

Liverpool John Moores University

Title: RESPIRATORY MANAGEMENT & CARE
Status: Definitive
Code: **6055PQHEAL** (112389)
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Colin Jones	Y

Academic Level: FHEQ6 **Credit Value:** 15 **Total Delivered Hours:** 40
Total Learning Hours: 150 **Private Study:** 110

Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	16
Seminar	4
Tutorial	20

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Critical Analysis based on a subject identified from the Individual Learning Agreement 2,000 words	80	
Presentation	AS2	Formative:- Individual Learning Agreements Summative:- Presentation	20	

Aims

To develop a critical understanding of the management and care of the patient with respiratory dysfunction, to ensure high quality patient centred care is delivered.

Learning Outcomes

After completing the module the student should be able to:

- 1 Illustrate an indepth knowledge of normal disordered respiratory physiology ,the control of respiration, predisposing factors and effects of respiratory failure.(KSF 2)
- 2 Critically examine knowledge of the range of innovative therapeutic options available for breathless patients and their carers with reference to best practice benchmarking strategies within their clinical area.(KSF 1,2,3,4,5,6)
- 3 Critically evaluate strategies used to promote patient empowerment and provide appropriate support for the patient and their carers.(KSF 1,2,3)

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay	1	2	3
Pres	1	2	3

Outline Syllabus

Respiratory Physiology and Mechanics:-

Normal respiratory physiology:

Disordered respiratory function in relation to a range of respiratory conditions including :- Chronic Obstructive Pulmonary Disease:-

Respiratory Assessment:-

History taking, psycho/sociological/environmental factors, Chest Auscultation, percussion and respiratory examination.

Respiratory Therapeutics:-

Oxygen therapy, non-invasive ventilation, Inhalation Therapeutics, Nebulisation Pharmacology,Management of the patient with an artificial airway(tracheostomy), Chest Physiotherapy and the role of the physiotherapist, Management of the patient with a chest infection, evaluation of innovative therapeutics.

Collaborative care and empowerment.

Aspects of palliative care, family support during chronic illness, psychological implications of chronic illness, role of the practitioner at the primary/secondary care interface, respiratory rehabilitation.

Learning Activities

A blended approach to learning will be adopted. This will include some formal lectures in which subjects will be introduced, followed by tutorials(some in groups and others individual)seminars and work based learning strategies. Work based learning , which will consist of 20 hours over 1 semester, will include the student

developing individual learning objectives . This will become a formal learning agreement. The students will be encouraged to use blackboard(virtual learning environment) to access module materials and discuss issues with fellow students.

Notes

Practitioners,working in a variety of respiratory care settings and using their existing skills and knowledge, will be encouraged to deepen and enhance their scope of practice within the practitioners's own respiratory care setting . The students will be encouraged to critically evaluate innovative therapeutic strategies, from a change management perspective .

The assessment will include a diagnostic element in the Individual Learning Agreement, with a Formative Assessment of a seminar presentation just over half way through the module. The Summative Assessment will be a Critical Analysis developed from an aspect of the Individual Learning Agreement.

The module will be organised so that there are 8 study half days and 5 half days negotiated in clinical practice. the first 5 weeks will have a half day each week in university. From then on there will be a study half day every other week, alternating with a half day in clinical practice(or equivalent).