



MODULE SPECIFICATION

Part 1: Information			
Module Title	Recognising and Responding to a Deteriorating Patient		
Module Code	UZTK9T-20-M	Level	M
For implementation from	September 2019		
UWE Credit Rating	20	ECTS Rating	Credit 10
Faculty	HAS	Field	Continuing Care Adult Nursing
Department	Nursing and Midwifery		
Contributes towards	MSc Nursing (International)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	UZTK9S-20-3 Recognising and Responding to a Deteriorating Patient		
Co- requisites	None		
Module Entry requirements	Offered as CPD or stand alone		

Part 2: Description
<p>The module enables nurses to gain further knowledge and skills in the assessment and evaluation of the care of patients at risk of deterioration. The module explores theoretical concepts associated with the assessment and management of patients who are deteriorating. Clinical scenarios will be used to guide you in your knowledge and skills development, appraising the need for timely assessment and appropriate interventions to prevent deterioration.</p> <p>A range of approaches including student led seminar series; lecture, mini lecture, video and group discussion will enable students to learn in an inclusive environment. Where appropriate students will bring examples from their own professional practice in order to facilitate an appreciation of the benefits and the limitations of particular theoretical approaches.</p> <p>In relation to agreed assessment topic, students are expected to identify relevant reading material to reflect independent learning.</p>

Assessing an acutely ill patient

- Systematic approach to clinical assessment using the ABCDE approach
- Recognising changes and using a multidisciplinary communication tool
- Using a clinical early warning score tool

Deteriorating respiratory patient

- Airway and breathing assessment and management
- Acute, chronic, and acute exacerbations of respiratory problems
- Assessing and managing problems with oxygenation

Deteriorating cardiac patient

- Cardiac assessment and management
- Acute, chronic, and acute exacerbations of cardiac problems
- The hypotensive patient

Deteriorating neurological patient

- Identify and manage causes of reduced consciousness
- Assessment and management of the patient with neurological deficit
- Immediate emergency management of a patient with a disordered conscious level

Deteriorating renal patient

- Assessing and management of Acute Kidney Injury
- Managing the oliguric patient
- Assessment and management of fluid balance

Deteriorating septic patient

- Assessment and management of a patient with sepsis
- Recognising sepsis in acute and community setting
- Decision making skills for patients with signs of sepsis

The deteriorating patient in pain

- Management and assessment of the patient in pain.
- Monitoring pain and sedation
- Interventions and adjuncts in pain relief

Organisational, communication and ethics in caring for the deteriorating patient.

- Team communication and organising skills
- Breaking bad news
- Collaborative decision making with deteriorating patients

A variety of approaches will be used which may include e-learning, lectures, seminars, group work and self-directed study.

Part 3: Assessment**Formative strategy**

Practice academic writing skills at M level and take online class tests exploring the content of each theme. 1 practice OSCE with Feedback. This will allow the students to test their knowledge, prepare themselves for the process of the OSCE and give them an opportunity to apply their knowledge to a clinical scenario.

Summative Assessment Strategy.

<p>Component A The learner will independently conduct an advanced clinical examination under exam conditions in the form of an observed structured clinical examination (OSCE).</p> <p>Component B A 1000-word case study identifying and critically evaluating the ABCDE approach to assessing and managing a deteriorating patient and analysing appropriate interventions and clinical examination techniques relevant to their OSCE scenario with supporting research.</p> <p>At Level M, students are expected to critically evaluate, synthesise and provide independent perspectives regarding the delivery of service. This should include a critical exploration of literature and debate the wider implications of the case study.</p>						
% weighting between components A and B (Standard modules only)		<table border="1"> <tr> <td>A:</td> <td>B:</td> </tr> <tr> <td>50</td> <td>50</td> </tr> </table>	A:	B:	50	50
A:	B:					
50	50					
First Sit						
Component A (controlled conditions) Description of each element		Element weighting (as % of component)				
1. Observed Structured Clinical Examination (OSCE)		100%				
Component B Description of each element		Element weighting (as % of component)				
2. 1000 Word case study relating to OSCE.		100%				
Resit (further attendance at taught classes is not required)						
Component A (controlled conditions) Description of each element		Element weighting (as % of component)				
1. Observed Structured Clinical Examination (OSCE)		100%				
Component B Description of each element		Element weighting (as % of component)				
2. 1000 Word case study relating to OSCE.		100%				
Part 4: Learning Outcomes & KIS Data						
Learning Outcomes	<p>On completion of the module, students will be able to:</p> <ol style="list-style-type: none"> Demonstrate the critical application of underlying pathophysiology to changes in in the clinical presentation of a deteriorating patient. (Component A & B) 					

	<ol style="list-style-type: none"> 2. Critically evaluate the use of diagnostic and invasive monitoring tools to recognise and respond to a deteriorating patient. (Component B) 3. Undertakes in depth, systematic assessments to recognise and respond to a patient at risk of deteriorating. (Component A) 4. Critically evaluate effective communication skills to decide the management in the context of the patient at risk of deterioration. (Component A & B) 5. Synthesise a wide range of evidence, legislation, advice and decision-making skills that contribute towards high quality care. (Component B) 																				
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td style="border: 2px solid black;">20</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">200</td> <td style="text-align: center;">48</td> <td style="text-align: center;">152</td> <td style="text-align: center;">0</td> <td style="text-align: center;">200</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				20	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	200	48	152	0	200
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																				
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Reading List	Recognising and Responding to a Deteriorating Patient Reading List																				

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First Approval Date (and panel type)	4 July 2019
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Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>		Version	1	