Acutely Ill Adult & High Dependency Nursing – 6KNIA327

Level: 6
Credits: 30

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This handbook must be read in conjunction with module information provided on KEATS, the King’s E-Learning And Teaching Service. You will be given access to KEATS on enrolment. Important information relating to assessment and related regulations can be found in the Undergraduate Programme Handbook, available on KEATS and via the Student Services Centre.

This handbook can also be provided in alternative formats (such as large print) upon request to asc@kcl.ac.uk.
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Module overview
This module can be chosen as part of a programme. The module can also be taken as a freestanding module.

Module aim
To enable you to develop the necessary knowledge and skills to holistically assess and implement the care required to meet the specific needs of the acutely ill and high dependent patient.

• To apply specialist knowledge and skills to meet the needs of the acutely ill and high dependent adult patient.
• To enable the development of skills to effectively lead and manage change within an interprofessional context.
• To reflect on the physiological, psychosocial, spiritual and cultural factors affecting the assessment and management of the acutely ill and high dependency patient.
• To enhance awareness of the principles of evidence based practice specific to the care of acutely ill and high dependency patients and use these findings to promote changes in the delivery of care, where appropriate.
• To instil a self-directed approach to learning by encouraging you to assess your own learning needs, identify sources of information and educational support, and evaluate your own learning.

Learning outcomes
The course contributes to all NHS Knowledge Skills Framework (KSF) core dimensions and a number of specific dimensions. These are highlighted alongside each learning outcome.

• Competently assess, implement and critically evaluate evidence based care for the acutely ill and high dependency adult patient on a general hospital ward, identifying areas for further research. HWB1,2,4,5,6,7,8, IK1-3
• Critically examine the decision-making processes involved in caring for the acutely ill and highly dependent adult patient including in complex and unpredictable situations. HWB5,6,7, G1,2,6
• Critically analyse the contribution of the nurse in caring for acutely ill and highly dependent adults and their significant others whilst maintaining patient autonomy. HWB3, IK1-3, G2,6
• Evaluate the current evidence base for the care and management of acutely ill and high dependency patients. HWB1,2,4-8, IK1-3, G1,6
• Debate appropriate communication techniques for working with acutely ill and highly dependent patients, their significant others and the interdisciplinary team. Examine the changing needs of the acutely ill patient through the care episode. HWB1-8,IK3
• Examine the changing needs of the acutely ill and highly dependent patient through the care episode. HWB1-8, G1,2
• Discuss the consequences for other patients, staff and general ward resources of caring for acutely ill and highly dependent patients for acutely ill patients.G1-4, 6
• Analyse the implications of clinical governance and use of resources available and apply the principles to caring for the acutely ill and highly dependent adult. IK1-3, G1-3,6
Teaching arrangements

You will experience various learning activities during the course; formal lectures, clinical scenario sessions, small group tutorials and a series of e-learning activities that support your learning. Your active participation in presentations and discussions is encouraged in order to share your experience and learn from each other during the course. The seminars will be led by the students as we will ask you to bring some examples of patients you have cared for in practice to review management and reflect on the experience. We hope that you will enjoy these activities which have been designed to enhance your learning.
Dates for examinations
You will be notified of dates for examination on the Student Records section of the King’s Intranet. The examination weeks run from **2 May 2018 to 2 June 2018**. You will be notified of the confirmed date closer to the time.

Results and resits for examinations
Unratified results from exams will be available on your KEATS module site 4 weeks from the date of the examination.

Faculties are required from this academic year 2016/17 to make examination scripts available to any student who makes a request, free of charge. Any requests for examination scripts should still be managed in accordance with the Data Protection Act 1998. Students may request access to their exam paper at any time (after the Assessment Sub Board meeting) during their programme of study. This policy applies to all summative, unseen, written examinations. MCQs and OSCEs are exempt from this process.

If for any reason you are unable to sit the exam you must complete a Notification of Examination Absence form that you can find at this link: [https://internal.kcl.ac.uk/nursing/Staff/About-the-Faculty/Faculty-Policy-Zone/M/MitigatingCircumstances/KingsCollegeLondonMitigatingCircumstancesForm.pdf](https://internal.kcl.ac.uk/nursing/Staff/About-the-Faculty/Faculty-Policy-Zone/M/MitigatingCircumstances/KingsCollegeLondonMitigatingCircumstancesForm.pdf).

The external examiner for this module is **Jane Rutt-Howard**, and please note that, students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments.

Re-sit dates will available on your KEATS module site. If you are unsuccessful, it is recommended that you contact the module leader before submitting your second attempt or re-sitting your examination.
Learning outcomes for sessions

Day 1
16 January 2017

Lecture 1 — Induction and Introduction to the Course
By the end of the session students will be able to:

- Confirm the course registration is correct
- Overview of the course
- Appraise local and national policies and guidelines affecting the care of the acutely ill adult patient in hospital.

Indicative reading:


**Scenario Seminar**

You will work in small groups and will be presented with a simulated patient. You will be asked to assess the patient using ABCDE assessment, calculate a NEWS score, provide immediate nursing interventions, decide on the next course of action, and use SBAR to report. A debrief session will be completed at the end.

By the end of the session the student will be able to:

- Identified strengths and weaknesses in the assessment and treatment of an acutely ill adult patient.
- Identified learning needs and develop a personalized learning plan for the course.

**Day 2**

23 January 2017

**Lecture 1 — Airway and Breathing Assessment, Acid Base Balance**

By the end of the session students will be able to:

- Identify the common causes of respiratory distress
- Plan and prioritize evidence-based interventions to maintain adequate oxygenation.
- Understand the role of medication to improve oxygenation
- Evaluate the use of oxygen therapy and associated nursing care

**Indicative reading:**


Lecture 2 — Advanced Respiratory Support
By the end of the session students will be able to:

- Understand the appropriate nursing interventions for acute respiratory conditions
- Understand modes of NIV delivery (IPAP CPAP)
- Understand the physiological effects of NIV and effective assessment of its effectiveness

Indicative reading:


World Health Association (2014) Global initiative for Obstructive Pulmonary disease (GOLD). Available at: www.goldcopd.com


Lecture 3 — Tracheostomy Care
By the end of the session students will be able to:

- Understand the preparation of equipment and environment for tracheostomy
- Understand observations and complications
- Understand the safety checks that need to be undertaken

Indicative reading


Day 3
30 January 2017

Lecture 1 — Circulation Assessment & Cardiac Function

By the end of the session students will be able to:

- Discuss common causes of acute alterations in cardiovascular function.
- Understand cardiac output and the assessment of cardiac function
- Plan and prioritize evidence-based interventions to maintain adequate cardiac output / perfusion.

Indicative reading:


Lecture 2 — Acute Coronary Syndromes

By the end of the session students will be able to:

- Evaluate nursing interventions for the patient with acute chest pain.
- Appraise the role of medication to improve cardiovascular function.
- Evaluate health education to improve cardiovascular function.

Indicative reading:


Lecture 3 — Haemodynamic Monitoring

By the end of the session the student will be able to:

- Understand the rationale and importance of haemodynamic monitoring
- Understand the commonly used tools to measure cardiac output eg arterial blood pressure monitoring and CVP

Indicative reading:


Day 4
6 February 2016

Lecture 1 — Neurological Assessment

By the end of the session students will be able to:

- Understand the process of neurological assessment
- Recognise the signs of raised intracranial pressure during neurological assessment

Indicative reading:


Lecture 2 — Management of the Patient with Stroke and Head Injury

By the end of the session students will be able to:

- Identify appropriate management of the patient with raised ICP and the rationale for this
- Recognise the neurological changes/deficits patients may experience following acute stroke
- Understand the evidence based nursing interventions for the patient with stroke
- Demonstrate knowledge of strategic care delivery for patient with stroke in accordance with current national guidelines

Indicative reading:


Lecture 3 — Patient with Delirium

By the end of the session students will be able to:

- Understand the importance of assessment tools such as those used for levels of sedation, pain and delirium
- Consider the indications for and consequences of the use of restraint
- Understand the policy and protocol for falls assessment and the management of injury following a fall

Indicative reading:


**Day 5**  
**20 February 2017**

**Lecture 1 — Renal Assessment**  
By the end of the session students will be able to:

- Understand the importance of and mechanisms of fluid balance
- Understand the importance of renal assessment.

**Indicative reading:**


**Lecture 2 — Acute Kidney Injury**  
By the end of the session students will be able to:

- Discuss causes and clinical indications for the development of acute renal failure.
- Evaluate nursing interventions required to maintain renal function.
- Discuss the importance of fluid balance

**Indicative reading:**


Lecture 3 — Patients with Liver Disease
By the end of the session students will be able to:

- To understand the common aetiologies of chronic liver disease in the UK
- To recognise the stigmata of chronic liver disease
- To understand liver biochemistry with regards to liver function, excretion and damage
- To analyse the nursing and medical management of the common complications of chronic liver disease
- To explore transplantation options and outcomes for this specific patient group

Indicative reading:


**Day 6**
27 February 2017

**Lecture 1 — The Deteriorating Patient**
By the end of the session students will be able to:

- Evaluate the components of the decision-making process.
- Appraise the role of the nurse in the coordination of interprofessional teams to provide effective care for individual patients.

**Indicative reading:**


**Lecture 2 — The Management of Shock**
By the end of the session students will be able to:

- Compare hypovolaemic, cardiogenic, neurogenic, anaphylactic and septic shock.
- Discuss the development of clinical indicators and implications for nursing care.

**Indicative reading:**


Lecture 3 — The Management of Sepsis
By the end of the session students will be able to:

- Accurately monitor body temperature and identify factors and conditions influencing temperature.
- Discuss the clinical presentation of a patient with sepsis.
- Critically evaluate evidence-based management of fever.
- Discuss the role and safe administration of antibiotics and anti-pyretics.

Indicative reading:


Day 7
13 March 2017

Lecture 1 — Diabetic Emergencies
By the end of the session students will be able to:

- Accurately monitor and evaluate blood glucose levels.
- Understand the causes and implications of altered blood glucose levels.
- In conjunction with the patient plan and evaluate the care to improve blood glucose control.
- Critically analyse appropriate responses in emergency situations.

Indicative reading:


Lecture 2 — Diabetes Workshop

- A series of case scenarios will be discussed.
- Insulin safety will be reviewed
Day 8
20 March 2017

Return to Patient Scenario

You will work in small groups and will be presented with a more complex simulated patient. You will be asked to assess the patient using ABCDE assessment, calculate a NEWS score, provide immediate nursing interventions, decide on the next course of action, and use SBAR to report. A debrief session will be completed at the end.

By the end of the session the student will be able to:
- Apply the principles and knowledge gained in the course to the simulated patient.
- Reflect upon learning that has taken place during the course.
- Start the process of revision planning for the exam.

Mock exam
A short answer paper will be set as a mock exam in the afternoon as a formative session. This will then be reviewed and informally marked in the session to allow for discussion of the questions and answers.

Discussion of Summative Assessment
Module evaluation
At the end of the module you are requested to complete the short online evaluation which will be available on your module KEATS site. Student evaluations are very important to us and are required by Health Education England and the regional London Local Education and Training Boards.

Action from previous evaluations
- Previous student evaluations of the course have found the course valuable and increased their confidence in looking after acutely ill and high dependency patients.
- The following action has been introduced from verbal feedback from students- Increase in tutorial time.
<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Session</th>
<th>Title</th>
<th>Time</th>
<th>Lecturer</th>
<th>Room</th>
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<td></td>
<td>Lecture</td>
<td>Course Introduction</td>
<td>09.00-10.00</td>
<td>Jen White</td>
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<td>Patient Assessment &amp; Scenario</td>
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**Location key:**

FWB – Franklin-Wilkins Building, Waterloo Campus