

Module specification

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Module Code	ODP501
Module Title	Developing Operating Department Practice
Level	5
Credit value	40
Faculty	Faculty of Social and Life Sciences
HECoS Code	100273
Cost Code	AOD

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Operating Department Practice	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	60 hrs
Placement tutor support	hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	60 hrs
Placement / work based learning	0 hrs
Guided independent study	340 hrs
Module duration (total hours)	400 hrs

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Initial approval date	April 22
With effect from date	September 22
Date and details of revision	

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Version number	1

Module aims

To develop the students' knowledge and understanding of the evidence underpinning perioperative practice within anaesthetic, surgical and post-anaesthetic care areas.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Differentiate how principles of anaesthetic and post-anaesthetic care are adapted to emergency situations.
2	Analyse the use of equipment, techniques, drugs, and care given to patients in emergency situations within anaesthetic and post-anaesthetic areas.
3	Differentiate how principles of surgical care are adapted to emergency situations.
4	Analyse the use of equipment, techniques, drugs, and care given to patients in emergency situations within the surgical environment.
5	Analyse the effect that human factors have on patient outcomes in the perioperative environment.

Assessment

Indicative Assessment Tasks:

The learning outcomes for this module are split into two assessments.

The first assessment will be a written portfolio exploring the recognition, and management, of emergency situations within the anaesthetic and post-anaesthetic care areas. The portfolio will assess learning outcomes 1 & 2. The portfolio will be a series of short case studies where students will discuss the recognition of a different emergency scenario, the subsequent interventions and ongoing management of the patient. Evidence must be used to discuss the rationale for equipment used, interventions, drugs and care given to each patient, with consideration of the ongoing management of the patient beyond post-emergency scenario. The portfolio will consist of five emergency scenarios over the duration of the year, with optional staggered submission points, prior to a final submission point at the end of semester 2. Formative feedback will be made available throughout the year. This form of staggered portfolio submission is designed to ease assessment burden throughout the year, while still assessing students' ability to manage a variety of clinical scenarios. Each case study should be 500 words, and supported with evidence from relevant literature. This assessment is weighted as 50% for the module.

The second assessment will be a poster presentation, assessing learning outcomes 3, 4 and 5. The poster will discuss the impact human factors have on the ability to deliver safe and effective care to patients within the surgical phase of the perioperative journey, and will be the equivalent of 2,500 words. Attention should be paid to situations where emergency scenarios can develop, where scrub and circulating practitioners need to react to an unfolding unforeseen event intra-operatively. It is expected that students will include a comparison of human factors frameworks within the structure of their presentation. This assessment is weighted as 50% for the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 and 2	Portfolio	50%
2	3, 4, 5	Presentation	50%

Derogations

There are two summative assessments for this module. Both elements of assessment are required to be passed with a minimum mark of 40% in order to pass the module overall. Each assessment is weighted 50% towards the module, therefore the mean of both assessment marks will be used to give an overall grade for the module.

If you are unsuccessful at achieving a passing grade in either assessment at first attempt, the standard resit opportunities are granted. The overall grade for any resit assessments will be capped at 40%.

Learning and Teaching Strategies

A blended learning approach will be used during the delivery of this module combining online educational materials and face-to-face sessions. The use of the University's Virtual Learning Environment (VLE) – Moodle – allows students control over the time, place, and pace of their study. Students have a responsibility to manage and engage with the online pre- and post-session learning resources to allow them to fully comprehend a subject matter.

On campus face-to-face sessions will allow students to strengthen their learning through further discussions and tutor-led problem-based tasks and other activities. Teaching will be delivered through semester style sessions incorporating group and project work.

Indicative Syllabus Outline

- Non-Technical Skills Within Surgical Practice
- Specialty Specific Considerations Within Surgical Practice
- Specialty Specific Considerations Within Anaesthetic and Post-Anaesthetic Practice
- Emergency Surgery
- Emergency Anaesthetics
- Invasive Monitoring Techniques
- Emergency Situations – anaphylaxis, malignant hyperthermia, scoline apnoea, major haemorrhage, local anaesthetic toxicity
- Cell Salvage
- Managing the Ventilated Patient in PACU
- Organ Donation
- Blood Gas Analysis

- Anaesthetic and Post-Anaesthetic Care of Paediatric Patients
- Surgical Care of Paediatric Patients
- Shared Airway
- Difficult Airway Management
- Intravenous Therapy including Blood Products, Crystalloid and Colloids
- Pharmacology
- Tissue Viability
- Haemostasis
- Pain Management
- Invasive Monitoring
- Emergency Anaesthetics
- Drains and Wound Management
- Difficult Airway Management
- Non-Technical Skills Within Surgical Practice

Indicative Bibliography:

Essential Reads

- Abbott, A. & Booth, H. (2014) *Foundations for Operating Department Practice: Essential Theory for Practice*. McGraw-Hill Education

Other indicative reading

- Allman, K. & Wilson, I. (2016) *Oxford handbook of anaesthesia* . Oxford, United Kingdom: Oxford University Press.
- Al-Shaikh, B. & Stacey, S. (2013) *Essentials of anaesthetic equipment*. 4th edition. Edinburgh: Churchill Livingstone.
- Flin, R. H. (2007) *Safety at the sharp end : A guide to non-technical skills* . Aldershot: Ashgate.
- Hatfield, A., and Tronson, M. (2009) *The Complete Recovery Room Book* . 4th ed. Oxford: Oxford University Press
- Hughes, S. J., and Mardell, A., (2009) *Oxford Handbook of Perioperative Practice* . Oxford: Oxford University Press
- Phillips, N. F., and Berry, E. C., (2017) *Berry & Kohn's Operating Room Technique*. Thirteenth edition. St. Louis, Missouri: Elsevier
- Thompson, J., Moppett, I., Wiles. M., (2019) *Smith and Aitkenhead's textbook of anaesthesia* . Edinburgh: Elsevier.
- Wicker, P., and O'Neill, J. (2006) *Caring for the Perioperative Patient* . Oxford: Blackwell
- Wicker, P. (2015) *Perioperative practice at a glance*. New York: John Wiley & Sons Ltd Print.
- Woodhead, K., and Fudge, L. K. (2012) *Manual of Perioperative Care : an Essential Guide* . Chichester: Wiley-Blackwell

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through

the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Ethical

Key Attitudes

Commitment
Resilience
Confidence
Adaptability

Practical Skillsets

Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication