

Acute Care

Module Code:	NUR5014-B
Academic Year:	2018-19
Credit Rating:	20
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 5
Module Leader:	Kathryn Bland

Additional Tutors:

Pre-requisites:

Co-requisites:

Contact Hours

Type	Hours
Lectures	30
Seminar	36
Laboratory	10
Directed Study	123

Availability Periods

Occurrence	Location/Period
MYA	Mid Yorkshire Hospital NHS Trust / Semester 2 (Feb - May)
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims

The aim of this module is to develop the knowledge and skills required to underpin the delivery of safe, effective holistic care relating to the management of patients and service users with acute care needs. You will examine the altered physiology and psychological distress of common acute conditions and you will be introduced to the importance of human factors in the contribution to risk management.

Outline Syllabus

Clinical/direct patient care:

Responsibility & accountability in relation to the management of acute care patients

Assessment of individuals requiring acute care; assessment tools, frameworks, care bundles

Signs of deteriorating mental & physical health; identifying appropriate & timely responses.

Human factors & their contribution to risk in the care of the acutely ill

Clinical reasoning & problem-solving skills

Meeting acute care needs; application to field & learning disability

Pharmacology relating to the care of the acutely ill

Therapeutic communication

EoLC: Amber Care Bundle withdrawing & withholding treatment; symptom management

Field specific application:

Adult: pathophysiology, assessment & management of: orthopaedics, head injury, allergy, STEMI, acute respiratory conditions, acute complication of diabetes, acute breathlessness, poisoning; oncological emergencies & cancer treatment

Child: pathophysiology, assessment & management applied to: orthopaedic care; meningitis; bronchiolitis; fever, diarrhoea & vomiting; altered physiology of the premature baby

Mental health: immediate care of those experiencing crisis; including suicidality; self-harm

Leadership and collaborative practice:

Communication networks; effective communication in assessment of acute care needs; importance & challenges of working in partnership with patients/service users & their carers/families; inter-professional working

Improving quality and developing practice:

Data collection methods, sampling strategies in research

Developing self and others:

Clinical reasoning & problem-solving skills

Module Learning Outcomes

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

- 1
 - 1.1 Discuss the diagnostic and decision-making skills required for the safe assessment, planning and delivery of care for those with acute care needs
 - 1.2 Describe own professional responsibility in recognising and managing acute illness where an individual is deteriorating.
 - 1.3 Discuss the psycho-social impact and patho-physiological changes in an individual who is acutely unwell and their carer or family
- 2
 - 2.1 Use and interpret assessment tools in individuals with acute care needs.
 - 2.2 Use evidence based health policy and guidelines to inform decision making in acute illness.
 - 2.3 Demonstrate and document the safe administration of medication to an individual who is acutely unwell.
- 3
 - 3.1 Critically appraise evidence underpinning management of acute care.
 - 3.2 Critically evaluate own communication skills when sharing information with colleagues, service users, carers and family.
 - 3.3 Critically examine own professional knowledge and skills development and record in reflective portfolio.

Learning, Teaching and Assessment Strategy

This module adopts a range of learning and teaching activities to facilitate your learning. Research informed key lectures will deliver core content; providing students with the opportunity to acquire knowledge and develop conceptual understanding of acute care (LO 1.1, 1.2, 1.3, 2.1, 3.1). PBL, TBL, seminars and group learning will be used to facilitate your conceptual understanding and enhance your acquisition of skills (LO 1.1-1.4, 2.1, 2.2, 2.3). Directed study will provide you with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to your field of practice (LO 1.1-1.4,). Field-specific application of core concepts and skills will be through field-specific seminars (LO 1.4, 1.5, 2.1, 3.2, 3.3). VLE will be used to provide access to online resources, lecture notes & external links to websites of interest. Formative assessment and feedback will be provided at group and individual tutorials, and will facilitate reflection and student self-assessment. All learning outcomes are assessed by mode of assessment 1 & 2.

Mode of Assessment

Type	Method	Description	Length	Weighting	Final Assess'
Summative	Objective Structured Clinical Examination (OSCE)	OSCE Pass/fail		%	No
Formative	Examination - practical/lab oratory	Practice OSCE		%	No
Summative	Examination - closed book	Exam (Must pass at 40)	2 hours	100%	Yes

Legacy Code (if applicable)

Reading List

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