Recovery Nursing 6KNIN636

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. We are only too happy to help in any way we 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 ELearning 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.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module overview</td>
<td>4</td>
</tr>
<tr>
<td>Module aims</td>
<td>4</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>4</td>
</tr>
<tr>
<td>Teaching arrangements</td>
<td>5</td>
</tr>
<tr>
<td>Submitting coursework</td>
<td>6</td>
</tr>
<tr>
<td>Formative Work</td>
<td>7</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>10</td>
</tr>
<tr>
<td>Day 1</td>
<td>10</td>
</tr>
<tr>
<td>Session 1 – Introduction to the Module, Study and the Assessment Process</td>
<td>10</td>
</tr>
<tr>
<td>Session 2 – Defining Anaesthesia and Introducing Post-anaesthesia Care</td>
<td>10</td>
</tr>
<tr>
<td>Session 3 – Introduction to Hatfield’s (2014) Twenty Golden Rules</td>
<td>10</td>
</tr>
<tr>
<td>Session 4 – Neuromuscular Physiology and its Significance to the Post-anaesthetic Patient</td>
<td>11</td>
</tr>
<tr>
<td>Session 5 – Complications of Anaesthesia, Patient Assessment ABCEDFG and Monitoring during Recovery</td>
<td>12</td>
</tr>
<tr>
<td>Session 6 – Airway Management: Group Activity</td>
<td>13</td>
</tr>
<tr>
<td>Day 2</td>
<td>14</td>
</tr>
<tr>
<td>Session 1 – Airway Management</td>
<td>14</td>
</tr>
<tr>
<td>Session 2 – The Challenge of Concurrent Medical Conditions</td>
<td>14</td>
</tr>
<tr>
<td>Session 3 &amp; 4 – Determining Fluid Balance, Renal Complications (for example, inability to void or polyuria) and Defining ‘Shock’</td>
<td>15</td>
</tr>
<tr>
<td>Session 5 – Revisiting ‘Shock’, recognising and Managing Haemorrhage: Blood Transfusion</td>
<td>15</td>
</tr>
<tr>
<td>Session 6 – Metabolic Considerations</td>
<td>16</td>
</tr>
<tr>
<td>Day 3</td>
<td>17</td>
</tr>
<tr>
<td>Session 1 &amp; 2 – The Paediatric Patient</td>
<td>17</td>
</tr>
<tr>
<td>Session 3 – In-class Formative Exercise</td>
<td>17</td>
</tr>
<tr>
<td>Session 4 – Post-anaesthetic Ventilatory Care</td>
<td>17</td>
</tr>
<tr>
<td>Session 5 – Recognising the Deteriorating Patient, using Early Warning Scoring Systems; introducing the ALS Algorithm</td>
<td>18</td>
</tr>
<tr>
<td>Session 6 – TBC</td>
<td>18</td>
</tr>
<tr>
<td>Day 4</td>
<td>19</td>
</tr>
<tr>
<td>Session 1 – Group Discussion about Pain and Postoperative Nausea and Vomiting (PONV)</td>
<td>19</td>
</tr>
<tr>
<td>Session 2 – Pain and PONV</td>
<td>19</td>
</tr>
<tr>
<td>Session 3 – Infection Control</td>
<td>20</td>
</tr>
<tr>
<td>Session 4 – Ethics</td>
<td>20</td>
</tr>
</tbody>
</table>
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 in the PACU, 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 aims
The aims of this module are:
• To critically analyse and evaluate the practice of recovery nursing
• To develop specialist knowledge and skills which promote effective decision making in the assessment, planning delivery and evaluation of care.
• To actively promote the use of reflective practice in developing expertise in care delivery.
• To review the evidence base underpinning recovery nursing and evaluate implications for current and future practice.

Learning outcomes
By the end of the module participants will be able to effectively manage the assessment, planning, implementation and evaluation of holistic post-anaesthetic 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.
• Demonstrate clinical judgement to enable effective decision-making by selecting appropriate therapeutic interventions for patients recovering from anaesthesia and surgery to ensure maintenance of homeostasis, and facilitation of recovery.
• Actively contribute towards a culture in which diversity, with regards to both clients and colleagues, is respected and equality is evident
• Critically review and evaluate the evolving role of the recovery nurse.
• Critically appraise the need to adopt approaches that will enhance recovery nursing practice and might contribute towards service development.
• Evaluate the moral, legal, ethical and political implications of recovery 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 recovery nursing practice.
• Facilitate learning with clients, students and colleagues.
• Appraise the knowledge and skills required for inter-professional collaboration in recovery care
Teaching arrangements

Teaching and learning in this module 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
- Action learning set journal/reading exercises
- 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 the module discussion board.

