

Module Specification

Module Summary Information

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| 1 | Module Title | Management of Acute Deterioration (MAD) |
| 2 | Module Credits | 20 |
| 3 | Module Level | Level 7 |
| 4 | Module Code | LBR7478 |
| 5 | Semester Taught | 3 |

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| 6 | Module Overview |
| <p>Welcome</p> <p>Welcome to the Management of Acute Deterioration module.</p> <p>This is one of two modules you can choose to study at level seven which focus on enhancing care of adults who experience acute health deterioration. This module offers the opportunity to strengthen your ability to respond early and effectively to acute deterioration. It aims to help you identify appropriate clinical interventions that will have positive impact on health outcomes.</p> <p>The early, effective management of acute health deterioration is a core skill required of many healthcare professionals. It can be a challenging skill to develop and maintain. The number of people living with one, two or more long term conditions is rapidly increasing in the UK (Kingston et al 2018). The population is also ageing (Office National Statistics 2020). With the polypharmacy that often also accompanies this, choosing treatment interventions in time and resource pressured situations, has become even more demanding. This module is focussed on responding to these challenges.</p> <p>The MAD module aims to facilitate earlier and effective management of the most common causes of acute health deterioration such as sepsis, acute exacerbation of COPD, acute kidney injury, acute coronary syndrome, acute heart failure, dehydration, and hypovolaemia. You will learn about the pathophysiology of these conditions to strengthen your ability to identify interventions that are most likely to bring benefit. You will review the evidence base for many common interventions, such as oxygen and IV therapy. You will also reflect on the challenges of your professional role during this demanding time.</p> <p>The knowledge and skills gained in this module will be useful to registered healthcare professionals working in a clinical environment where patients experience acute health deterioration. It is commonly studied by registered nurses, paramedics and ODP's and on occasions by other health care professionals. You will need to be working in a relevant clinical area to select a case study that showcases your learning at assessment.</p> <p>Through the lens of contemporary case studies, you will gain enhanced confidence in your decision making about interventions needed by adults with complex health histories who are deteriorating. Learning is achieved through a blended approach involving interactive scheduled study days and a wide variety of engaging online learning activities. During a study day you can expect to collaborate with your peers and be supported in your learning by experts in the field. You can also expect to be well supported with the preparation of your assessment.</p> <p>This module aligns with the Professional Practice Programme philosophy and is designed to be flexible, and practice led. You will be encouraged to think critically and share practice experiences with your fellow students, as well as engaging in both directed and self-directed learning activities. You will be an active partner in your own learning. In return you will receive regular feedback and feed forward and be able to discuss your progress with the module team.</p> | |

Kingston A et al (2018) Projections of multi-morbidity in the older population in England to 2035 (PACSim model). *Age and Ageing*; 47: 374-380.

ONS (2020) Subnational population predictions for England publication
<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationprojections/bulletins/subnationalpopulationprojectionsforengland/2018based>

| 7 | Indicative Content |
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| | <ul style="list-style-type: none"> • Evidence for early management of acute health deterioration • Critical thinking about existing protocols and guidelines for treatment • Individualised patient centred care • Common acute health deterioration pathophysiology e.g., sepsis, acute coronary syndrome, chronic obstructive pulmonary disease, acute kidney injury. • Acute health deterioration pharmacology e.g., Oxygen therapy, IV Fluids, Analgesia • Appraisal of evidence/ research • Reflection on professional role and related tensions • Support with academic skill development. |

| 8 | Module Learning Outcomes |
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| | On successful completion of the module, students will be able to: |
| | 1 Utilising academic skills, retrieve and apply appropriate evidence and knowledge to formulate critical debate required at level 7. |
| | 2 Critically analyse an intervention required by a complex adult who experiences acute deterioration utilising physiological theory. |
| | 3 Evaluate the evidence for an intervention required by a complex adult who experiences acute deterioration. |
| | 4 Critically appraise your role in ensuring early and effective interventions are provided for an adult who presents with acute deterioration. |

| 9 Module Assessment | | | |
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| Learning Outcome Number (from table 8) | Coursework | Exam | In-Person |
| 1- 4 | 100% | | |

| 10 Breakdown Learning and Teaching Activities | | |
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| Learning Activities | Hours | Details of Duration, Frequency and other comments |
| Scheduled Learning (SL) includes online lectures and workshops as specified in timetable | 48 hours | 6 x 8 hour virtual or physical classroom study days which involve a blend of learning activities constructed to achieve a high level of student engagement. |
| Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE | 50 hours | Asynchronous online learning activities which include quizzes (6 hours), pre and post study day learning tasks (12 hours), videos (3 hours), lecture recordings (6 hours), question and answer forums (3 hours), workbook (8 hours) and reading activities (12 hours). All timings are approximations, reflective of the individual needs of the student. |
| Private Study (PS) includes preparation for exams | 102 hours | Engagement with Moodle (20 hours), academic skill development (20 hours), literature searching and reading (20 hours), critical thinking and preparation of formative and summative assessments (40 hours), tutorial (1 hour), formative plagiarism check (1 hour). All timings are approximations, reflective of the individual needs of the student. |
| Total Study Hours: | 200 hours | |

11 Key Texts and Online Learning Resources

A full and regularly updated reading list will be available on Moodle. This will include clinical guidelines, government and professional body publications and peer reviewed journal publications.

Adam, Sheila, Sue Osborne, and John Welch. *Critical Care Nursing: Science and Practice*. Oxford: Oxford University Press, Incorporated, 2017. Print & E-Book.

Clarke, David, and Alison Malecki-Ketchell. *Nursing the Acutely Ill Adult: Priorities in Assessment and Management*. Second edition. London: Palgrave, 2016. Print & E-Book

Macintyre, Pamela E, and Stephan A Schug. *Acute Pain Management: A Practical Guide*. Milton: Taylor & Francis Group, 2021. Print & E-Book.

McFadden, Roger. *Introducing Pharmacology for Nursing and Healthcare*. Third edition. London: Routledge, 2019. Print & E-Book.

Peate, Ian. *Acute Nursing Care: Recognising and Responding to Medical Emergencies*. London: Routledge, 2017. Print & E-Book.