Anaesthetic Nursing One - 6KNIC601

Level: 6
Credits: 15

Module leader: Sheila Turner
Tel: 020 7848 3217
Email: sheila.turner@kcl.ac.uk

Academic support: The module teaching team consists of Sheila Turner.

Please do not hesitate to discuss any aspect of your programme with your module leader. I am only too happy to help in any way I can.

We are very much aware of the pressures of working, studying and/or family commitments and we have, therefore, provided academic support and guidance throughout the module. The use of learning agreements jointly developed between your practice supervisor and you will encourage self-reliance and self-direction. It will enable you to negotiate the pace and depth of your work and facilitate the integration of theory and practice.

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 forms part of the BSc Clinical Practice. The module contributes to your programme of study by forming the clinical focus of your degree.

The module can also be taken as a freestanding module.

Module aim

The aim of this module is:

- To critically analyse and evaluate the practice of anaesthetic nursing.
- To establish a basis of professional knowledge and competence in the anaesthetic nursing care of adult patients that promotes logical decision making in the planning and delivery of care.
- To promote the use of reflective practice in developing expertise in care delivery.
- To review the evidence underpinning anaesthetic nursing and evaluate implications for current and future practice.

Learning outcomes

By the end of this module you will be able to:

- Select and critically evaluate relevant research in order to promote evidence-based practice (KSF-HWB1-10/IK1-3/G2).
- Explore personal values, philosophy and the professional role with regard to the delivery of care to effectively meet the social, cultural, and spiritual needs of patients undergoing anaesthesia and surgery (KSF-HWB1-10/IK1-2/G2).
- Demonstrate a detailed knowledge-base, for example, can detail the normal physiological parameters and recognizes and responds to changes/abnormalities in the vital signs values measured (KSF-HWB 1, 5 & 6, IK 1-3 and G 1).
- Identify individual patient needs and plan/prepare to meet them i.e. selecting appropriate equipment/resources for each individual (KSF-HWB 1, 2, 4-8 & 10, EF 1, IK 1-3 and G 1).
- Respond to complex patient and anaesthetist needs during anaesthesia; discuss potentially hazardous situations, which may occur, identifying appropriate actions (KSF-HWB 1, 2, 4-8, IK 1-3 and G 1).
- Communicate appropriately and effectively with patients; as well as with members of the multidisciplinary theatre team: respecting and valuing the contributions of all theatre team members. Identify own contribution within the team as an autonomous practitioner (KSF-HWB 1, 2, 4-8, IK 1-3 and G 1).
- Participate competently in the nursing care and management of obstetric clients undergoing anaesthesia (KSF-HWB 1, 2, 4-8, IK 1-3, EF 1 and G 1).
- Participate competently in the nursing care and management of patients recovering from anaesthesia (KSF-HWB 1, 2, 4-8, IK 1-3 and G 1).
- Recommend approaches to care, which have a proven evidence-base, referring colleagues to the sources of the best evidence for nursing care (KSF-HWB 1, 2, 4-8, IK 1-3 and G 1).
- Identify your own strengths and weaknesses relevant to anaesthetic nursing care, recognizing limitations of practice/experience seeking advice/guidance where necessary (KSF-HWB 1, 2, 4-8, IK 1-3 and G 1).
- Evaluate the most effective use of resources available, taking into account issues of cost-effectiveness, efficiency and quality assurance (KSF-HWB1, 2, 4, 5, 7-10, EF1-3, IK3, G3 & G7).
- Critically appraise the professional, ethical and legal issues related to anaesthetic nursing (KSF-HWB1, 5-7, IK 3)
Teaching arrangements
Teaching and learning in this module will be a dynamic process actively involving all nurses. This reflects adult learning, with the aim of building upon your experience as a qualified nurse. We will be utilising a variety of educational approaches to facilitate development of creative and analytical thinking, self-awareness, problem solving and decision making skills.

- Lectures and discussion
- Independent study
- Action learning set journal/reading exercises
- Seminars and tutorials
- Directed reading

Dates for examinations
You will be notified of dates for examination on the Student Records section of the King’s Intranet.

