Applied Knowledge and Skills for Management of the Critically Ill Patient

Module Code: NUR6021-C
Academic Year: 2018-19
Credit Rating: 30
School: School of Nursing and Healthcare Leadership
Subject Area: Nursing
FHEQ Level: FHEQ Level 6

Pre-requisites:
Co-requisites:

Contact Hours

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>15</td>
</tr>
<tr>
<td>Tutorials</td>
<td>15</td>
</tr>
<tr>
<td>Directed Study</td>
<td>120</td>
</tr>
<tr>
<td>Other (DO NOT USE)</td>
<td>150</td>
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Availability Periods

<table>
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<tr>
<th>Occurrence</th>
<th>Location/Period</th>
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<tr>
<td>BDA</td>
<td>University of Bradford / Semester 1 (Sep - Jan)</td>
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Module Aims
To develop critical thinking and evaluate knowledge and skills in order to appraise, assess and manage critically ill patients. Critically analyse theory and knowledge in order to inform and influence clinical practice. To implement and evaluate evidence based interventions supporting the physical and psycho-social well being of critically ill patients.

Outline Syllabus
Pathophysiology of underpinning core systems and their support in critical care.
Vigilance and monitoring of critically ill patients.
Therapeutics and health education strategies in critical care.
Management and evaluation of interventions.
Ethical and legal perspectives.
Psycho/social/cultural/spiritual aspects.
Rehabilitation and after care of the critically ill adult.

Module Learning Outcomes

On successful completion of this module, students will be able to...

1. Demonstrate a systematic understanding of pathophysiological knowledge and principles to the care of critically ill patients.
2. Appraise the psycho-social impacts on critically ill patients and their families including planning and implementing evidence based interventions, to support the critically ill.
3. Devise and sustain arguments appraising rationale and outcomes of care.

2. Evaluate ethical and legal issues underpinning the development of clinical nursing roles and care delivery.

3. Demonstrate initiative and personal responsibility in independent learning.

Learning, Teaching and Assessment Strategy

Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and develop conceptual understanding (LO 1.1, 1.2 & 1.3). Seminars and group learning will be used to facilitate teacher/learner/peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding (LO 1.1, 1.2, 2.1, 2.2 & 3.2). Directed study provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO 1.1, 1.2, 2.2, 3.1,3.2). VLE will be used to provide access to online resources, lecture notes & external links to websites of interest. Labs and practicals will be held, if appropriate, to acquire new skills. Other consists of opportunities to participate in practice, enhance acquisition of skills and gain competence (LO1.1, 1.2, 2.2). Formative assessment and feedback at individual tutorials, meetings and through electronic communication will facilitate reflection and student self-assessment. LO 1.1,3.2 are assessed by Mode of Assessment 1. LO 1.2, 1.3,2.1,2.2, 3.1,3.2, are assessed by Mode of Assessment 2. Skills in practice are assessed by mode of assessment 3

Mode of Assessment
<table>
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<tr>
<th>Type</th>
<th>Method</th>
<th>Description</th>
<th>Length</th>
<th>Weighting</th>
<th>Final Assess'</th>
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<tr>
<td>Summative</td>
<td>Coursework</td>
<td>Critical analysis of the rationale underpinning the care plan (3000 words) (must pass at 40%)</td>
<td>0 hours</td>
<td>70%</td>
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<td>Summative</td>
<td>Coursework</td>
<td>Develop a plan of care for defined patient (1500 Words) (must pass at 40%)</td>
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<td>30%</td>
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<td>Summative</td>
<td>Clinical Assessment</td>
<td>Achievement of competency outcomes in practice document (pass/fail)</td>
<td>0 hours</td>
<td>%</td>
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**Legacy Code (if applicable)**
HNPP632T

**Reading List**
To view Reading List, please go to [rebus: list](#).