



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|----------------------------|--|--------------------|---------------------------------------|--|----|
| Module Title | Principles of Critical Care | | | | |
| Module Code | UZWR1B-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 | Standard | | |
| Contributes towards | BSc(Hons) Specialist Practice, BSc(Hons) Professional Development | | | | |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | Principles of Critical Care version, UZWR3B-20-3 UZWS9P-20-M UZWSSK-30-3 UZWSSL-30-M | | Module Entry requirements | Registered health care practitioner. Working in a critical care facility (level 2 or 3 critical care dependency) | |
| First CAP Approval Date | 2 nd June 2015 | | Valid from | September 2015 | |
| Revision CAP Approval Date | | | Revised with effect from | | |

| | |
|--------------------|--|
| Review Date | |
|--------------------|--|

| Part 2: Learning and Teaching | |
|-------------------------------|---|
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate detailed knowledge and understanding of physiological and pathological processes within critical illness (Component A) 2. Demonstrate a comprehensive knowledge and understanding of the Pharmacological management of critical illness (Component A) 3. Demonstrate a comprehensive knowledge and understanding of the therapeutic principles of critical illness, and apply to the needs of level 2 or 3 critical care patients (Component A) 4. Demonstrate a knowledge and understanding of psychosocial, cultural, ethical and spiritual needs of patients and their families in critical care areas. (Component A) 5. Analyse the impact of evidence, beliefs and values that contribute to clinical ethical and organisational decision making processes in critical care practice (Component A) 6. Evaluate and apply current research findings, and challenge established critical care practice in order to promote care that is evidence based |

| | |
|-------------------------------|---|
| | <p>(Component A)</p> <p>7. Analyse and evaluate the effects of local and national, political, legal and economic decisions on critical care practice (Component A)</p> |
| Syllabus Outline | <p>Assessment, management and delivery of care for the following critical care patients (dependency level 2 or 3)</p> <p>Patients with respiratory dysfunction Patients with cardiovascular dysfunction Patients with gastro-intestinal dysfunction Patients at risk of or in Systemic inflammatory response syndrome / Multiple organ dysfunction syndrome Patients with neurological dysfunction Patients with renal /fluid balance dysfunction Patients with endocrine dysfunction</p> <p>Evidence based practice Tools for searching and selecting evidence from a range of sources</p> <p>Organisational / political influences on care Current initiatives which impact on practice Ethical frameworks within critical care Organisational changes and new ways of working</p> |
| Contact Hours | A total of 48 hours in the form of seminars, lectures and online discussion activities |
| Teaching and Learning Methods | <p>A variety of approaches will be used which will include:</p> <ul style="list-style-type: none"> • Technology enhanced learning • Workshops and Masterclasses • Lectures and Seminars • Enquiry based learning • Case based learning <p>This module is delivered using a blended learning approach, combining face to face days and self directed learning based on supplied online material.</p> |
| Reading Strategy | <p>Core readings</p> <p>All core reading will be provided through the online site resource and specific articles provided as pdf files, or via electronic links provided to primary sources through the online site.</p> <p>Further readings</p> <p>Students are expected to identify all other reading relevant to their chosen 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. Lists for further reading will be supplied via the online site.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library services web page including interactive tutorials on finding books and journals, evaluating information and referencing). As students may be academically diverse and geographically distant, early contact time will</p> |

| | |
|-------------------------|---|
| | address the issue of reading and searching skills. Sign-up workshops are also offered by the Library. Students will need access to a computer with internet access for the duration of the module. |
| Indicative Reading List | <p>Indicative reading list</p> <p>Adams, M.P., Holland, L.N., Urban, C.Q. (2014) <i>Pharmacology for Nurses. A Pathophysiological Approach</i>. 4th ed. Pearson.</p> <p>Bickley, L.S. (2009) <i>Bates' Guide to Physical Examination and history taking</i>. 10th ed. Lippincott, Williams & Wilkins.</p> <p>Huether, S. E., McCance, K.L. (2012) <i>Understanding Pathophysiology</i>. 5th ed. Elsevier</p> <p>Moore, T., Woodrow, P. (2009) <i>High Dependency Nursing Care. Observation, intervention and support for level 2 patients</i>. 2nd ed. Routledge.</p> <p>Patton, K.T., Thibodeau, G.A. (2013) <i>Anatomy and Physiology</i>. 8th ed. Elsevier.</p> <p>Woodrow, P. (2012) <i>Intensive Care Nursing. A framework for practice</i>. 3rd ed. Routledge.</p> <p>Students are also advised to access current critical care journal issues while undertaking the module:</p> <p>Journal of the Intensive Care Society British Association of Critical Care Nurses – Nursing in Critical Care</p> <p>All other indicative reading will be provided as PDF, direct link via the Blackboard site or digitised copy.</p> |

| Part 3: Assessment | |
|---------------------|---|
| Assessment Strategy | <p>Formative Assessment</p> <p>Students will be given opportunities to test their knowledge and understanding in several interactive quizzes and activities, with feedback throughout the module.</p> <p>Summative Assessment</p> <p>Component A Two hour unseen written exam.</p> <p>Section A 10 Short answer questions - requiring completion of all questions</p> <p>Section B</p> |

| | |
|--|---|
| | <p>Long answer essay questions – Answer 2 questions out of a choice of 5 questions. Please note that some questions may have more than one component.</p> <p>Exam to be held during the University Examination period</p> |
|--|---|

| | | |
|--|--|-----------|
| Identify final assessment component and element | Component A | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100% | |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. 2 hour exam | 100% | |

| | | |
|---|--|--|
| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. 2 hour exam | 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> | | |