Acutely Ill Adult & High Dependency Nursing – 6KNIA327

Level: 6
Credits: 30

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

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

Module aim

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

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

Learning outcomes

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

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

For a 30 credit module it is expected that students will spend around 300 hours studying. The educational approach is adult student centred, which builds on your experience as qualified practitioners. You will experience various learning activities during the course;
- Lectures,
- E-learning
- Group work and guided study
- Case study exploration
- Independent study

Your active participation in presentations and discussions is encouraged in order to share your experience and learn from each other during the course. We hope that you will enjoy these activities which have been designed to enhance your learning.

Submitting coursework

Assessment criteria

1. Three hour scenario-based examination

Formative assessment

To help prepare you for the examination, you are required to take part in an online discussion of the evidence base for an identified area of acute care nursing practice. This will require you to:

1. Work in a group to prepare a model answer based on an exam type question
2. Contribute to an online group analysis of the evidence base for an identified area of acute nursing care

You will be allocated to small study groups. A clinical scenario will be accessed through the KEATS site. You are expected to engage with your study group in an online discussion to produce a group answer to a specific question based on the scenario. Contributions should be collated and a final group answer posted on the discussion board by the deadline.

Contributions might include: reflections from practice, commentary on current evidence, reference to clinical guidelines, academic debate of peer contributions, novel ideas. Extensive reading of relevant literature is expected and all contributions must be free from plagiarism. Full Harvard referencing will not be required, however, the author and date must be cited in the text. You must use an appropriate academic style and adhere to appropriate professional conduct at all times.

The final group answer must not exceed 1,000 words. Words in excess of this limit will not be marked. The group answer will be assessed according to the level 6 Faculty assessment criteria contained in the post qualification handbook.
Timetable for completion of formative assessment

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
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<tr>
<td>01 May 2018</td>
<td>Introduction to online formative assessment.</td>
</tr>
<tr>
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<td>Allocation of study groups</td>
</tr>
<tr>
<td>08 May 2018</td>
<td>Scenario open for viewing and contributions</td>
</tr>
<tr>
<td>25 June 2018</td>
<td>Scenario closed</td>
</tr>
<tr>
<td></td>
<td><strong>NO FURTHER CONTRIBUTIONS WILL BE MARKED AFTER MIDNIGHT</strong></td>
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<td>03 July 2018</td>
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</table>

**Summative assessment**

**Examination**

You are required to sit a three hour scenario based examination. Topics will be distributed four weeks prior to the date of the examination. The examination will comprise three scenarios with three related questions. You will be required to:

- Answer all questions assigned to the three scenarios
- Evaluate clinical data
- Debate the contemporary research evidence base for practice
- Demonstrate an in-depth knowledge of physiological, psychological and social aspects of acute nursing care

There will be opportunity to undertake and discuss practice scenarios within the module timetable.
Dates for examinations
You will be notified of dates for examination on the Student Records section of the King’s Intranet. The examination weeks run from the 6th August 2018 until the 17th August 2018. You will be notified of the confirmed date closer to the time.

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

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

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

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

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

Day 1
01 May 2018

Lecture 1 and 2—Introduction to the Course and Patient Assessment
By the end of the session students will be able to:

- Confirm the course registration is correct
- Overview of the course
- Appraise local and national policies and guidelines affecting the care of the acutely ill adult patient in hospital.
- Consider a systems based approach to patient assessment

Indicative reading:


Seminar 1

You will work in your allocated formative groups and will be presented with a scenario. You will be asked to assess the patient using ABCDE assessment, calculate a NEWS score, provide immediate nursing interventions, decide on the next course of action, and use SBAR to report.

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

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

Day 2
08 May 2018

Lecture 3— Airway and Breathing Assessment, Acid Base Balance

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

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

Indicative reading:


Lecture 4 — Advanced Respiratory Support
By the end of the session students will be able to:

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

Indicative reading:

Singer P, Ratanachaiwong S (2018) To eat or to breathe? The answer is both! Nutritional management during non-invasive ventilation. Critical Care. 22/27


Lecture 5 — Tracheostomy Care
By the end of the session students will be able to:

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

Indicative reading


Seminar 2 – Case Study: The patient requiring Non-invasive Ventilation (NIV)
During this session you will learn:

- The evidence-base supporting use of NIV in the critically ill
- The nursing care of a patient requiring non-invasive respiratory support.

