



## **Module Specification**

# **Recognising and Responding to a Deteriorating Patient**

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### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>5</b>
<b>Part 4: Assessment.....</b>	<b>6</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Recognising and Responding to a Deteriorating Patient

**Module code:** UZTK9T-20-M

**Level:** Level 7

**For implementation from:** 2020-21

**UWE credit rating:** 20

**ECTS credit rating:** 10

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Nursing & Midwifery

**Partner institutions:** None

**Delivery locations:** Glenside Campus

**Field:** Continuing Care Adult Nursing

**Module type:** Standard

**Pre-requisites:** None

**Excluded combinations:** Recognising and Responding to a Deteriorating Patient  
2020-21

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** 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 clinically deteriorating. Clinical scenarios will be used to guide knowledge and skills development, appraising the need for timely assessment and appropriate interventions to prevent deterioration.

**Outline syllabus:** 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 and chronic 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

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** A range of approaches including student led seminars, e-learning, lectures, mini lectures, video and group discussion and self-directed study 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.

In relation to agreed assessment topic, students are expected to identify relevant reading material to reflect independent learning.

#### **Module Learning outcomes:**

**MO1** Demonstrate the critical application of underlying pathophysiology to changes in in the clinical presentation of a deteriorating patient.

**MO2** Critically evaluate the use of diagnostic and invasive monitoring tools to recognise and respond to a deteriorating patient.

**MO3** Undertakes in depth, systematic assessments to recognise and respond to a patient at risk of deteriorating.

**MO4** Critically evaluate effective communication skills to decide the management in the context of the patient at risk of deterioration.

**MO5** Synthesise a wide range of evidence, legislation, advice and decisionmaking skills that contribute towards high quality care.

**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/) via the following link <https://uwe.rl.talis.com/>

## **Part 4: Assessment**

**Assessment strategy:** Formative strategy:

Online Class tests exploring the content of each theme. One 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:

Component A: The learner will independently conduct an advanced clinical examination under exam conditions in the form of an observed structured clinical examination (OSCE).

Component B: A 2000-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.

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.

**Assessment components:**

**Practical Skills Assessment - Component A (First Sit)**

Description: Observed Structured Clinical Examination (OSCE).

Weighting: 30 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4

**Case Study - Component B (First Sit)**

Description: 1000 word case study relating to OSCE.

Weighting: 70 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5

**Practical Skills Assessment - Component A (Resit)**

Description: Observed Structured Clinical Examination (OSCE).

Weighting: 30 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4

**Case Study - Component B (Resit)**

Description: 1000 Word case study relating to OSCE

Weighting: 70 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: