

Liverpool John Moores University

Title: DEVELOPMENTS IN CRITICAL CARE
Status: Definitive
Code: **6061PQHEAL** (112395)
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:** 60
Total Learning Hours: 450 **Private Study:** 390

Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 40 |
| Seminar | 18 |
| Tutorial | 2 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|----------|-------------------|--|---------------|---------------|
| Essay | AS1 | Case study has the overall percentage award there are two other summative assessments - SEE MODULE NOTES | 100 | |

| Competency | Practice |
|------------|----------|
|------------|----------|

Aims

1. *To develop the student towards being a critical care practitioner, with innovative skills and associated background knowledge to effectively manage the care of critically ill patients and their families.*
2. *To work with patients/clients, carers and other health and social care professionals to advance the sphere of practice.*

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstares an in depth knowledge of normal and disordered physiology.
- 2 Demonstates a systematic approach to assessment and examination of the critically ill patient.
- 3 Apply knowledge of holistic care to develop best practice within the critical care environment.
- 4 Critically analyse the role of the critical care practitioner within a framework of collaborative practice.
- 5 Critically evaluate health and safety issues impacting upon the patient, carers and staff within the critical care area.
- 6 Critically analyse the contribution of interpersonal skills in relation to the promotion of collaborative practice.
- 7 Develop strategies, that promote health education and patient empowerment within the clinical setting.

Learning Outcomes of Assessments

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

| | | | | | | | |
|-----------------------|---|---|---|---|---|---|---|
| Case Study 4000 words | 1 | 2 | 3 | 4 | 5 | 6 | |
| Practice | | | | 4 | 5 | 6 | 7 |

Outline Syllabus

Anatomy, Physiology and path physiology of disease processes relating to critical care.

Exploration of assessment strategies relevant to critical care. Roles and responsibilities in relation to the client with critical illness. Assessment and physical examination skills relating to the respiratory, cardiovascular and gastrointestinal system. Specialist management of the client using a holistic approach, which incorporates immediate and continuing care. Examination and application of models, care pathways and benchmarking strategies applicable to critical care.

International, local initiatives and guidelines in relation to healthcare practice i.e. NHS plan, Patient's 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 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 critical care 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 client 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 limited individual tutorials, discussions, seminars, access to simulation learning and work based learning strategies.

Work based learning will include individually agreed learning objectives within a formal learning agreement using a tripartite approach. The student will have protected clinical time in clinical practice every other week negotiated with their mentor. The student will attend university or have appropriate clinical study time every week. Learning agreement and action plan reviewed with mentor and academic facilitator incrementally as needed throughout the programme.

Notes

There are three assessments to this module:

A written case study - Graded

A Professional Portfolio - Pass/Fail

A Clinical Assessment Form - Pass/Fail

This programme has been developed to meet the requirements of the National Standards for Critical Care Competency 2012