Theatre Nursing
6KNIC602

Level: 6
Credits: 15

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

Academic support is offered by the module leader.

Please do not hesitate to discuss any aspect of the module with Sheila Turner. I am 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
While most frequently studied as a Free-standing module, this module can form part of the BSc Clinical Practice. The module contributes to your programme of study by offering an introduction to the contemporary theory relevant to the role of the nurse working in the operating theatre in the role of the ‘scrub nurse’, alongside an assessment of clinical practice and is most appropriate for nurses with proven experience within the environment.

The module can also be taken as a freestanding module.

Module aim
This module aims to prepare nurses proven knowledge and competence within the operating theatre setting working in the role of theatre (‘scrub’) nurse to:

- Debate the evidence supporting the nursing care of the patient undergoing surgery.
- Critically analyse and evaluate the practice of theatre nursing.
- Establish a basis of professional knowledge and competence in the nursing care of patients undergoing surgery that promotes logical decision making in the planning and delivery of care.
- Promote the use of reflective practice in developing expertise in care delivery.
- Review the evidence underpinning theatre nursing and evaluate implications for current and future practice.

Learning outcomes
At the end of the course participants will be able to effectively manage the assessment, planning, implementation and evaluation of holistic theatre (perioperative) nursing care. This will be indicated by the ability to:

- Critically examine the evidence-base and research-based literature
- Utilise an approach to care that reflects the knowledge and skills required to deliver effective communication with the patient/client/family and members of the health care team.
- Contribute towards a culture in which diversity, with regards to both clients and colleagues, is respected and equality is evident.
- Critically review and judge the evolving role of the theatre nurse, particularly in relation to the development of first and surgeon’s assistants.
- Appraise the need to adopt approaches that will enhance perioperative practice and might contribute towards service development.
- Participate effectively in the nursing care and management of patients undergoing different types of surgical procedure.
- Evaluate the moral, legal, ethical and political implications of theatre nursing practice.
- Debate the strategies that may be employed to ensure effective and careful resourcing, whilst maintaining provision of top quality nursing care.
- Analyse how competent leadership can facilitate positive and clear roles for professionals within perioperative nursing practice.
- Facilitate learning with clients, students and colleagues.
- Appraise the knowledge and skills required for inter-professional collaboration in perioperative care.
**Practice outcomes**
Application of knowledge and skills to your clinical area and the development of critical thinking ability will be continuously assessed through completion of a clinical proficiency document (PAD). This specifies the competencies that need to be achieved to the identified standard by the date specified.

**Teaching arrangements**
Teaching and learning in this course will be a dynamic process actively involving all practitioners. This reflects adult learning, with the aim of building upon your experience as a qualified practitioner.

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
- Practical sessions
- Independent study
- Seminars and tutorials
- Directed reading

Sheila recognises that it is student participation and collaboration which enrich the taught component of any module. While you should not, specifically, share work you intend to submit for assessment; you could share references, for example, such that if one of you finds an article particularly useful, you could post the details for the rest of the group on your discussion board.

During this module, your taught sessions are delivered between 09.00-17.00, the one-hour lunchbreak is flexible dependent upon your lecturers and the teaching venue. You are expected to devote your time to activities designed to further your understanding/improve your knowledge about theatre 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/research about your specific role as a theatre nurse.

During the majority of your study days, outside the taught the time is your own to use towards your education about perioperative patient care. However, one action learning set activity has been timetabled.

Designed to make you think beyond what is delivered in the classroom, all these activities should help you to make the connection between the theory and the reality in practice of what happens to the patient undergoing surgery.
Submitting coursework
For this module you are assessed by Sheila Turner.

Assessment criteria
Title: Theatre nursing practice.

Word length: 2,000 words

Assessment Strategy
The aim of this assignment is to allow you to integrate your knowledge from clinical experience with your assessment of proficiency in clinical practice (PAD document) and the theory which underpins nursing practice (references).

Rationale
The role of the nurse in theatre is diverse and involves great complexity with the need for quick thinking and manual dexterity. The responsibilities of the nurse in this role are wide-ranging, from the formation of an effective professional relationship with patients (where appropriate) and colleagues through to evaluation of the nursing care provided to the patient. The portfolio therefore provides an opportunity to consider the domains of this role in relation to the practice setting.

