (Component A) 4. Application of an evidenced based approach to the clinical assessment of patients within the emergency department (in a variety of settings: triage, resuscitation room, majors assessment) (Component A)
Syllabus Outline	Assessment and management of patients presenting in emergency care

	<p>The vulnerable adult (includes patients presenting with mental health issues, dementia, learning disabilities, as a result of sexual assault, due to alcohol and drugs, older people, forensic evidence, safeguarding issues, the pregnant patient)</p> <p>Children and their families (includes psychological and physiological differences between children and adults, managing trauma in children and assessing the seriously ill child, emergency childbirth in the Emergency Department)</p> <p>Minor trauma (assessment and management, introduction to clinical decision making rules, ophthalmology, Ear, Nose, Throat)</p> <p>Major trauma (trauma centres, centralisation and trauma networks, new techniques and approaches in trauma care, learning from military trauma care)</p> <p>Trauma Intermediate Course (TILS) recognised regional TILS course is taught as part of the module, taught by TILS Instructors in conjunction with the Severn Trauma Network</p> <p>Surgical and medical emergencies Wound management (wound assessment, wound closure techniques, simple and advanced suturing techniques, anaesthetic blocks)</p> <p>Writing for publication, face to face seminar, supported by on line learning.</p> <p>Communication Public and patient involvement and empowerment Communicating effectively in difficult situations, breaking bad news, communicating with a variety of agencies including the police, coroner etc.</p> <ul style="list-style-type: none"> • Political awareness Political and legal drivers in emergency care Policy and initiatives impacting on emergency care
Contact Hours	A total of 48 hours 24 hours in the form of face to face contact time. 24 hours within the VLE. VLE for students as part of module
Teaching and Learning Methods	The key to this module is a blended approach to learning. The majority of the module will be delivered online with online learning activities and access to electronic resources. Face to face teaching will be in the form of seminars, master classes, practical workshops, case based discussions and simulation activities.
Reading Strategy	<p>Core readings It is essential that students read one of the many texts on emergency care available through the Library. Module guides will also reflect the range of reading to be carried out. The core readings for the writing for publication workshop will be provided in the seminar as well as examples of previous students published work from the module.</p> <p>Further readings Students are expected to identify all other reading relevant to their chosen</p>

	<p>research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills The development of literature searching skills is supported by a Library seminar provided within the first taught day. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p> <p>Indicative reading list The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide.</p>
Indicative Reading List	<p>Books Advanced Life Support Group (2011) <i>Advanced Paediatric Life Support</i>. London: BMJ Books</p> <p>Cole, E. (2008) <i>Trauma Care: Initial Assessment & Management in the Emergency Department</i>. London: Wiley-Blackwell</p> <p>Crouch, R. Charters, A. Dawood, M. Bennett, P. (2009) <i>Oxford Handbook of Emergency Nursing</i>. Oxford: OUP</p> <p>Dolan, B. & Holt, L. (2013) <i>Accident & Emergency: Theory into Practice</i> (3rd Ed). London: Bailliere Tindall.</p> <p>Edwards, M. (2011) <i>Emergency Nursing Made Incredibly Easy</i>. London: Lippincott Williams & Wilkins</p> <p>O'Shea, R. (2005) <i>Principles & Practice of Trauma Nursing</i>. London : Churchill Livingstone</p> <p>Journal articles. Happell, B. (2012) Writing and Publishing clinical articles: a practical guide <i>Emergency nurse</i> 20, 1, pp33-37</p> <p>Peternelji-Taylor, C. (2012) Writing for Publication: what about case reports? <i>Journal of Forensic Nursing</i> 8 pp51-52</p> <p>Journals Emergency Nurse Emergency Medicine Journal Journal of Paramedic Practice Paediatric Nurse Resuscitation Trauma</p>

Assessment Strategy	<p>Writing an article which could be submitted for publication in a professional peer reviewed journal encourages the students to look at an aspect of emergency care in depth. At level 3 students are encouraged to aim for a journal such as Emergency Nursing.</p> <p>This assessment strategy encourages the student to become familiar with and to critically analyse the appropriate literature in the field as well as to set the subject area in the current national policy context of emergency and urgency care.</p> <p>Developing additional skills in writing for publication encourages students to develop their written communication style and to become critically analytical of their personal writing style in order to further develop their professional voice in the speciality, skills and knowledge as well as contributing to the professional knowledge of this speciality in writing for example a case study for publication.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. 3000 word article suitable for a professional peer reviewed publication	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Resubmission of a 3000 word article suitable for a professional peer reviewed publication	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		