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.

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 resources & indicative reading


You are also advised to explore the Cochrane database www.thecochranelibrary.com, which features research reviews summarizing the findings of peer-reviewed research.
**Journals**

*Anaesthesia*

*Anaesthesia and Intensive Care Medicine* (a recommended text, available as an e-journal)

*AORN Journal*

*British Journal of Anaesthesia*

*British Journal of Perioperative Nursing*

*Journal of Advanced Perioperative Care*

*Recent Advances in anaesthesia and analgesia*

*Seminars in Perioperative Nursing*

**Websites**

www.aagbi.org

www.barna.co.uk

www.afpp.org.uk

www.doh.gov.uk

www.fleshandbones.com

www.kcl.ac.uk/nmvc

www.nmc-uk.org

www.resus.org.uk

www.rcoa.ac.uk


(last accessed 4 August 2016)

**Directed study activities**

It is student participation and collaboration which enrich the taught component of any module. While you should not share work you intend to submit for assessment; you could share references, for example, if one of you finds an article particularly useful, you could post the details for the rest of the group on the KEATS module page.

During this module, your taught sessions are delivered 09.00-12.30, 13.30-17.00 you are expected to devote some of your own time to activities designed to further your understanding/improve your knowledge about anaesthetic nursing. You are also expected to invest a similar amount of time (i.e. as a minimum 2-3 hours) weekly (4-6 hours over two weeks) upon your own reading into/research about your specific role as an anaesthetic nurse caring for adult patients.

During the majority of your study days, outside the taught sessions the time is your own to use towards your education about patient care before, during and after anaesthesia. However, you are provided with three workbooks to complete and e-learning activities to consider; all of which are voluntary, rather than compulsory. Designed to make you think beyond what is delivered in the classroom, all these activities should help you to make the connection between, in the A&P workbook for example, significant issues related to anatomy and physiology and pharmacology and what happens to the patient undergoing anaesthesia.

Anaesthetic ‘Workbook’ activities are designed to add basic knowledge related to anaesthesia.
Learning resources

Day 1

Session 1 — Learning outcomes & indicative reading

Introduction to the module

Introduction to study and the assessment process

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

- Adopt a critical stance to reading
- Develop an understanding of all the requirements of the module.

Indicative reading


Session 2 — Learning outcomes & indicative reading

Introduction to anaesthesia

By the end of the session students will be able to define anaesthesia and outline the triad of anaesthesia and its significance in relation to be general and local anaesthetic techniques.

Indicative reading


You could also have a look www.virtual-anaesthesia-textbook.com (last accessed 4 August 2016)

Session 3 — Learning outcomes & indicative reading

Introduction to the drugs used in local and general anaesthesia exploring how anaesthesia is achieved

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

- Name the drugs commonly used in anaesthesia
- Identify how the major drug groups work
- Outline the significance of this knowledge to anaesthetic nursing practice

Indicative reading


Session 4 – Learning outcomes & indicative reading

Preparation for anaesthesia — environment, equipment needs.


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

- Justify the way in which they prepare for every anaesthetic procedure.

Indicative reading


Session 5 – Learning outcomes & indicative reading

Preoperative Patient assessment

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

- Outline the desired features of comprehensive patient assessment prior to surgery.
- Use a patient-centred approach to determine the patient’s physical and psychological requirements before any anaesthetic procedure
- Identify those aspects of assessment results, which will require patient referral to the anaesthetist
- Recognise the requirement for accurate documentation through a critique of the current ‘paperwork’ available to document assessment.

Indicative reading


Session 6 — Learning outcomes & indicative reading

Introduction to perioperative patient monitoring during anaesthesia

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

- Explain why monitoring is so important
- Prepare and commence vital signs monitoring
- State the physiologic principals supporting vital signs monitoring
- Identify common abnormalities in vital signs monitoring, due to the equipment
- Identify common abnormalities in vital signs monitoring, due a change in patient condition

Indicative reading


http://www.ecgmadesimple.com/ (last accessed 4 August 2016)


Directed study:

Write up notes from today’s sessions; add in material from your reading about the topics. Begin the A+P workbook and Anaesthesia workbook 1. Read all session materials available via KEATS in preparation for next week. Review neuromuscular physiology.

