Liverpool John Moores University

Title: Critical Care Developments
Status: Definitive
Code: **6252HEAL** (124762)
Version Start Date: 01-08-2021

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

Team	Leader
Dan Cooper	Y

Academic Level:	FHEQ6	**Credit Value:**	60	**Total Delivered Hours:**	87
Total Learning Hours:	600	**Private Study:**	513		

Delivery Options
Course typically offered: Year Long & NS Year Long

Component	Contact Hours
Lecture	70
Practical	14
Tutorial	3

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	case study	4000 words. An in depth critical evaluation of the assessment, management and interprofessional collaboration of one patients care within the critical care environment	100	

Competency	Practice

Aims

To enable students to develop a combination of skills, knowledge and attitudes,

values and technical abilities that underpin safe and effective critical care nursing care and interventions.
To provide learning environment that enables the student to meet challenges flexibly and creatively to become a proficient, confident, safe and accountable practitioner whose practice is underpinned by a rigorous evidence and value base to ensure fitness for practice.
To equip students to deliver high quality care and implement appropriate evaluation techniques in a range of critical care environments

Learning Outcomes

After completing the module the student should be able to:

1	Demonstrate an in depth knowledge of normal and disordered anatomy and physiology of the human body
2	Demonstrate a systematic approach to diagnostic assessment and examination of the critically ill patient
3	Demonstrate the application of holistic management of the person within the critical care environment
4	Critically evaluate the role of current legislation related to quality and standards which may impact upon the patient, carers and staff within the critical care area
5	Critically analyse the role of the critical care practitioner within a framework of multi professional practice
6	Critically analyse the use 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	1	2	3	4	5	6	7
Practice	1	2	3	4	5	6	7

Outline Syllabus

Respiratory Anatomy and Physiology ; Respiratory Assessment
Chest X-ray Interpretation; Modes of Invasive Ventilation, Proning and Weaning;Non Invasive Ventilation
Airway management and Tracheostomy Care;Cardiac – Anatomy and Physiology
ECG;Invasive Cardiac monitoring
MI / ACS; Fluid Management / Shock
Inotropes; Sepsis ; Stress in Health care ; Anatomy and Physiology in Renal Care; Fluid and Medication Management;Nutritional Assessment
Modes of Feeding; Pancreatitis; Liver Function; Human Factors; Law and Ethics; Tissue Viability, Pain Management; Infection Control; Head Injures
Neurological Assessment; Neurological Disorders.

Learning Activities

A blended approach to learning, which includes formal keynote lectures, group and 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

The competency based practice assessment has two elements:

A Professional Portfolio - Pass/Fail- this will include critical reflections of practice and evidence of continuous learning.

A Clinical Assessment Form - Pass/Fail - this is a signed and completed assessment to demonstrate the student has been assessed within the practice setting and deemed competent by a qualified mentor within practice.

1. The programme has taken account of the appropriate levels of the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and is aligned to level 6 descriptors. This is reflected in the module learning outcomes. The programme has been informed by the most recent QAA Subject Benchmark Statement: Health care Programmes (Nursing) (QAA, 2001; 2015).
2. The module involves classroom attendance, which is further supported by a range of learning support tools. The module is part time and lasts for 1 year.

3. The criteria for admission to the module require that candidates are currently working within an NHS Trust, within a critical care area and have been for a minimum of 12 months. Candidates will have evidence of study at level 6

4. The final award is a Continuing Professional Development – Critical Care Developments, 60 credits at Level 6.
5. The students will have access to a Blackboard site and the University's other range of electronic support such as access to the electronic library facilities. The module Blackboard site reflects contemporary reading lists and links to journal articles. The module Blackboard site also includes a number of presentations for students to access on areas such as critical writing and library support. The students also have access to the module leader through phone contact, emails and face to face meetings. A module guide is also provided, which guides students to the wider range of support available. Students will have an identified a suitably qualified lead assessor (mentor) to support and assess the students competency in practice. An Off-Campus Support Gateway is available for students and staff who wish to access LJMU computing and information resources while off-campus (https:

//www2.ljmu.ac.uk/ITHelp/software/118551.htm). This service is aimed particularly at distance learners, part-time, placement and learning at work students
6. The programme is assessed and run in line with the Academic Framework https://www.ljmu.ac.uk/~/media/sample-sharepoint-libraries/policy-documents/246.pdf

7. Attendance is required throughout the module; although some learning material will be available through the Blackboard site.

8. Validated 2016/17

9. The methods for improving the quality and standards of learning are as follows:
• Annual Monitoring Review
• Liaison and feedback from the students
• Reports from the External Examiner
• Programme team ensuring the module reflects the values of the current teaching and learning strategy
• Module leader updating knowledge and skills to ensure these remain current and Relevant

10. This is a standalone CPD. A specific external examiner will be identified for the module.

11.The approved intake month(s) is January.

12. The catalogue code is 124762. Module code is 6252HEAL. SIS code: 35832 CPD APPLY / 35833 self funding.