During this module, your taught sessions are delivered 09.00-12.30 and 13.30-17.00, you are expected to devote your time to activities designed to further your understanding/improve your knowledge about post-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/research about your specific role as a recovery nurse.

During the majority of your study days, outside the taught the time is your own to use towards your education about post-anaesthetic patient care. However, you are provided with one workbook to complete and one 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, in the A&P workbook for example, significant issues related to anatomy and physiology and pharmacology and what happens to the patient recovering from anaesthesia and surgery.
Submitting coursework

For this module you are assessed by Sheila Turner.

Assessment criteria
Title: Post-anaesthetic 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 recovery is diverse and complex. The responsibilities of the nurse in this role are wide-ranging, from the formation of an effective professional relationship with patients 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 recovery nursing.

Assessment of clinical practice is continuous throughout the course.

Format: The assessment of clinical practice related to competencies identified for this module, Recovery 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 16th June (Day 3) and this will be noted in your profile.
ESSAY TITLE: A critical exploration of the non-technical skills demonstrated by the Recovery 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 recovery 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 JAN system) all the sources to which you refer in the essay.

The module assessment comprises the PAD and the essay.

Formative Work

You must submit your essay plan and reference list to Sheila at the beginning of Day Two (25th 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 (15 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 small group tutorials for those 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 course work:
No later than 11.59AM 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.
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 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 her to provide you with an appropriate level of support as you prepare to re-submit your work.

Resubmission date: Tuesday 17 October 2017

Resubmitted work available for download: Tuesday 14 November 2017

Submission date for PAD:

Tuesday 1 August 2017

PAD s can be collected from 09.00 at the Student Services Centre room 3.15 James Clerk Maxwell Building (open Mon-Fri 09.00-17.00) from Wednesday 9 September 2017.
Learning Resources

Day 1

Session 1 – Introduction to the Module, 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 – Defining Anaesthesia and Introducing Post-anaesthesia Care

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


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

• Identify the role and responsibilities of the recovery nurse
• Identify issues central to postoperative patient care
• Identify suitable sources of evidence which support the role of the nurse in recovery

Indicative reading


Robb G. & Seddon M. (2005) A multi-faceted approach to the physiologically unstable patient. Quality improvement report downloaded from; [http://qualitysafety.bmj.com/content/19/5/e47.long](http://qualitysafety.bmj.com/content/19/5/e47.long) (last accessed 06.04.2016)


**Session 4 – Neuromuscular Physiology and its Significance to the Post-anaesthetic Patient.**

By the end of the session students will be able to:
- Explain nervous conduction
- Define ‘muscle relaxation’
- Define ‘reversal’ of anaesthesia
- Describe inadequate reversal of anaesthesia.

**Indicative reading**


Session 5 – Complications of Anaesthesia, Patient Assessment ABCEDFG and Monitoring during Recovery

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

Patient assessment- ABCDEFG

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

Monitoring

- 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


Oxygen desaturation at:

http://www.merckmanuals.com/professional/critical_care_medicine/approach_to_the_critically_ill_patient/oxygen_desaturation.html (last accessed 4 April 2017)


ECG made simple available at http://www.ecgmadesimple.com/ (last accessed 4 April 2017)

Session 6 – Airway Management: Group

Activity


Directed study:

- Write up notes from today’s sessions; add in material from your reading about the topics.
- Revise A&P of respiratory system (A&P workbook).

Assignment activity: Mind-map, plan your essay and begin to identify the sources you plan to use to support your essay.
Day 2

Submit essay plan and reference list to Sheila before the beginning of session 1; they will be returned to you at the end of the day.

Session 1 – Airway Management

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

• Identify when assistance might be required to support breathing.
• Identify simple adjuncts used to support the airway.
• Recognise the ‘gold standard’ for airway management.
• Simply outline the features of ventilators.

Indicative reading


Session 2 – The Challenge of Concurrent Medical Conditions

By the end of the session students will be able to identify the specific management required by patients with:

• Diabetes
Session 3 & 4 – Determining Fluid Balance, Renal Complications (for example, inability to void or polyuria) and Defining ‘Shock’

- Identify the significance of fluid distribution and fluid shifts in the critically ill
- Outline the role of the renal system and the risks associated with both excess and insufficient fluid load
- Consider the approaches available to the recovery nurse which promote fluid balance

Indicative reading

Session 5 – Revisiting ‘Shock’, recognising and Managing Haemorrhage: Blood Transfusion

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

- Identify the significance of fluid distribution and fluid shifts in the critically ill
- Outline the role of the renal system and the risks associated with both excess and insufficient fluid load
- Define shock
- Identify the immediate management of shock
- Consider the approaches available to the recovery nurse which promote fluid balance
- Outline the nurse role and responsibilities in the administration of a blood transfusion

Indicative reading
Session 6 – Metabolic Considerations

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

• Define shock
• Identify the immediate management of shock
• Identify the need for acid-base balance
• Recognise disturbances to acid-base balance through arterial blood gas analysis (ABG)
• Identify normal blood glucose level and explore the nurse role in the management of deranged metabolic states

Indicative reading


Web resources which explain 1) Oxygen transport 2) the action of carbonic anhydrase
http://www.youtube.com/watch?v=WXOBJEExNEo
http://www.youtube.com/watch?v=x26TWL3VkmG&feature=related

(Last accessed on 4 April 2017)

Directed study:

• Write up notes from today’s sessions; add in material from your reading about the topics. Consider the needs of different patient groups, for example, the elderly or the obstetric patient.
• Read ahead for next week by using the lecture notes on KEATS.

Assignment activity: Use the feedback from the formative exercise to refine your essay plan and reference selection in preparation for the in-class formative exercise next week.
Day 3

Submit PAD
Give Sheila your PAD before the first session begins, it will be returned to you at the end of the day.

Session 1 & 2 – The Paediatric Patient

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

- Identify the differences between paediatric and adult A&P and their significance to the postoperative period
- Outline risks specific to the infant during the recovery period
- Contribute to the postoperative care of the paediatric patient

Indicative reading

Session 3 – In-class Formative Exercise

In small groups, in turn each student presents their essay plan and identifies the sources they intend to use to support their essay. Following a small group discussion where the listeners ask questions and provide constructive feedback, the whole group reconvene to explore any issues arising from the exercise. This process has been devised to encourage sharing, collaboration and communication between group members; ultimately to support the development of meaningful individual essays about the role of the recovery nurse.

Session 4 - Post-anaesthetic Ventilatory Care

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

- Identify the likely indicators of the need for postoperative ventilatory support
- Discuss the merits of different approaches to ventilatory support

Indicative reading
Session 5 – Recognising the Deteriorating Patient, using Early Warning Scoring Systems; introducing the ALS Algorithm.

This session has been designed to challenge your thinking beyond Basic Life Support.

Resource: Please read the ALS guidelines on the Resuscitation Council website before the session.

**Indicative reading**


**Read about the following: Sickle cell disease, Hypertension, Hypotension and Hepatic/Renal disease: suggested reading:**


Session 6 – TBC

**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:** in the light of the feedback from the in-class session today, continue work on the portfolio.
Day 4

Session 1 – Group Discussion about Pain and Postoperative Nausea and Vomiting (PONV)

Session 2 – Pain and PONV

By the end of the session students will able to:

- Outline a simple physiology of pain
- Conduct pain assessment.
- Explore approaches to pain management
- Plan, administer and evaluate analgesic interventions
- Explore emesis, its causes and management
- Identify the factors which predispose PONV
- Identify the pharmacologic approaches to PONV prevention and management
- Administer and evaluate the effects of antiemetic medication
- Identify and utilize the non-pharmacologic approaches to PONV management

Indicative reading


Session 3 – Infection Control

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

- Identify the significance of blood borne and skin or respiratory tract colonization with pathogenic microorganisms (for example, skin-MRSA infection and Respiratory tract-Tuberculosis).
- Explore the need to employ universal precautions
- Identify the nurse role in protecting the patient from harm

**Indicative reading**


Session 4 – Ethics

Exploring the ethical issues related to recovery nursing.

**Indicative reading**


Session 5 – Discharge from Recovery

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

- Justify the use of discharge criteria
- Outline the discharge criteria employed locally
- Debate the need for box-ticking to confirm patient readiness for transfer

**Indicative reading**


Session 6 – End of Module Evaluation

Directed study:
- Write up notes from today’s sessions; add in material from your reading about the topics.
- Read all additional session and assessment-focused materials available via KEATS.

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 email 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


Royal College of Anaesthetists (2016) Guidance on the provision of anaesthetic services for postoperative care, Chapter 4 in *Guidelines for the provision of anaesthetic service*. London, RCOA.


Web references (last accessed 4 April 2016):

http://www.anesthesia-analgesia.org/content/88/1/83.full

http://ccn.aacnjournals.org/content/24/1/38.full

You are also advised to explore the Cochrane Database [www.thecochranelibrary.com](http://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 Anaesthetic and Recovery Nursing
*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.afpp.org.uk
www.barna.co.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


Because you all have experience of the recovery environment you will be encouraged to explore issues relevant to your own clinical area. It is anticipated that in this way we will explore: recovery room routines and procedures; monitoring and equipment; pain and approaches to pain management; PONV; regional analgesia; pharmacology; paediatrics; the elderly patient; shock; crisis management; the bleeding patient and surgical issues; working with people and ethical issues. There is insufficient time to go over all the relevant A&P, so you have access to a workbook (which only covers, respiratory, cardiovascular and neuro A&P with a section on pharmacology) which you might find useful if you believe your knowledge about A&P could do with a refresher.

Please note, the proficiency document has been updated to incorporate AAGBI (2013) requirements, but does not replicate in full the UK National Core Competencies.
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 remodelled 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 FNFNM.
### Timetable

#### 6KNIN636 Recovery Nursing Term 3 2016/7 Days 1&2

<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 based study</td>
<td>11 May 2017</td>
<td>Lecture</td>
<td>Introduction to the module and assignment</td>
<td>09.00</td>
<td>FWB 2.42</td>
<td>Sheila Turner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Defining anaesthesia and post anaesthesia care</td>
<td>10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Twenty golden rules</td>
<td>11.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Neuromuscular physiology and its significance to the post-anaesthetic patient.</td>
<td>13.30</td>
<td>FWB 2.43</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complications of anaesthesia, patient assessment ABCDEFG and monitoring</td>
<td>14.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Airway management</td>
<td>15.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Challenges to the airway postanaesthesia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directed study activities:** Prepare an essay plan and initial reference list for submission to Sheila Turner on 25 May 2017.

**Online learning activities:** continue A&P workbook.
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Type</th>
<th>Time</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University based study</strong></td>
<td><strong>25 May 2017</strong></td>
<td>Lecture</td>
<td>Airway management</td>
<td>09.00</td>
<td>FWB 2.42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The challenge of concurrent medical conditions-Diabetes</td>
<td>11.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Determining fluid balance and defining ‘Shock’</td>
<td>13.30</td>
<td>FWB 2.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Revisiting ‘Shock’, recognising and managing haemorrhage - blood transfusion</td>
<td>15.30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Renal complications</td>
<td>16.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inability to void or polyuria</td>
<td>16.00</td>
<td></td>
</tr>
</tbody>
</table>

**Directed study activities:** Revise essay plan, expand reference list for an in-class session on 15 June.

**Online learning activities:** Complete A&P workbook.

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Type</th>
<th>Time</th>
<th>Location</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University based study</strong></td>
<td><strong>15 June 2017</strong></td>
<td>Lecture</td>
<td>Recovery nursing- the paediatric patient</td>
<td>09.00</td>
<td>FWB 2.42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-class formative seminar sessions</td>
<td>11.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Care of the ventilated patient in PACU</td>
<td>13.30</td>
<td>TBC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recognising the deteriorating patient</td>
<td>14.30</td>
<td>FWB 2.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TBC</td>
<td>15:45</td>
<td></td>
</tr>
</tbody>
</table>

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

**Online-based study:** review materials provided on KEATS
<table>
<thead>
<tr>
<th>University based study</th>
<th>29 June 2017</th>
<th>Lecture</th>
<th>Group discussion-Pain and PONV</th>
<th>09.00</th>
<th>FWB 2.42</th>
<th>Sheila Turner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pain and Postoperative nausea and vomiting</td>
<td>10.00</td>
<td></td>
<td>Rachael Ben Salem</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Infection control</td>
<td>11.30</td>
<td></td>
<td>Sheila Turner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ethics</td>
<td>13.30</td>
<td>FWB 2.43</td>
<td>Sheila Turner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discharge from PACU, including SBAR handover</td>
<td>14.30</td>
<td></td>
<td>Sheila Turner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Module evaluation</td>
<td>15.45</td>
<td></td>
<td>Sheila Turner</td>
</tr>
</tbody>
</table>

**Directed study activities:** Continue preparing essay, if necessary, make an appointment for an essay tutorial with Sheila Turner.

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

---

Key:
FWB – Franklin-Wilkins building; Waterloo campus