**Indicative Reading**

Day 3
22 May 2018

Lecture 6 — Circulation Assessment & Cardiac Function

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

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

Indicative reading:


Lecture 7 — Acute Coronary Syndromes

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

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

Indicative reading:


Lecture 8 — Haemodynamic Monitoring

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

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

Indicative reading:


Day 4
05 June 2018

Lecture 9 — Neurological Assessment

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

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

Indicative reading:

Lecture 10 — Management of the Patient with Stroke and Head Injury

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

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

Indicative reading:


Lecture 11 — Patient with Delirium

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

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

Indicative reading:


Seminar 4 Case Study: The patient with an altered level of Consciousness

During this session you will learn:

- The evidence-base supporting care of the patients with an altered level of consciousness
- The nursing care of a patient with a reduced Glasgow Coma Scale

Indicative Reading

Day 5
12 June 2018

Lecture 12 — Renal Assessment
By the end of the session students will be able to:

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

Indicative reading:


Lecture 13 — Acute Kidney Injury
By the end of the session students will be able to:

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

Indicative reading:


Lecture 14 — Patients with Liver Disease
By the end of the session students will be able to:

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

Indicative reading:


Seminar 5 — Case study: The patient with Acute Kidney Injury

During this session you will learn:

- The evidence-base supporting care of the patients with AKI
- The nursing considerations associated with caring for a patient with AKI

Indicative Reading

Day 6
26 June 2018

Lecture 15 — Diabetic Emergencies
By the end of the session students will be able to:

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

Indicative reading:


Lecture 16 — Diabetes Workshop

- A series of case scenarios will be discussed.
- Insulin safety will be reviewed

Day 7

Lecture 17 — The Deteriorating Patient
By the end of the session students will be able to:

- Evaluate the components of the decision-making process.
- Appraise the role of the nurse in the co-ordination of interprofessional teams to provide effective care for individual patients.
**Indicative reading:**


**Lecture 18 — The Management of Shock**

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

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

**Indicative reading:**


**Lecture 19 — The Management of Sepsis**

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

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

**Indicative reading:**


Seminar 6 – Case study: The patient with sepsis

During this session you will learn:
- The evidence-base supporting care of the patients with sepsis
- The nursing considerations associated with caring for a patient with sepsis

Indicative Reading

Day 8
10 July 2018

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

Discussion of Summative Assessment
Students will have the opportunity to discuss the summative exam topics

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

Action from previous evaluations
• Previous student evaluations of the course have found the course valuable and increased their confidence in looking after acutely ill and high dependency patients.
• The following action has been introduced from verbal feedback from students- Increase in tutorial time.
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<thead>
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<th>Day 1</th>
<th>01 May 2018</th>
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<tr>
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<td>Lecture 1</td>
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<tr>
<td><strong>Title</strong></td>
<td>Course Introduction</td>
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<tr>
<td><strong>Title</strong></td>
<td>Patient Assessment</td>
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<tr>
<td><strong>Type of Session</strong></td>
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<tr>
<td><strong>Title</strong></td>
<td>Formative Assessment &amp; Scenario (Groups will be allocated)</td>
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<tr>
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<td><strong>Title</strong></td>
<td>Airway &amp; Breathing Assessment</td>
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<td>Advanced Respiratory Support</td>
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<tr>
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<td>Tracheostomy Care</td>
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<td><strong>Title</strong></td>
<td>Case study – The patient requiring non-invasive ventilation</td>
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<td><strong>Title</strong></td>
<td>Circulation Assessment &amp; Cardiac Function</td>
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<td><strong>Lecturer</strong></td>
<td>Eshan Khan</td>
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<td><strong>Title</strong></td>
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<td>Management of Stroke &amp; Head Injury</td>
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<td>Self-directed learning</td>
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<th>03 July 2018</th>
<th>University based study</th>
<th>Lecture 17</th>
<th>The Deteriorating patient</th>
<th>09.00-10.00</th>
<th>Carolyne Stewart</th>
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<td>Lecture 18</td>
<td>The Management of shock</td>
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<td>Lecture 19</td>
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<td>Seminar 6</td>
<td>Case study: The patient with sepsis</td>
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<th>Group Session</th>
<th>Mock Examination</th>
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<td>Discussion of Summative Assessment</td>
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**Location key:**

FWB – Franklin-Wilkins Building, Waterloo Campus

JCMB – James Clerk Maxwell Building, Waterloo Campus