Guidelines

Proficiency document (submitted manually)

It is a requirement of the course that you pass an assessment of clinical competence in a practice setting relevant to theatre nursing.

Assessment of clinical practice is continuous throughout the course.

Format: The assessment of clinical practice related to competencies identified for this module, Theatre Nursing, requires successful completion of a competency document.

Mentor(s) must be identified in your clinical area. Your primary mentor must be an experienced nurse or ODP with a Mentorship qualification or equivalent (ENB 998 or C&G 730).

An initial interview should take place within the first few weeks of the course. It is your responsibility to arrange this with identified Mentor(s).

Your proficiency document must be reviewed by your module leader on 8 June (day 3) and this will be noted in your profile.
Written assignment submitted electronically

ESSAY TITLE: A critical exploration of the non-technical skills demonstrated by the Theatre Nurse

This essay must be based upon the module outcomes as published in this module handbook; consider which outcomes apply.

In preparing some initial thoughts and reading for the essay, consider these questions:

- A critical exploration’ requires that you adopt a critical approach to your reading and do not just accept what the sources you identify say.
- What are ‘non-technical skills’ and where did they originate?
- Is there any difficulty in incorporating thinking devised in one industry into the provision of healthcare?
- Why are the ‘non-technical skills’ important to the theatre nurse role?
- Notes from brainstorming Day 1:

You must support your writing with reference, using a critical approach, to relevant contemporaneous literature.

You must produce a comprehensive reference list which details (using the Harvard system) all the sources to which you refer in the essay.

The portfolio will comprise your PAD and essay

Formative Work

You must submit your essay plan and reference list to Sheila at the beginning of Day Two (18th May), please submit your work to Sheila in the same format as you will present your summative, that is, please ensure your work has a margin, ideally ‘justify’ the paragraphs using font size 12, line spacing 1.5 – 2 (just as I have done here) and ensure that your name is on your work.

During Day Three (8th June) you must present your essay plan in a brief seminar with your peers.

So the two formative exercises form an opportunity for you to gain feedback about your essay plan and the references you have chosen to support your writing. In light of feedback given you will be able to make changes to your planned essay before summative submission.

Sheila will publish a list of dates and time for face-to-face tutorial for those individual students, who wish, to discuss formative feedback and preparation for summative assessment.

Summary of PAD (manual) submission:

- The first page will be the post-registration cover sheet
- The PAD must be included with this manual submission as the written component of your portfolio
Summary of essay (electronic) submission:

Guidance for electronic assignment submission will be published on KEATS. Your submission must contain:

- A first page the post-registration cover sheet
- The second page will be an introduction to your essay.
- At the end of the essay your reference list will be submitted on a separate page (your cover sheet, reference list and the PAD are not included in the 2000 word count but all other work is).
- The PAD must be submitted manually

*Work must be within the word limit. The word limit specified in module handbooks is the maximum number of words permissible and any excess will not be read or marked. The work that comes within the word limit will be assessed according to the guidelines. Therefore, if important parts of the assignment fall outside the word limit you are likely to fail the assignment. Appendices must be used appropriately and essential information placed within the text. Appendices, reference lists, tables and figures are not included in the word count.*

**Reference List**

For guidance on referencing style please access college guidelines at the URL provided on your KEATS module homepage.

*Please note that any issue regarded as unsafe practice will constitute an automatic fail.*

**One copy of your assignment must be submitted.**

Coursework submission are provided on the KEATS module page. It is essential that you use your candidate number on all assignments/examinations. 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 submit your work by the deadline please refer to the information in your programme handbook on “mitigating circumstances”.

**Submission date for coursework**

*No later than 11.59 AM on Tuesday 18 July 2017*

Late submissions will be accepted for **24 hours** following the submission date. All work submitted late will be marked as normal but will be capped at the pass mark for the module. If your assignment is hard copy please ensure you date stamp it and submit it to the submission room G15 JCMB. If your assignment is submitted electronically through TurnItIn, information about how to submit late will be provided on KEATS module sites under assessment information.

