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| **UNIT SPECIFICATION** | | | | | | | | | | |
| **Unit title** Developing Competence in the Care of the Critically Ill Patient | | | | | | | | | | |
| **Level** | | Level 6 | | Credit value | | 40 (20 ECTS) | | | | |
| **Is this a common unit?** | | | | No | | **Expected contact hours for unit** | | | 30 hours | |
| **Pre and co-requisites**  Systematic Assessment of the Critically Ill Patient | | | | | | | | | | |
| Aims The aim of this unit is to enable students to further develop their professional practice and effectiveness in the field of critical care and its service delivery. The unit will enable students to work toward the National Competency Framework for Registered Nurses in Adult Critical Care to support the safe delivery of high-quality care for all. | | | | | | | | | | |
| **Intended learning outcomes (ILOs)**  Having completed this unit the student is expected to:   1. Utilise interpretive and pre-emptive clinical knowledge and skills and to reflect on personal abilities within the critical care setting. 2. Achieve Step 2 Competencies as set by the National Competency Framework for Registered Nurses in Adult Critical Care 3. Appraise the critically ill patients’ and relatives’ psychological, social and ethical aspects of care. 4. Demonstrate inter-professional leadership skills within the critical care team. | | | | | | | | | | |
| **Learning and teaching methods**  The student will encounter a variety of lectures, seminars, tutorials and self-managed learning. They will spend a minimum of 90 hours engaged in direct practice in their own clinical area, where he/she will be allocated a clinical supervisor. | | | | | | | | | | |
| **Assessment** | | | | | | | | | | |
| **Formative assessment/feedback**  Outcome 1-4 will be formatively assessed via clinical skills simulation workshop with tutor and peer feedback. Academic tutorial and clinical feedback | | | | | | | | | | |
| **Summative assessment**  ILO 1-4 assessed via a practice portfolio (100%)  ILO 1 will also be assessed via an MCQ exam (P/F) | | | | | | | **Indicative assessment**   1. Students will complete a practice portfolio of evidence of competence (5,000 word equivalence) 2. Students will undertake an MCQ exam (pass/fail)   Both elements of assessment must be passed. | | | |
| **Indicative unit content**   * Assessment and documentation skills * Specific Pathophysiological Diseases and Processes * Organ & Tissue Donation * Nutrition in Critical Illness * Radiological Investigations * Sensory Deprivation/Overload * Clinical Leadership and Management in the ICU * End of Life Care in the ICU * Transfer of the Critically Ill Patient * Obstetric emergencies * Trauma to include SCI, Burns & ATC * Critical reflection * Communication techniques * Coping strategies   In addition, issues surrounding the family/next of kin and interpersonal skills will be discussed to truly explore holistic care, as well as driving forces which impact on clinical decision making and recent national/local directives which influence practice within the critical care environment: | | | | | | | | | | |
| **Indicative learning resources**  **Books**   * Belfort, M. A., Saade,G., Foley,M.R., Phelan, J.P., and Dildy, G.A. 2010. Critical Care Obstetric Nursing. Critical Care Obstetrics (9781405152730):16. * Critical Care Networks-National Nurse Leads (CC3N). 2015. National Competency Framework for Registered Nurses in Adult Critical Care. Available on-line @ www.cc3n.org.uk * Dudek, S.G., 2018. Nutrition Essentials For Nursing Practice. 8th Ed. Philadelphia: Wolters Kluwer * Hickey, M. and Kritek. P. c2012. Change Leadership In Nursing: How Change Occurs In A Complex Hospital System. New York, USA, Springer Publishing Co: 243-257. * Higgins, C. 2013. Understanding laboratory investigations: a guide for nurses, midwives and healthcare professionals. 3rd Ed., West Sussex, UK. Wiley-Blackwell. * *Karthika, P. 2016. Blood And Urine Tests: General Diagnostic Tests, Results and Diseases. 2nd Edition. CreateSpace Independent Publishing Platform.* * Porth, C. 2015. Essentials of Pathophysiology: Concepts of Altered Health States. 4th Ed.,   International Ed. Philadelphia. London: Wolters Kluwer/Lippincott Williams & Wilkins.   * Trounce, J. R., Greenstein, B, Gould, D. 2009. Trounce's Clinical Pharmacology for Nurses [Electronic Resource]. 18th Ed. Edinburgh: Churchill Livingstone. * Quin, M., Buchanan,T.M., Paccioretti, C., Thomas-Browning,J. Leone, K.M., Golden, S., Reilly, K. and Davenport, K.J. 2012. The Development of a Critical Care Leadership Team: Where We Have Been, Where We Are Now, and Where We Are Going. In: Change leadership in nursing: How change occurs in a complex hospital system. Hickey, Mairead (Ed); Kritek, Phyllis Beck (Ed); Publisher: Springer Publishing Co; 2012, pp. 243-257. [Chapter].   *Journals*  British Journal of Intensive Care Nursing Intensive Care Medicine  British Journal of Nursing Journal of Advanced Nursing  Care of the Critically Ill Paraplegia  Intensive and Critical Care Nursing Professional Nurse  Senior Nurse Spine | | | | | | | | | | |
| **Unit number** |  | | **Version number** | | 1.0 | | | **Date Effective from** | | Sep 2020 |