



Module Specification

Principles of Emergency Care

Version: 2023-24, v2.0, 20 Jul 2023

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Part 1: Information

Module title: Principles of Emergency Care

Module code: UZWSVY-20-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 20

ECTS credit rating: 10

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Acute and Critical Care Adult Nursing

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Module Entry requirements: Working in a clinically relevant area and should be a registered health care professional.

Educational aims: See learning outcomes.

Outline syllabus: Assessment and management of patients presenting in emergency care

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)

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)

Minor trauma (assessment and management, introduction to clinical decision making rules, ophthalmology, Ear, Nose, Throat)

Major trauma (trauma centres, centralisation and trauma networks, new techniques and approaches in trauma care, learning from military trauma care)

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

Surgical and medical emergencies

Wound management (wound assessment, wound closure techniques, simple and advanced suturing techniques, anaesthetic blocks)

Writing for publication, face to face seminar, supported by on line learning

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.

Political awareness

Political and legal drivers in emergency care

Policy and initiatives impacting on emergency care

Part 3: Teaching and learning methods

Teaching and learning methods: Seminars

Lectures

Workshops

Virtual learning environment

Total of 48 hours via face to face and directed learning through the VLE

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Evidence a comprehensive knowledge of the physiological and pathophysiological processes which patients requiring emergency care may experience

MO2 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

MO3 Recognise and effectively communicate the legal, ethical and political issues and drivers underpinning the practice, management and service provision of emergency care

MO4 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)

Hours to be allocated: 200

Contact hours:

Independent study/self-guided study = 152 hours

Face-to-face learning = 48 hours

Total = 200

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzwsvy-20-3.html) via the following link <https://uwe.rl.talis.com/modules/uzwsvy-20-3.html>

Part 4: Assessment

Assessment strategy: Students will complete a critical account of the patient journey through the Emergency Department / Minor Injury Unit. The account must synthesise the patient journey from admission to discharge, identifying relevant issues that impact on the patient's progress at each stage.

Students will be expected to explore the evidence base for action, including any relevant policies, and identify a solution to improve practice, as a result of this critical account.

This approach gives students an opportunity to explore a situation or incident from each stage of the patient's journey using a fresh eyes perspective.

Students are advised to choose a patient that meets the criteria of vulnerable adult or a child.

Assessment tasks:

Written Assignment (First Sit)

Description: 3000 word assignment

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: 3000 word assignment

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study: