

## Module Specification

### Module Summary Information

|          |                        |   |
|----------|------------------------|---|
| <b>1</b> | <b>Module Title</b>    | Recognition, Assessment and Physiological Interpretation of Deterioration (RAPID) |
| <b>2</b> | <b>Module Credits</b>  | 20  |
| <b>3</b> | <b>Module Level</b>    | Level 7   |
| <b>4</b> | <b>Module Code</b>     | LBR7481   |
| <b>5</b> | <b>Semester Taught</b> | 1 & 2   |

|  |                        |
|--|------------------------|
| <b>6</b>   | <b>Module Overview</b> |
| <p><b>Welcome</b></p> <p>Welcome to the RAPID 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 recognise, assess and interpret physiological indicators of acute deterioration. It aims to help you confidently recognise early signs of physiological deterioration and articulate your concern effectively, to others.</p> <p>The early recognition of 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, interpretation of assessment data has become more complex. This module is focussed on responding to these challenges.</p> <p>The RAPID module aims to facilitate earlier recognition 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 and the homeostatic mechanisms that help you understand how acutely unwell the patient is, and how well they are likely to compensate.</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 interpretation of clinical assessment related data, in adults with complex health histories. 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   |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Evidence for early recognition of acute health deterioration</li> <li>• Critical thinking about existing acute health deterioration screening tools</li> <li>• Homeostatic physiological compensatory mechanisms</li> <li>• Respiratory, acid base, cardiac, renal, liver, endocrine, neurological, and immune system physiology in relation to acute health deterioration</li> <li>• Common acute health deterioration pathophysiology e.g., sepsis, acute coronary syndrome, chronic obstructive pulmonary disease, acute kidney injury.</li> <li>• Common acute health deterioration related pharmacology e.g., ACE inhibitors, Beta blockers, Opiates</li> <li>• Critical thinking about how to articulate concern</li> <li>• Critical thinking about methods of escalation</li> <li>• Support with academic skill development</li> </ul> |

| 8 | Module Learning Outcomes   |  |
|---|--|--|
|   | <b>On successful completion of the module, students will be able to:</b> |  |
|   | <b>1</b>   | Utilising academic skills, retrieve and apply appropriate evidence and knowledge to formulate critical debate required at level 7. |
|   | <b>2</b>   | Recognise acute deterioration in health early through physiological analysis of complex assessment values.                         |
|   | <b>3</b>   | Critically evaluate the potential impact of a complex patient's health history on the course of their deterioration.               |
|   | <b>4</b>   | Formulate and defend enhanced articulation and escalation of concern appropriate to your role.                                     |

| 9   | Module Assessment |      |           |
|---|-------------------|------|-----------|
| Learning Outcome Number<br>(from table 8) | Coursework        | Exam | In-Person |
| 1, 2, 3 and 4                             |                   |      | 100%      |

| <b>10 Breakdown Learning and Teaching Activities</b>   |              |   |
|--|--------------|---|
| <b>Learning Activities</b>   | <b>Hours</b> | <b>Details of Duration, Frequency and other comments</b>  |
| <b>Scheduled Learning (SL)</b><br>includes online lectures and workshops as specified in timetable   | 48 hours     | 6 x 8 hour virtual or physical classroom study days which involve a wide variety of learning activities constructed to achieve a high level of student engagement.  |
| <b>Directed Learning (DL)</b><br>includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE | 50 hours     | Asynchronous online directed 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).<br><br>All timings are approximations, reflective of the individual needs of the student. |
| <b>Private Study (PS)</b><br>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), tutorials (2 hours).<br><br>All timings are approximations, reflective of the individual needs of the student.  |
| <b>Total Study Hours:</b>  | 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.

Blows, William T. *The Biological Basis of Clinical Observations*. 1st ed. Milton: Routledge, 2018. Print & E-Book.

Cook, Neal, Andrea Shepherd, and Jennifer R. P. Boore. *Essentials of Anatomy and Physiology for Nursing Practice: Applying Your Learning Alongside the Person-Centred Nursing Framework*. 2nd edition. Los Angeles: SAGE, 2021. Print & E-Book.

Grant, Steven. "Limitations of Track and Trigger Systems and the National Early Warning Score. Part 1: Areas of Contention." *British journal of nursing (Mark Allen Publishing)* 27.11 (2018): 624–631. Web.

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

Peate, Ian, and Muralitharan Nair. *Fundamentals of Anatomy and Physiology for Nursing and Healthcare Students*. Ed. Ian Peate and Muralitharan Nair. Second edition. Chichester, West Sussex: Wiley Blackwell, 2017. Print & E-Book.