University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Advanced Cardiac Care					
Module Code	UZWR18-20-M		Level	M	Version	1
Owning Faculty	Health & Applied Sciences		Field	Acute and Critical Care Adult Nursing		
Contributes towards	BSc(Hons) Professional Development BSc (Hons) Specialist Practice BSc (Hons) Professional Studies MSc Advanced Practice MSc Specialist Practice MSc Professional Development					
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard	
Department	Nursing and Midwifery					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	UZWR3A-20-3 Principles of Cardiac Care UZWS9Q-20-3 Principles of Cardiac Care Advanced Cardiac Care UZWSVC-15-M		Module Entry requirements	Working within primary and secondary care with the responsibility of caring for cardiac patients on a daily basis		
Valid From	September 2015		Valid to			

CAP Approval Date	2nd June 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate an in depth knowledge and systematic understanding of pathophysiology, pharmacological and therapeutic principles as applied to cardiac care practice (Component A) 2. Critically analyse the evidence underpinning the delivery of care for those patients with cardiovascular disorders (Component B) 3. Critically appraise and synthesise the psychosocial, psychological, cultural, gender and ethical issues associated in caring for those with cardiovascular dysfunction and their carers (Component B) 4. Critically evaluate the role of the healthcare professional in the provision of health promotion/education for patients and their carers/family suffering with cardiovascular disorders (Component A) 5. Apply knowledge and critically evaluate current developments in own practice area in relation to cardiovascular disorders and current research (Component B)

	6. Critically review the wider policy implications and their impact on practice and the healthcare professional's role and multi-disciplinary team in developing the quality of care provision (Component B)
Syllabus Outline	Cardiovascular system- Regulation of cardiac function, cardiac electrophysiology. Advanced pathophysiology, genetics, stem cell new treatments, Socio Economic issues e.g. Black, Minority Ethnic groups Epidemiology Assessment of the cardiovascular system. Assessment and management of symptoms related to cardiovascular disorders Assessment, planning, implementation and evaluation of treatment and care for the cardiac patient and their carers/ family Assessment and management of the psychological, cultural and ethical needs in individuals with cardiovascular disorders Interpretation and evaluation of cardiac arrhythmias and therapeutic interventions Principles of Care and management of the individual with acute heart failure Grown up Congenital heart disease (GUCH) Sudden cardiac death Pacemakers/Implantable Cardioverter Defibrillator (ICD) User and carer perspectives Long term conditions-Living with a cardiac problem Health inequalities/Inverse care law / Socio Economic issues National Service Framework for Coronary Heart Disease (2000) and current policy implications Primary prevention and risk stratification in relation to cardiovascular disease Cross agency collaboration and working in partnership **On line activities** Haemodynamic assessment of a cardiac patient Developments in invasive and non-invasive cardiology Rehabilitation and health promotion strategies for supporting individuals with acute or chronic cardiovascular disorders.
Contact Hours	A total of 48 hours
Teaching and Learning Methods	A blended learning approach will be used throughout the module. Both web based and online activities through a VLE will be used to provide electronic learning resources, online tutorial support and discussion forums. Students will need easy access to a computer and internet access for the duration of the module. Other approaches include • Simulation • Technology enhanced learning • Workshops and Masterclasses • Lectures and Seminars • Case based learning • Enquiry based learning
Reading Strategy	Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the

	Library. Module guides will also reflect the range of reading to be carried out. Further readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. Access and skills Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. 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.
Indicative Reading List	Al-obaidi, M., Siva, A. and Noble, M. (2013) *Crash course Cardiology 5TH edition.* London: Mosby. Humphreys, M. (2011) *Nursing the cardiac patient*. West sussex: Wiley-Blackwell. Kucia,A., & Quinn, T. (2010) *Acute cardiac care.* West sussex: Wiley-Blackwell Lilly, L. (2010) *Pathophysiology of heart disease 8th edition.* London: Lippincott Williams and Wilkins. Bennet, D (2012) *Cardiac Arrhythmias 4th edition:* West sussex: Wiley-Blackwell British Journal of cardiac nursing available on line

Part 3: Assessment	
Assessment Strategy	**Formative assessment** Students will be given opportunities to practice the OSCE and get feedback, and through reflection on practice, group discussion forum and with feedback throughout the module. **Summative assessment** **Component A** OSCE (Learning outcome 1 and 4) Student to perform a clinical examination (OSCE) under controlled conditions. The student will need to demonstrate the ability to act autonomously with minimal supervision or direction within agreed guidelines, using standard clinical examination techniques followed by an oral discussion. **Component B** Written assignment 1500 words (learning outcome 2,3,5) At level M students are expected to critically evaluate, synthesise and provide independent perspectives regarding the delivery of service in this assignment. This should include a critical exploration of literature and debate

	the wider socio-political implications of cardiac service delivery 1500 word assignment of the students reflection of their practice area, focusing on the implementation of the service/ practice development or initiative.

Identify final assessment component and element	**Component A**	
% weighting between components A and B (Standard modules only)	**A:** **50%**	**B**: **50%**
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**	
1. OSCE	100%	
Component B **Description of each element**	**Element weighting** **(as % of component)**	
1. Written assignment 1500 words	100%	
2.(etc)		

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. OSCE	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.Written assignment 1500 words	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	