

Liverpool John Moores University

Title: DEVELOPMENTS IN RENAL CARE
Status: Definitive
Code: **6058PQHEAL** (112392)
Version Start Date: 01-08-2021

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

Team	Leader
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Academic Level: FHEQ6
Credit Value: 45
Total Delivered Hours: 180
Total Learning Hours: 450
Private Study: 270

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	40
Online	120
Seminar	2
Tutorial	18

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS2	This document is carefully linked to the student's learning agreement and will enable her/him to demonstrate who they have meet their learning objectives	70	
Presentation	AS3		30	

Aims

To develop a critical understanding of high quality, patient/client centred nephrology

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate an in-depth knowledge of normal and disordered physiology relevant to their renal specialty. (KSF 2)
- 2 Synthesize knowledge of holistic care to develop best practice, bench marking within renal care. (KSF 1 2 3 4 5 6)
- 3 Critically analyse and promote their role within a framework of collaborative practice. (KSF 1 2 3 4 5 6)
- 4 Critically evaluate health and safety issues impacting upon the patient, family and staff within renal care. (KSF 1 2 3 4 5)
- 5 Critically analyse the contribution of interpersonal skills in relation to the promotion of collaborative practice. (KSF 1 2)
- 6 Develop strategies that promote health education and patient empowerment within renal care. (KSF 1 2 3)
- 7 Demonstrate skills in using new technology in relation to the renal area (KSF 1 2 3 4 5)

Learning Outcomes of Assessments

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

CW	1	2	3	4	5	6	7
CW	1	2	3	4	5	6	

Outline Syllabus

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Normal and disordered physiology relevant to the renal specialty. Exploration of assessment strategies most relevant to the renal area. Roles and responsibilities in relation to assessment of individual client groups. Specialist management using an holistic approach to individual client groups which incorporates a review of the patient 's journey from first contact, intermediate care to continuing care. Examination and application of models, care pathways and benchmarking strategies applicable to client groups within the pathways. Review of traditional and complementary modes of management of clients with review of current evidence based practice. International, local initiatives and guidelines in relation to healthcare practice ie NHS plan, Patients Charter, NSF, NICE guidelines. Development of interpersonal skills which promote collaborative care. Develop strategies to promote the health and well being of individuals and prevention of adverse health effects. Development of skills using specialist equipment and devices. Demonstration of the collection, analysis and evaluation of evidence and research from a variety of informational base resources. Recognition of environmental factors implicated in the health and well being of individuals. Interpersonal and communication skills in relation to people management. Accountability and legal implications related to

quality and standards in relation to health care. Roles and responsibilities in relation to ethical and moral dilemmas encountered within the healthcare setting. Use of audit to enhance care and practice within the clinical setting. Review and examine teaching methods and strategies in relation to the promotion of patient and peer education. Culture, equality and diversity issues. Consent, empowerment and decision making approaches.

Learning Activities

A blended approach to learning which includes formal keynote lectures, group and individual tutorials, discussions, seminars and work based learning strategies. Work based learning composing of 192 hours over a minimum of two semesters will include individually agreed learning objectives within a formal learning agreement using a tripartite approach.

Notes

Students will be enabled to utilize their theoretical and work based knowledge in order to advance practice in their clinical environment