University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Principles of Respiratory Care					
Module Code	UZTRTY-15-3		Level	3	Version	1
Owning Faculty	Health and Applied Sciences		Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery					
Contributes towards	BSc (Hons) Nursing Graduate Diploma Nursing					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project	
Pre-requisites	None		Co-requisites	None		
Excluded Combinations	Level M		Module Entry requirements	None		
Valid From	August 2016		Valid to			

CAP Approval Date	31st May 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Apply detailed knowledge and understanding of the anatomy and philosophy of the respiratory system and pathophysiology of common respiratory diseases. (Component A). 2. Explore and debate ethico-legal issues which impact on respiratory disease and promote the value of evidence based practice in an acute and/or primary care setting (Component A). 3. Analyse and appraise how evidence based practice influences the diagnosis, treatment and impact of respiratory disease on service users, carers and their families. (Component A). 4. Demonstrate an understanding and appreciation of pharmacological and nutritional needs in the management of respiratory disease (Component A). 5. Appraise and analyse the assessment, diagnosis, treatment and short/long term management of different respiratory diseases, in both primary and secondary care (Component A).

Syllabus Outline	**Introduction to Respiratory Nursing** • Introduction to the module, anatomy and physiology of the respiratory system • Pathophysiology of common respiratory diseases • Factors that influence respiratory disease progression for example risk factors i.e. Smoking, Chest Infections, pollution etc **Assessment; Diagnosis and Monitoring of Respiratory disease** • Spirometry, peak flow, lung function testing and imagining • Physical examination and history talking • Multi-professional roles in assessment; diagnosis and monitoring • Chest drain nursing care • Suctioning and tracheostomy care **Management of Common Respiratory diseases (Part 1)** • Smoking Cessation • Inhaled therapy • Oral therapy • Oxygen therapy • Antibiotics • Surgery **Management of Common Respiratory diseases (part 2)** • Self-Management; personalised care planning • Integrated care pathways • Analysis and interpretation of atrial blood gases • Non Invasive Ventilation (NIV) & Continues Positive Airway Pressure (CPAP) nursing care • End of life care
Contact Hours	The actual contact time is 36 hours and this is complemented by self-directive learning and online learning resources.
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, reflection on practice, practical classes and workshops. **Independent learning** includes hours engaged with essential reading especially activities online, case study preparation and presentation, assignment preparation and completion.
Reading Strategy	**Core readings** It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.

	Further readings Students are expected to identify all other reading relevant to their chosen topic. 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. **Access and skills** Additional support is available through the Library Services including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library staff. **Journals** British Journal of Community Nursing COPD: Journal of Chronic Obstructive Pulmonary Disease International Journal of COPD The Primary Care Respiratory Journal Thorax
Indicative Reading List	**Reading List** Hogan-Quigley, B, Palm, M & Bickley, L. (2011) *Bates' Nursing Guide to Physical Examination and History Taking*. London. Wolter Kluwer Health. Lynes, D. (2007) *The Management of COPD: In Primary and Secondary Care*. Cumbria. M&K publishing. Smith S, Price A & Challiner A. (2009) *Ward-Based Critical Care: A Guide for Health Professionals*. Cumbria .M & K Publishing. Tortora, G & Derrickson, B. (2015) *Principles of Anatomy and Physiology*, 14th Edition. Hoboken. Wiley.

Part 3: Assessment	
Assessment Strategy	**Formative Assessment** In order to become a stop smoking practitioners in England. Students to register and complete the online training on Assessment of Core Knowledge and Practice Skills. Website can be found at http://elearning.ncsct.co.uk/england Students to bring completed certificate into university and be signed off by the module leader in order to complete formative assessment. **Summative Assessment** Assignment on effectiveness of treatment: Writing an essay demonstrating knowledge and understanding of a specific area of treatment/intervention to a person living with respiratory disease. The essay should include the pathophysiology of the disease chosen and how effective the treatment/intervention is in order to meet the person's healthcare needs. The essay should clearly demonstrate understanding of the role of the practitioners in enhancing future practice.

	At level 3, students are expected to critically analyse, evaluate and synthesise the treatment/intervention. This should include some appreciation of how evidence based practice influences the delivery and management of respiratory diseases.

Identify final assessment component and element	**Component A**	
% weighting between components A and B (Standard modules only)	**A:**	**B**:
First Sit		
Component A **Description of each element**	**Element weighting (as % of component)**	
1. 2000 project	100%	
Resit (further attendance at taught classes is not required)		
Component A **Description of each element**	**Element weighting (as % of component)**	
1. Resubmission of a 2000 word case study	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.		