



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Care of the Acutely Ill Adult				
Module Code	UZWR19-20-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Acute and Critical Care Adult Nursing		
Contributes towards	BSc(Hons) Professional Development BSc (Hons) Specialist Practice BSc (Hons) Professional Studies MSc Advanced Practice MSc Specialist Practice MSc Professional Development				
Department	Nursing and Midwifery				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	Foundations of acute critical and emergency care UZWS9N-20-M; UZWS9S-20-3. Care of the Acutely Ill Adult Care UZWSSJ-15-M		Module Entry requirements	Registered health care practitioner working in an environment where they encounter patients with acute physiological deterioration	
Valid From	September 2015		Valid to	September 2020	

CAP Approval Date	2 nd June 2015
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Critically identify and interpret the appropriate course of action for a client with deteriorating respiratory and/or cardiovascular status. (Component A&B) 2. Critically analyse a client's condition using knowledge of altered respiratory & cardiovascular physiology and pathophysiology (Component A&B)

	<p>3. Evaluate communication and documentation issues relating to acute care in context of their own work environment. (Component A&B)</p> <p>4. Selectively analyse issues relating to the assessment and management of cognitive/ neurological deterioration relevant to their own client group. (Component A&B)</p> <p>5. Analyse the clinical presentation in relation to the physiological response to infection and possible sepsis (Component A&B)</p>
<p>Syllabus Outline</p>	<p>Respiratory deterioration; assessment and management Applied physiology, pathophysiology, Chest X-ray interpretation and Arterial blood gas analysis Oxygen therapy & Nebulizer therapy Non-invasive respiratory support, Tracheostomy, tracheal suction and other airway maintenance strategies</p> <p>Cardiovascular deterioration; assessment and management Applied cardiovascular physiology and pathophysiology Monitoring cardiac and vascular pressures Cardiovascular drugs & fluid therapy</p> <p>Communication Track and trigger systems and Communication tools Breaking bad news</p> <p>Host response to Infection Host response Inflammation Sepsis</p> <p>Detecting neurological deterioration Neurological/ cognitive assessment Acute confusional states & acute severe headache</p> <p>Above content mapped against: Department of Health (2009) Competencies for recognising and responding to acutely ill patients in hospital. (Recogniser and Primary responder)</p>
<p>Contact Hours</p>	<p>A total of 48 hours in the form of online seminars, lectures and activities online contact time with a module team member this maybe synchronous in the form of a Collaborate webinar within blackboard, or text based synchronous discussion board or similar online media.</p>
<p>Teaching and Learning Methods</p>	<p>The entire module is delivered online. Students will undertake a variety of non-synchronous learning tasks including discussion boards, wikis and guided online reading. Audio visual and Interactive media will be employed where appropriate such as quizzes, exercises, and video tutorials.</p>

	<p>Core information will be provided on blackboard and will draw upon and direct the student to the wealth of material available via the internet including, videos, webinars, tutorials and simulations. There will recommended but not essential practical learning experiences (for example a visit to the operating theatre).</p> <p>The module is structured into 2 large and 2 smaller themes</p> <ul style="list-style-type: none"> a) Respiratory b) Cardiovascular c) Communication d) Host response to infection <p>Core material in relation to these topics is provided online and organised according to the theme. There is an inherent progression within respiratory and cardiovascular themes which starts at physiology and ends at management.</p> <p>Students are free to study at their own pace and “surfing” beyond core topics (but with relevance to their own practice) is encouraged. PDF files, links or digitised copies of any essential reading will be provided.</p> <p>The remaining 18 contact hours will be non-synchronous learning through discussion, collaboration (wiki) and individual communication with allocated team member.</p>
<p>Reading Strategy</p>	<p>Core readings</p> <p>All core reading will be provided through course materials on Blackboard. Key discourse will be provided in narrative form taking the student through each theme of the module. Direct links, PDF files or digitalised copies of essential material will be provided within the core material.</p> <p>Further readings</p> <p>Students are expected to identify reading relevant to their own client group for themselves. They will be encouraged to read widely using the Library Search, a variety of bibliographic and full text databases, and Internet resources. Only resources that can be accessed remotely will be referred to although students are encouraged to make use of their local professional and academic libraries to which they may have access.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by the Library Services web pages on Study Skills. These include interactive tutorials on finding books and journals, evaluating information and referencing. As students maybe academically diverse and geographically distant early contact time will address the issue of reading and searching skills. A named contact librarian will be enlisted for the first four (minimum) weeks of the module. There is a 24/7 online service, Ask a Librarian, where students can email in</p>

	questions and seek assistance. A named online learning technician will be linked to the module
Indicative Reading List	<p>Due to the potential professional and geographical diversity of the student group only two core texts are included, students will be expected to have access to one of these.</p> <p>Adam. S; Odell.M and Welch, J. (2013) <i>Rapid Assessment of the Acutely Ill Patient</i> [online]Oxford. WileyBlackwell. [Accessed 21 March 2013].</p> <p>Clarke. D and Ketchel, A (2011) <i>Nursing the Acutely Ill Adult: Priorities in Assessment and Management</i>. Basingstoke: Palgrave Macmillan.</p> <p>Students are also advised to have access to a recent (>5 years) physiology text book for example ;</p> <p>Waugh A & Grant A. (2010) <i>Anatomy & Physiology in health and illness</i>[online] London. Elsevier</p> <p>All other indicative reading will be provided as PDF, direct link via the library services website or digitised copy</p>

Part 3: Assessment

Assessment Strategy	<p>Formative Assessment Students will be given opportunities to test their understanding and learning in several interactive quizzes and activities with feedback throughout the module. These activities will also prepare students for their engagement with the summative elements described below.</p> <p>Summative Assessment Students will be expected to undertake a series of 5 x 10 minute online activities throughout the module, timed at specific module weeks and embedded in the learning process. These activities will require UWE login to access and will be designed to be marked automatically. The module leader will have full access to up-to-date data to monitor progress and marks obtained by students. Students will be able to see their results immediately after completing each task. The design of the activity will be such as to allow students only one attempt for each activity, however practice activities (as stated above) will be provided without constraint on the number of attempts.</p> <p>The design of the activities will be varied, for example:</p> <ul style="list-style-type: none"> · MCQ · Drag and drop · True/false · Label the structure · Prioritisation structure · Scenario based questions
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	<p>The activities described above will make up 50% of the assessment load, the remaining 50% will be the 1500 word assignment.</p> <p>The 1500 word assignment will allow for application of the knowledge gained in the online activities to the management of the deteriorating patient. The assignment will critically explore the course of action taken to effectively manage the patient in the context of one of the major core themes and must consider communication issues</p> <p><u>Core themes</u></p> <ul style="list-style-type: none"> a) Respiratory b) Cardiovascular <p>This assessment strategy has been designed following best practice on effective assessment from JISC (http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx) and The Open University's Centre for Excellence in Teaching and Learning (http://www.open.ac.uk/opencetl/centre-open-learning-mathematics-science-computing-and-technology/activities-projects/e-assessment-learning-the-interactive-comp).</p> <p>Technical design and deployment of the activities will also follow best practice developed at UWE by the Education Innovation Centre in collaboration with academic colleagues across the university. Staff guidance and support are already in place (http://info.uwe.ac.uk/online/Blackboard/staff/guides/summative-assessments.asp).</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. 5 x 10 minute online activities embedded in the learning process	100%	
Component B Description of each element	Element weighting	
1. 1500 word assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. 5 x 10 minute online activities embedded in the learning process	100%	
Component B Description of each element	Element weighting	
1. 1500 word assignment	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.