

Module Details	
Module Title:	Applied Knowledge and Skills for Management of the Critically Ill Patient
Module Code:	NUR6021-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Nursing
FHEQ Level:	FHEQ Level 6
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	15
Work based learning	150
Tutorials	15
Directed Study	120

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)

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.

Learning Outcomes

1	1.1 Demonstrate a systematic understanding of pathophysiological knowledge and principles to the care of critically ill patients. 1.2 Appraise the psycho-social impacts on critically ill patients and their families including planning and implementing evidence based interventions, to support the critically ill. 1.3 Devise and sustain arguments appraising rationale and outcomes of care.
2	2.1 Evaluate ethical and legal issues underpinning the development of clinical nursing roles and care delivery. 2.2 critically evaluate arguments, assumptions and data to support and develop strategies for care delivery.
3	3.1 demonstrate initiative and personal responsibility in independent learning. 3.2 Demonstrate the critical application of evidence to inform practice and personal development.

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. 'Work-based learning' 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, , are assessed by Mode of Assessment 2. Skills in practice are assessed by mode of assessment 3

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Coursework	Critical analysis of the rationale underpinning the care plan (3000 words) (must pass at 40%)	0 hours	70%

Summative	Coursework	Develop a plan of care for defined patient (1500 Words) (must pass at 40%)	0 hours	30%
Summative	Clinical Assessment	Achievement of competency outcomes in practice document (pass/fail)	0 hours	%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.