Please also explore the series of articles published in Australia about crisis management during anaesthesia available on the BMJ Quality and Safety website:

http://qualitysafety.bmj.com/collections qshe_crisis_management_in_anaesthesia (last accessed 4 August 2016)
Day 2
Session 1 & 2 — Learning outcomes & indicative reading

Anaesthesia—induction and maintenance, will continue in next session

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

- Define the indications for and actions of the commonly used induction agents.
- Define MAC.
- State the ways in which anaesthesia might be maintained.
- Explain the principles of uptake and distribution of volatile agents.
- State the factors affecting the choice of volatile agents.
- Define emergence from anaesthesia.

Indicative reading


Anaesthesia—induction and maintenance continued (cont’d)

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

- Define the indications for and actions of the commonly used induction agents.
- Define MAC.
- State the ways in which anaesthesia might be maintained.
- Explain the principles of uptake and distribution of volatile agents.
- State the factors affecting the choice of volatile agents.
- Define emergence from anaesthesia.

Indicative reading


Session 3 & 4 — Learning outcomes & indicative reading

Airway management and ventilation

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

- Identify when assistance might be required to support breathing.
- Simple adjuncts used to support the airway.
- Recognise the 'gold standard' for airway management.
- Simply outline the features and uses of flow vs. pressure generator ventilators.

Indicative reading


Session 5 — Learning outcomes & indicative reading

Brief overview of neuromuscular physiology followed by Muscle relaxants and Reversal of anaesthesia

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

- Define activity at the motor end plate
- Explain nervous conduction
- Define ‘muscle relaxation’
- State the drug choices to achieve ‘muscle relaxation’
- Effectively care for patients requiring ventilatory support.
- Explain the principles of ventilation.
- Check and monitor ventilation effectiveness.
- Define ‘reversal’ of anaesthesia
- Describe inadequate reversal of anaesthesia.

Indicative reading


http://www.anaesthesiak.com/SearchRender.aspx?DocId=76&Index=D%3a%5cdtSearch%5cUser Data%5cAUK&HitCount=12&hits=3+4+d+e+1c+43+4e+4f+5e+64+72+85+ Anaesthesia UK resource about neuromuscular blockade and reversal (last accessed 4 August 2016)

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3789633/ Link for literature review about the use of Sugammadex. (last accessed 4 August 2016).
Session 6 — Learning outcomes & indicative reading

Patient positioning for surgery, the challenge of the bariatric patient

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

- Define the common positions and their consequences
- State safe positioning techniques
- Conduct a risk assessment prior to every patient positioning situation.

Indicative reading


http://www.frca.co.uk/article.aspx?articleid=100620 Anaesthesia UK Obesity and Anaesthesia (last accessed 4 August 2016)

http://ovucla.org/Patient_Positioning_During_Surgery.pdf (last accessed 4 August 2016)

http://www.virtual-anaesthesia-textbook.com/vat/position.htm (last accessed 4 August 2016)

Directed study:

Write up notes from today’s sessions; add in material from your reading about the topics. Complete Anaesthesia workbook 1 and begin Anaesthesia workbook 2. Read all session materials available via KEATS in preparation for next week.
Day 3

Submit your PAD to Sheila before the first session begins.

Session 1 & 2
Examination preparation.

Session 3 — Learning outcomes & indicative reading

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

- State the actions of common local anaesthetic agents
- State the therapeutic effects and side effects of the common local anaesthetic agents.

Indicative reading


Session 4 — Learning outcomes & indicative reading

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

- Define the care required by an obstetric client
- Identify the specific risks associated with the altered maternal anatomy and physiology
- Explain Mendelson’s syndrome
- Explain Sellick’s manoeuvre
- Describe the complications of surgical intervention in the obstetric client
- Consider the partner of the obstetric client
Indicative reading


Session 5 — Learning outcomes & indicative reading

**Spinal and Epidural anaesthesia**

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

- Define ‘epidural’ anaesthesia.
- Define ‘spinal’ (also known as ‘sub arachnoid’ or ‘intrathecal’) anaesthesia.
- Identify the equipment required
- Identify the preparation and positioning required for the patient
- Identify the risks and benefits associated with the two techniques
- Identify the common side effects associated with these techniques and their treatment.

Indicative reading


Session 6 — Learning outcomes & indicative reading

The older client undergoing anaesthesia

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

- Define the specific care required by the older client
- Outline the risks associated with anaesthesia administration to the elderly
- Define specific care needs of the older client during the perioperative period
- Consider the associated problems of ageing-dementia, memory problems
- Consider the partner/carer or significant other of the older client

Indicative reading


Directed study:

Write up notes from today’s sessions; add in material from your reading about the topics. Complete A+P workbook.

Assignment activity:

Following the exam preparation session today begin to prepare notes about the scenarios, then do the mock exam.
Day 4
Session 1 — Learning outcomes & indicative reading

Emergency anaesthesia

Following last week’s discussion about the elderly client we will explore the example of emergency surgery for a ruptured Aortic aneurysm as an example of an emergency anaesthetic procedure upon a critically ill client.

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

- Define the specific care required by the high risk client requiring urgent anaesthesia
- Outline the risks associated with anaesthesia administration to the critically ill
- Define specific care needs of the emergency client during the perioperative period

Indicative reading


Session 2 — Learning outcomes & indicative reading

Exploring the role of the recovery room nurse

Group discussion/seminar.

Indicative reading


**Session 3 — Learning outcomes & indicative reading**

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

- Assess patients on admission to recovery using ABCDEFG
- Plan and prioritise patient care during the immediate post-operative recovery period

**Indicative reading**


Monitoring and testing the critically ill patient, from the online Merck manual at: http://www.merckmanuals.com/professional/critical_care_medicine/approach_to_the_critically_ill_patient/monitoring_and_testing_the_critical_care_patient.html?qt=Monitoring and testing the critically ill patient&alt=sh (last accessed on 4 August 2016).
Session 4 — Learning outcomes & indicative reading

Pain and PONV assessment

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

- Conduct pain assessment.
- Plan, administer and evaluate analgesic interventions.
- Conduct PONV assessment
- Plan, administer and evaluate antiemetic intervention.

Indicative reading


Last accessed 4 August 2016


Session 5 — Learning outcomes & indicative reading

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

- Identify the common complications associated with anaesthesia
- Identify the nurse role in recognizing and managing the complications of anaesthesia

Indicative reading


Oxygen desaturation at: http://www.merckmanuals.com/professional/critical_care_medicine/approach_to_the_critically_ill_patient/oxygen_desaturation.html (last accessed 4 August 2016)

**Session 6**

Review of learning to date.

Final discussion re: exam and setting up tutorial groups for those who wish to invest more time in preparing for the exam.

End of module evaluation.

**Directed study:**

Write up notes from today’s sessions; add in material from your reading about the topics. Complete Anaesthesia workbook 2.
Submitting coursework/exam information

For this module you are assessed by multiple-choice unseen, scenario-based examination

Assessment criteria
The examination will be focused upon the taught content of the module, combined with your learning from clinical practice. You will be provided with reference to one core text relevant to each section of the examination.

Three clinical scenarios will be identified, you will be asked to answer questions relate to just two of the three scenarios during the examination.

At the end of the module participants will be able to:

- Demonstrate a detailed knowledge-base, for example, can detail the normal physiological parameters and recognizes and responds to changes/abnormalities in the vital signs values measured.
- Identify individual patient needs and plan/prepare to meet them i.e. selecting appropriate equipment/resources for each individual.
- Respond to complex patient and anaesthetist needs during anaesthesia; discuss potentially hazardous situations, which may occur, identifying appropriate actions.
- Communicate appropriately and effectively with patients; as well as with members of the multidisciplinary theatre team: respecting and valuing the contributions of all theatre team members. Identify own contribution within the team as an autonomous practitioner.

You must also complete and submit a Practice Assessment Document (PAD).
In your PAD:

- The document contains comprehensive user instructions; you and your mentor must read and become acquainted with what is required to complete your assessment in practice.
- For submission the PAD must be complete, with the minimum standard attained in every aspect.

Formative assessment
A mock examination will go live on KEATS on 26 October 2016; it will close at 23.59 on 6 November 2016. You will have a chance to explore the outcome of the mock during small group tutorials following the final study day of the module.

Summative assessment
A 90-minute multiple choice, scenario-based examination.

Exam instructions and information relating to hard-copy (PAD) submissions are provided on the KEATS module page. You will be provided with additional detail about the location of the examination at least six weeks before the week commencing 9 January 2017 in which the exam will take place.

It is essential that you use your candidate number on all examinations/submissions. Your candidate number, which will begin with X for the academic year 2016/17, will be available via Student Records on the King’s Intranet approximately one month after you enrol.

If you are unable to attend the examination or submit the PAD please refer to the information in your programme handbook about “mitigating circumstances”.

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Examination date

The examination will take place during the week beginning 9 January 2016.

PAD submission date

Tuesday 17 January 2016

The external examiner for this module is Karen McCutcheon. Students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments.

The College and its Examination Boards in the ten Faculties (Institutes/Schools, King’s Learning Institute and the Association of King’s College (AKC), work with over 500 external examiners to ensure the quality and standard of our taught awards. Find the latest report on the External Examiners Report page, navigate to the Faculty of Nursing and Midwifery section.

Results and resubmissions for coursework

Students will receive a provisional (unratified) mark for their coursework 4 weeks following submission. According to the method of submission as detailed on your KEATS site, if your work was submitted online you will be able to download marked coursework from KEATS; alternatively, if you completed a hard-copy submission you can collect your coursework and feedback from the Student Services Centre.

To collect a hard copy assignment, you must provide your candidate number. Alternatively, you may send a stamped addressed envelope to the Student Services Centre ensuring that this is large enough to accommodate your assignments and that you have applied sufficient postage. Hard copy assignments will be retained for four weeks; if you have not collected your assignment by then, it will be destroyed.

Feedback will include the award of a numerical grade which remains provisional until ratified by the examination boards. The dates for the examination boards are available on KEATS. Ratified marks can be viewed via Student Records on the King’s Intranet, the Monday following the relevant examination board.

The marking criteria by which your work is judged are provided in full in your programme handbook. Please also refer to the section in your programme handbook on plagiarism and how to avoid it. If you have a query about how to refer to a specific piece of work please ask your module leader, your group leader or a member of library staff for guidance.

If you do not understand your mark please contact Sheila Turner.

To collect your PAD, which will be available from 14 February, you must provide your candidate number. Alternatively, you may send a stamped addressed envelope to the Student Services Centre ensuring that this is large enough to accommodate your assignments and that you have applied sufficient postage. PADs and hard copy assignments will be retained for four weeks; if you have not collected your assignment by then, it will be destroyed.

If you are unsuccessful, it is recommended that you contact the module leader before submitting your second attempt. This will enable the module leader to provide you with an appropriate level of support as you prepare to re-submit your work.
Re-submission date
PAD resubmission: Tuesday 25 April 2017

Resubmitted work available for collection
Wednesday 24 May 2017

Date for re-sit examination
If you are unsuccessful, it is recommended that you contact the module leader before submitting your re-sitting your examination.

The re-sit examination will take place during the week commencing 20 March 2017.

Results and re-sits for examinations
Unratified results from exams will be available on your KEATS module site 4 weeks from the date of the examination.
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
Module assessment was changed to an online multiple choice exam at student behest. This is the second year the module has been assessed by examination. All but one student passed at first attempt, needless to say, this form of assessment was largely positively received by the students. In the most recent module evaluation one respondent asked whether students might have their first lectures before beginning placements in anaesthesia; this feedback will be discussed at the module course management meeting in September 2016 when we will also discuss how to improve student participation in module evaluation.
### Timetable – 6KNIC601

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<thead>
<tr>
<th>Study day 1</th>
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<tr>
<td><strong>Teaching mode</strong></td>
<td><strong>Date</strong></td>
<td><strong>Type of Session</strong></td>
<td><strong>Title</strong></td>
<td><strong>Time</strong></td>
<td><strong>Lecturer</strong></td>
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<tr>
<td>University based study</td>
<td>29 September 2016</td>
<td>Introduction</td>
<td>Introduction to the module and assignment</td>
<td>09.00-10.00</td>
<td>Sheila Turner</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Introduction to anaesthesia</td>
<td>10.00-11.00</td>
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<td></td>
<td></td>
<td>Lecture</td>
<td>Introduction to drugs for LA and GA</td>
<td>11.30-12.30</td>
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<td>Lecture</td>
<td>Preparation for anaesthesia</td>
<td>13.30-14.30</td>
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<td></td>
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<td>Lecture</td>
<td>Preoperative patient assessment</td>
<td>14.30-15.30</td>
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<td></td>
<td></td>
<td>Lecture</td>
<td>Introduction to perioperative patient monitoring</td>
<td>15.45-16.45</td>
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### Study day 2

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<td><strong>Date</strong></td>
<td><strong>Type of Session</strong></td>
<td><strong>Title</strong></td>
<td><strong>Time</strong></td>
<td><strong>Lecturer</strong></td>
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<tr>
<td>University based study</td>
<td>13 October 2016</td>
<td>Lecture</td>
<td>Anaesthesia-induction and maintenance</td>
<td>09.00-10.00</td>
<td>Sheila Turner</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Anaesthesia-induction and maintenance continued</td>
<td>10.00-11.00</td>
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<td>Lecture</td>
<td>Airway management and ventilation</td>
<td>11.30-12.30</td>
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<td></td>
<td>Lecture</td>
<td>Airway management and ventilation contd</td>
<td>13.30-14.30</td>
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<td></td>
<td></td>
<td>Lecture</td>
<td>Neuromuscular physiology, muscle relaxants and their ‘reversal’</td>
<td>14.30-15.30</td>
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<td></td>
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<td>Lecture</td>
<td>Patient positioning, challenge of bariatics</td>
<td>15.45-16.45</td>
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<tr>
<td>Teaching mode</td>
<td>Date</td>
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<tr>
<td>University based study</td>
<td>27 October 2016</td>
<td>Seminar/Discussion</td>
<td>Examination preparation</td>
<td>09.00-10.00</td>
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<td></td>
<td>Seminar/Discussion</td>
<td>Examination preparation</td>
<td>10.00-11.00</td>
<td>Sheila Turner</td>
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<td>Lecture</td>
<td>Local anaesthesia</td>
<td>11.30-12.30</td>
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<td>Lecture</td>
<td>Obstetric anaesthesia</td>
<td>13.30-14.30</td>
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<td>Lecture</td>
<td>Spinal and epidural anaesthesia</td>
<td>14.30-15.30</td>
<td></td>
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<td></td>
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<td>Lecture</td>
<td>The elderly client</td>
<td>15.45-16.45</td>
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| Study day 4           |                          | Lecture             | Emergency anaesthesia        | 09.00-10.00    | Sheila Turner  | FWB 2.40       |
|                       |                          | Seminar/Discussion  | Exploring the role of the recovery room nurse | 10.00-11.00   |                |                |
|                       | 10 November 2016         | Lecture             | Post-operative assessment    | 11.30-12.30    |                |                |
|                       |                          | Lecture             | Pain and PONV assessment     | 13.30-14.30    |                |                |
|                       |                          | Lecture             | Post-operative complications | 14.30-16.00    |                |                |
|                       |                          | Discussion          | Learning to date and module evaluation | 16.15-16.45    |                |                |

**Location key:**
- WBW – Waterloo Bridge Wing, Waterloo Campus
- FWB – Franklin-Wilkins Building, Waterloo Campus
- LT – Lecture Theatre
- JCMB – James Clerk Maxwell Building, Waterloo Campus