The external examiner for this module is **TBC**. *Students are not to make direct contact with external examiners, in particular regarding their individual performance in assessments*
Results and re-submissions 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. A marking Rubric is also published on the module KEATS site. 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, or a member of library staff for guidance.

The feedback you receive on your assignment will guide you towards how to do better next time or how to maintain your existing high standard!

If you do not understand your mark or the feedback you receive please contact Sheila Turner.

If you are unsuccessful, it is recommended that you contact Sheila Turner before submitting your second attempt; this will enable Sheila to provide you with an appropriate level of support as you prepare to re-submit your work.

Essay re-submission date
Tuesday 17 October 2017

Resubmitted work available for download
Tuesday 15 November 2017

Submission date for PAD
No later than 11.59 AM on Tuesday 1 August 2017

PADs can be collected from the Student Services Centre room 3.15 James Clerk Maxwell Building (open 09.00-17.00 Monday–Friday) after 09.00 on Wednesday 9 September 2017.

PAD re-submission date
Tuesday 17 October 2017
Learning resources

Day 1

4 May 2017

Lecture 1: Introduction to the Module & Introduction to the Module Assignment

Indicative reading

Lecture 2: National and Local Priorities for Infection Control Practice

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

- Identify the causes associated with cross-infection
- Identify strategies to minimise cross-infection
- Describe the infective organisms of concern
- Explain the difference between disinfection and sterilisation

Indicative reading


Lecture 3: Diabetes and the Surgical Patient

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

- Identify the specific care needs of the patient with Diabetes

Indicative reading

Lecture 4: History of Surgery

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

- Appreciate the historical antecedents of contemporary medicine
- Identify how surgical disorder/disease is diagnosed
- Understand the principles of surgical treatment and the surgical process
- Plan pre and postoperative nursing care for the surgical patient

Indicative reading

Group discussion: The Role of the Theatre (Perioperative) Nurse

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

- Define the role of the nurse ‘scrubbing’ for a surgical procedure
- Define the role of the nurse ‘circulating’ for a surgical procedure
- Outline the optimum ‘scrub’ technique and length of time required to ‘scrub’ effectively.

Indicative reading


**Lecture 6: Ethics and the Theatre Nurse**

**Indicative reading**


**Directed study:** Write up notes from today’s sessions; add in material from your reading about the topics. Read all session materials available via KEATS in preparation for next week.

**Assignment activity:** Begin research and reading for the essay. Prepare an essay plan and reference list for submission to Sheila on day 2 and for seminar presentation on day 3.
Day 2
18 May 2017

FORMATIVE SUBMISSION

Lecture 1: Laparoscopic Surgery
By the end of the session students will be able to:
• Identify the role of the nurse in relation to laparoscopic procedures
• Identify the risks and benefits of laparoscopic surgery.

Lecture 2: Focused Examples of Practice – WHO Surgical Safety Checklist
By the end of the session students will be able to:
• Discuss the implementation of processes designed to ensure patient safety.

Indicative reading

Lectures 3, 4 & 5: Debate Preparation and Debate

Lecture 6: Focused Examples of Practice – TBC
By the end of the session students will be able to:
• Discuss contemporary approaches and their implications for patient care.

Directed study: Write up notes from today’s sessions; add in material from your reading about the topics. Read all session materials available via KEATS in preparation for next week.
Assignment activity: Following the review of and feedback about your essay plan and reference list refine what you wish to present about your essay in seminar on Day 3 to your module colleagues.
Day 3

8 June 2017

PAD review, please give your PAD to Sheila as you come in, it will be returned at the end of the day

Lecture 1: Essay Preparation Seminar

Lecture 2: Gender Reassignment Surgery
By the end of the session students will be able to:
• Identify the role of the nurse in relation to gender reassignment surgery
• Identify the risks and benefits of gender reassignment surgery.

Lecture 3: Surgical Anatomy – Thorax
By the end of the session students will be able to:
• Describe the anatomy of the thorax
• Consider the implications of altered anatomy for surgical procedures.

Indicative reading

Lecture 4: Major Incident Planning
Please bring a copy of your local major incident policy as the basis of group discussion.

By the end of the session students will be able to:
• Outline the minimum requirements of a major incident policy
• Identify the role of the theatre nurse-in-charge during a major incident

Directed study: Write up notes from today’s sessions; add in material from your reading about the topics.

Assignment activity: use the notes you made about the feedback gained during your assignment seminar to polish your essay plan and to develop/extend your reading.

If you have a tutorial booked for day 4 send one page of your essay to Sheila by e-mail 48 hours before your tutorial (so that she has time to read and annotate your work), this means the tutorial will become a discussion about your work. Do not bring part of your essay on the day of the tutorial, this will not offer best use of the opportunity available to you because Sheila will spend most of your tutorial time reading, rather than discussing your work with you.
Day 4

22 June 2017

Lecture 1: Hepato-biliary Surgery
By the end of the session students will be able to:
• Define ‘hepato-biliary surgery’
• Explain the nurse role during hepato-biliary surgery

Indicative reading
The King’s College Hospital patient resources made a good start. They can be accessed at: https://www.kch.nhs.uk/service/a-z/hepatobiliary-pancreatic (last accessed 5 April 2017).

Lecture 2: Introducing Robotic Surgery and the Role of the Theatre Nurse
By the end of the session students will be able to:
• Define ‘robotic surgery’
• Identify the procedures which might be robotically assisted
• Explain the nurse role during robotic surgery.

Indicative reading


Lecture 3: Surgical Anatomy — Abdomen
By the end of the session students will be able to:
• Describe the anatomy of the head and neck
• Consider the implications of altered anatomy for surgery.

Indicative reading
Lecture 4: Module Evaluation and Completion

**Directed study:** Write up notes from today’s sessions; add in material from your reading about the topics.

**Assignment activity:** prepare your thoughts/notes for tutorial with Sheila (you will need to make an appointment for a small group tutorial).

If you wish to discuss your written work at tutorial you should send one page of your essay to Sheila by e-mail (using ONLY your KCL e-mail) three days before your tutorial (so that she has time to read and annotate your work), this means the tutorial will become a discussion about your work. Do not bring part of your essay on the day of the tutorial, this will not offer best use of the opportunity available to you because Sheila will spend most of your tutorial time reading, rather than discussing your work with you. Alternatively you could have an e-tutorial (or a Skype™ discussion about your work). You must send the 250-word draft as a WORD attachment to an e-mail stating in your message that you want an e-tutorial. If you request an e-tutorial Sheila will return your work as speedily as she can, if it is likely to take more than 48 hours to return your work Sheila will let you know. If you state in your e-mail that you would like a Skype™ tutorial you also need to identify some dates when you will be available to discuss your work. Please note it is not possible for Sheila to review written work with less than 7 days to go to the submission date.
Indicative reading


Electronic materials
(Last accessed 6 April 2017)

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
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
Surgery

Websites:
www.afpp.org.uk
www.doh.gov.uk
www.fleshandbones.com
www.gasnet.med.yale.edu/
www.kcl.ac.uk/nmvc
www.nmc-uk.org
www.resus.org.uk
Module Management Team
The team is made up of management representatives from all employers supporting students on the module, the teaching team and representatives of FNSNM management and student representatives. Team meetings occur on three occasions per academic year; usually timed to coincide with results publication.

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
Student feedback is very important and, where necessary sessions and the approach to assessment have been remodeled in accordance with that feedback and the input of the CMT.

Evaluations are always reviewed at Module Management Team meetings. As a result of the last evaluation the assessment for the module has been changed; student and manager feedback about module delivery is always reported internally within FNSNM.
<table>
<thead>
<tr>
<th>Teaching mode</th>
<th>Date</th>
<th>Type of session</th>
<th>Title</th>
<th>Time</th>
<th>Room</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>4 May 2017</td>
<td>Lecture</td>
<td>Introduction to the module &amp; the module assignment</td>
<td>09:00</td>
<td>FWB 1.20</td>
<td>Sheila Turner</td>
</tr>
<tr>
<td>based study</td>
<td></td>
<td></td>
<td>Infection control</td>
<td>10:30</td>
<td></td>
<td>Maria Osman</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focused example of practice- care of the patient with</td>
<td>12:30</td>
<td></td>
<td>Dr Henri Mulnier</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Diabetes</td>
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<td></td>
<td></td>
<td></td>
<td>History of surgery</td>
<td>14:30</td>
<td></td>
<td>Sheila Turner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group discussion</td>
<td>The role of the theatre nurse</td>
<td>15:30</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Introducing Ethics</td>
<td>16:15</td>
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</tr>
</tbody>
</table>

**Online learning activities:** Review ‘preparing for exams and assessments’ and begin on-line materials, review materials for day 1; all of these are available via module KEATS page.

Review additional dates for taught study skills sessions (these might not coincide with your study days) in the programme handbook and arrange the time to attend.

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of session</th>
<th>Title</th>
<th>Time</th>
<th>Room</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 May 2017</td>
<td>Lecture</td>
<td>Laparoscopic surgery-confirmed</td>
<td>09:00</td>
<td>FWB 1.20</td>
<td>Rose Roy-MacAuley</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WHO surgical safety checklist</td>
<td>11:00</td>
<td></td>
<td>Sheila Turner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate preparation</td>
<td>12:00</td>
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</tr>
<tr>
<td>Library time to prepare for the debate</td>
<td>Debate</td>
<td></td>
<td>14:30</td>
<td>FWB 1.20</td>
<td>Sheila Turner</td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
<td>Focused example of practice - TBC</td>
<td>15:45</td>
<td></td>
<td>TBC</td>
</tr>
</tbody>
</table>

**Directed study activities:** Prepare an essay plan and initial reference list for submission to Sheila Turner on 18 May 2017.

**Online learning activities:** continue on-line activities, review materials for day 2.
### Directed study activities: Revise essay plan, expand reference list for an in-class session on 8 June. Also please acquire a copy of your local major incident policy as the basis of group discussion on day 3.

### Online learning activities: Complete online activities, review materials for day 3.

<table>
<thead>
<tr>
<th>University based study</th>
<th>8 June 2017</th>
<th>Seminar</th>
<th>In-class assignment preparation exercise</th>
<th>09:00</th>
<th>FWB 1.20</th>
<th>Sheila Turner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td>Gender reassignment surgery</td>
<td>11.00</td>
<td></td>
<td>Joana Oliveira Rosa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Anatomy</td>
<td>14:30</td>
<td>Anatomy labs, Hodgkin building, Guy’s campus</td>
<td>Professor Ellis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Human Tissue Authority Licensing Number 12123.</strong> Please note that expectant mothers, photography, mobile phones, eating, drinking, smoking and the wearing of contact lenses are not permitted in the Dissecting Room for legal and health and safety reasons. All course attendees must comply with Human Tissue Act regulations. Dissecting Room staff reserve the right to refuse admission to anyone not adhering to these regulations.</td>
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<td></td>
<td></td>
<td></td>
<td>Major incident planning</td>
<td>15:45</td>
<td>Hodgkin CRM 7</td>
<td>Sheila Turner</td>
</tr>
</tbody>
</table>

**Directed study activities:** Revise essay plan and expand references following formative in-class exercise. Arrange a small group essay tutorial with Sheila Turner.

**Online-based study:** review Day 4 materials provided on KEATS

<table>
<thead>
<tr>
<th>University based study</th>
<th>22 June 2017</th>
<th>Lecture</th>
<th>Focused example of practice-Hepatobiliary surgery</th>
<th>09:00</th>
<th>FWB G72</th>
<th>Amparo Piquer Altarriba</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focused example of practice TBC</td>
<td>11:00</td>
<td></td>
<td>TBC</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Anatomy</td>
<td>14:30</td>
<td>Anatomy labs, Hodgkin building, Guy’s campus</td>
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<td>Module completion and evaluation</td>
<td>15:45</td>
<td>Hodgkin CRM 7</td>
<td>Sheila Turner</td>
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**Directed study activities:** Continue preparing essay, if necessary, make an appointment for a small group essay tutorial with Sheila Turner.

**Online-based study:** review essay preparation and submission materials provided on KEATS and use the Faculty plagiarism module to practice assignment submission.

N.B The Hodgkin building is on the Guy’s campus, maps/directions will be provided. FWB – Franklin-Wilkins Building; Waterloo campus.