

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Principles of Cardiac Care				
Module Code	UZWRWY-20-3	Level	3	Version	1
Owning Faculty	Health & Applied Sciences	Field	Acute and Critical Care Nursing		
Department	Nursing and Midwifery				
Contributes towards	BSc (Hons) Specialist Practice BSc (Hons) Professional Studies MSc Advanced Practice MSc Specialist Practice				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	UZWR3A-20-3 Principles of Cardiac Care UZWS9Q-20-M Principles of Cardiac Care UZWSVB-15-3 Principles of Cardiac Care		Module Entry requirements	Working with people with cardiac problems	
Valid From	September 2015		Valid to	September 2021	

CAP Approval Date	2 June 2015
--------------------------	-------------

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"> 1. Demonstrate detailed knowledge and understanding of anatomy, pathophysiology, pharmacological and therapeutic principles as applied to cardiac care practice (Component A) 2. Analyse the evidence and apply knowledge underpinning the delivery of care for those with cardiovascular disorders and current research (Component A) 3. Consider the psychosocial, psychological, cultural, gender and ethical issues associated in caring for those with cardiovascular dysfunction their carers, and family (Component A) 4. Appraise cross agency collaboration in the development of cardiac care and service provision (Component A) 5. Evaluate the healthcare professionals role and multi-disciplinary team in

	<p>developing the quality of care provision for people with cardiac problems their carers/family (Component A)</p> <p>6. Demonstrate an ability to apply knowledge and critically evaluate current developments in own practice area in relation to cardiovascular disorders and current research. (Component A)</p>
Syllabus Outline	<p>The cardiovascular system- Basic heart anatomy, the cardiac cycle, cardiac output Pathophysiology of coronary heart disease and acute coronary syndromes Pharmacological interventions for managing Acute coronary syndromes. Assessment, planning, implementation and evaluation of treatment and care for the cardiac patient and their carers/ family.</p> <p>National Service Framework for Coronary Heart Disease and policy implications Political drivers in acute care Cross agency collaboration and working in partnership Contemporary local , national and international policy Assessment and management of symptoms related to cardiovascular disorders</p> <p>Interpretation and evaluation of basic ECG Arrhythmia interpretation User and carer perspectives of cardiac services</p> <p>Pathophysiology of heart failure Nursing Care and management of the individual with acute heart failure Pharmacological and non-pharmacological interventions for managing heart failure</p> <p>Primary prevention and risk stratification in relation to cardiovascular disease Simulation care and treatment of acute heart failure and chest pain</p> <p>On line activities</p> <p>Assessment and management of the psychological, cultural and ethical needs in individuals with cardiovascular disorders. Rehabilitation and health promotion strategies for supporting individuals with acute or chronic cardiovascular disorders.</p>
Contact Hours	<p>A total of 48 hours in the form of seminars, group activities, lectures, simulation with case study presentation and online activities including ECG recognition and arrhythmia interpretation, cardiac rehabilitation provision in the southwest region through discussion boards.</p>
Teaching and Learning Methods	<p>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.</p> <ul style="list-style-type: none"> • Simulation • Technology enhanced learning • Workshops and Masterclasses • Lectures and Seminars • Enquiry based learning

	<ul style="list-style-type: none"> Case based learning
Reading Strategy	<p>Core readings</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>Further readings</p> <p>Students are expected to identify all other reading relevant to their chosen research topic for themselves. 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>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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.</p>
Indicative Reading List	<p>Indicative reading list</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module guide</p> <p>Al-obaidi, M., Siva, A. and Noble, M. (2013) <i>Crash course Cardiology 4th edition</i>. London: Mosby</p> <p>Gardner, Roy S; McDonagh, Theresa A; Walker, Nicola L (2014) <i>Heart Failure</i>. [online] Oxford University press [Accessed March 4th 2015]</p> <p>Humphreys, M. (2011) <i>Nursing the cardiac patient</i>. West sussex: Wiley-Blackwell</p> <p>Kucia, A., & Quinn, T. (2010) <i>Acute cardiac care</i>. West sussex: Wiley-Blackwell.</p> <p>Angela Rowlands, Andrew Sargent (2011) <i>The ECG workbook</i>. [online] M&K [Accessed march 4th 2015]</p> <p>British Journal of Cardiac nursing [online] [Accessed March 4th 2015]</p>

Part 3: Assessment	
Assessment Strategy	<p>Formative assessment</p> <p>Students will be given opportunities to test their understanding and learning within the online activities/ tests, through reflection on practice, group discussion forum and with feedback throughout the module.</p>

	<p>Summative assessment</p> <p>The controlled condition examination is designed to assess the knowledge and understanding of physiological, pharmacological, pathological, psychosocial and ethical principles in cardiac care. The exam is in 3 parts</p> <ol style="list-style-type: none"> 1. MCQ's learning outcome 1 2. Short answer case study- learning outcomes 1-5 3. A long answer question - learning outcomes 1-6 <p>MCQ, will demonstrate the students knowledge of anatomy and physiology of the cardiovascular system and ECG interpretation.</p> <p>The short answer questions will give the student the opportunity to demonstrate and briefly discuss appropriate evidence based treatment options in their clinical setting. The questions will be devised using a case study approach.</p> <p>The long answer question will allow the student to demonstrate their knowledge base regarding assessment and management but also demonstrates within their writing evidence of critical analysis and synthesis of the evidence utilised.</p>
--	--

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2 hour exam	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 2 hour exam	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.	