

## ACADEMIC SERVICES

## MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Essentials of Renal Care				
Module Code	UZWSVD-15-3	Level	3	Version	1
Owning Faculty	Health & Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	BSc (Hons) Specialist Practice, BSc (Hons) Professional Studies				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	Principles of Renal Care UZWSBN- 40-3 Principles of Renal Care UZWSBK-40-M UZWSVE-15-M Essentials of Renal Care		Module Entry requirements	Registered Practitioners who deliver healthcare service to people with renal care needs. Offered as CPD or stand alone.	
Valid From	September 2014		Valid to	September 2020	

<b>CAP Approval Date</b>	28/03/2014
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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"> <li>1. Provide evidence of understanding of the anatomy and physiology of the renal system and how this is affected in renal disease processes. (Component A)</li> <li>2. Examine the care and management of complications of renal replacement therapies and transplantation in relation to psychological, physiological and social issues. (Component A)</li> <li>3. Demonstrate knowledge and understanding of the ethical, cultural and quality of life issues associated with renal disease and treatments. (Component A)</li> <li>4. Evaluate the role of the multidisciplinary team within the renal setting and explore renal nursing leadership in relation to service improvement. (Component A)</li> </ol>

	<p>5. Explore how evidence based practice influence the diagnosis of renal failure, treatment modalities and the impact on service users. (Component A)</p> <p>6. Demonstrate an understanding and appreciation of pharmacological and nutritional needs in the management of renal disease (Component A)</p>
Syllabus Outline	<p><b>Day 1. Introduction to the module and literature searching skills</b></p> <ul style="list-style-type: none"> <li>• Appreciation of online learning resources and self-directed learning</li> <li>• Introduction and pathophysiology of the renal system</li> <li>• Investigations in renal disease</li> <li>• Pharmacology in renal care</li> </ul> <p><b>Day 2. Acute Kidney Injury and Chronic Kidney Disease</b></p> <ul style="list-style-type: none"> <li>• Acute Kidney Injury and Management</li> <li>• Chronic Kidney Disease and Management</li> <li>• Ethical consideration in renal care</li> <li>• Conservative treatment and End of Life Care</li> </ul> <p><b>Day 3. Renal Replacement Therapy: Haemodialysis</b></p> <ul style="list-style-type: none"> <li>• Salt balance, Target weight and Fluid balance</li> <li>• Vascular access</li> <li>• Haemofiltration and Haemodiafiltration</li> <li>• Haemodialysis complications</li> </ul> <p><b>Day 4. Renal Replacement Therapy: Peritoneal Dialysis</b></p> <ul style="list-style-type: none"> <li>• Formative Assessment</li> <li>• The principles of Peritoneal Dialysis</li> <li>• Complications of Peritoneal Dialysis</li> <li>• Nutritional support in Renal replacement therapy</li> </ul> <p><b>Day 5. Renal Replacement Therapy: Transplantation</b></p> <ul style="list-style-type: none"> <li>• Immunology in Transplantation</li> <li>• Pre and Post Transplantation Care</li> <li>• Immunosuppressant management</li> <li>• New Onset Diabetes After Transplantation</li> </ul>
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	<p><b>Scheduled learning</b> includes lectures, seminars, tutorials, reflection on practice and work based learning, practical classes and workshops.</p> <p><b>Independent learning</b> includes hours engaged with essential reading especially activities online, case study preparation and presentation, assignment preparation and completion.</p>
Key Information Sets	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are comparable sets of standardised information about

<p>Information</p>	<p>undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 248 1369 521"> <thead> <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> <th></th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <table border="1" data-bbox="571 658 1262 891"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	36	114	0	150														Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p><b>Core readings</b></p> <p>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.</p> <p><b>Further readings</b></p> <p>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.</p> <p><b>Access and skills</b></p> <p>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.</p> <p><b>Journals</b></p> <p>British Journal of Renal Medicine  Dialysis and Transplantation Journal  Kidney Disease Outcomes Quality Initiative (K/DOQI) Guidelines  Journal of Renal Care  Nephrology Nursing Journal</p>																																		
<p>Indicative Reading List</p>	<p><b>Indicative Reading List</b></p> <p>Ashley, C. and Currie, F. (2003) <i>The Renal Drug Handbook</i>. 2nd ed. Oxford: Radcliffe Medical Press.</p> <p>Chambers, E. J., Germain, M. and Brown, E (2004) <i>Supportive Care for the Renal Patient</i>. Oxford: Oxford University Press</p>																																		

	<p>Danovitch, G.M. (2005) <i>Handbook of Kidney Transplantation</i>. 4th ed. Philadelphia: Lippincott Williams and Wilkins.</p> <p>Department of Health (2004) <i>National service framework: kidney disease</i>. Available from: <a href="https://www.gov.uk/government/publications/national-service-framework-kidney-disease">https://www.gov.uk/government/publications/national-service-framework-kidney-disease</a> [Accessed 5 February 2014]</p> <p>Levy, J., Brown, E., Daley, C. and Lawrence, A. (2009) <i>Oxford Handbook of Dialysis</i> 3rd ed. Oxford: Oxford University Press</p> <p>Thomas, N. (2008) <i>Renal Nursing</i> 3rd ed. London: Bailliere Tindall</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p><b>Formative Assessment</b> Case study presentation: Individual presentation utilising a reflective model to discuss a particular aspect of care from practice. This promotes peer learning and appreciation of different roles in the delivery of service in healthcare. This will enable them to explore the foundation for the summative assessment.</p> <p><b>Summative Assessment</b> Case Study Essay: Writing an essay demonstrating knowledge and understanding of the delivery of service to a person with renal healthcare needs (2500 words).</p> <p>The essay should include a brief history of the person, the pathophysiology of renal dysfunction and how care was delivery 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.</p> <p>At level 3, students are expected to critically analyse, evaluate and synthesise the delivery of service in this case study. This should include some appreciation of how evidence based practice influence the delivery of renal service.</p>

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	A:	B:
<b>First Sit</b>		
Component A Description of each element	Element weighting (as % of component)	
1. 2500 word case study	100%	
Resit (further attendance at taught classes is not required)		
Component A	Element weighting	

Description of each element	(as % of component)
1. Resubmission of a 2500 word case study	100%
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	