

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	NHS7G8
Module Title	Emergency Care Part Two
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100260
Cost Code	GANG
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
Post graduate Certificate in Emergency Care	Core
To be aligned with Post graduate Certificate in Emergency Care for QA and assessment purposes only	Standalone

Breakdown of module hours

Learning and teaching hours	66 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	66 hrs
Placement hours	60hrs
Guided independent study hours	74 hrs
Module duration (Total hours)	200 hrs

Module aims

To module aims to build using the spiral curriculum on the Emergency Care Part One module, with the introduction of the more critically ill and injured patients in the resuscitation room. Further to explore the lifespan approach to patient care looking at the child, young adult and the older person. Also, to understand the vulnerable members of our society in terms of mental health and learning disabilities in the emergency care setting. The Emergency care clinician will also be required to demonstrate confidence and competence in clinical practice

Module Learning Outcomes

At the end of this module, students will be able to:

1	Integrate knowledge of anatomy and pathophysiology when assessing and managing individuals presenting to an emergency/urgent care setting.
2	Demonstrates a holistic, person-centred response to the patient in the resuscitation room, with critical illness and injury, the child, the older person and the vulnerable patient. Then gathering appropriate data and information, accessing relevant resources for safe, effective and efficient care.
3	Critically reflect upon the professional accountability in the assessment and management of the critical ill and injured, the child, the older person and the vulnerable patients.
4	Critically explore the complexity of emergency care in society and the health and social care context in relation to the critically injured, ill, and vulnerable members of society.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Objective Structured Clinical Examination (unseen)

This will be carried out in university in the clinical suite and will be a pass or fail. The student will be required to give a commentary of decision-making influences, demonstrating a confident and competent practice

Assessment 2: Portfolio

This workbook will be completed throughout the module, and students will be expected to Demonstrate a strong grasp of relevant pathophysiology and critically examine their reasoning as they expertly problem solve the management of emergency patients in their area of practice. Following their assessment of the patient, students should be able to make reference to appropriate research evidence to justify their actions. They will also demonstrate insight into the implications for the health and social context.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2	OSCE	30mins	Pass / Refer	N/A
2	3, 4	Portfolio	N/A	100%	N/A

Derogations

N/A

Learning and Teaching Strategies

The learning and teaching strategy aims to foster a student centred, creative approach, as students taking this programme will be qualified and had some experience in the emergency/urgent care setting. It is key that the approach to learning and teaching used, throughout reflects and builds upon students' prior learning and clinical experience. The module will consist of clinical assessment, diagnostics and clinical reasoning. We will revisit and explore with more complexity using the spiral curriculum.

Students will be in both classroom-based lectures and on-line delivery, using flipped classrooms, scale up, discussions, seminars, workshops, tutorial sessions, together with case-based learning and simulation-based education.

The teaching hours are 66 hours. This is essential to ensure their practice to theory gap is addressed. The day will be split between theory in the morning and embedded with the practice with case studies and simulation-based education in the afternoon. The practice element, will employ an experiential strategy, including observation and supervision working towards practice competencies. Simulation based education is an important part of the teaching strategy and this will help the students to practice clinical skills, enhance practice (as they are already experienced clinicians), acquire skills and improve decision-making, in a safe educational environment.

Synchronous and asynchronous teaching both online and on campus, within our active learning framework will be essential to our blended learning approach. The students will be expected to access the many resources in an asynchronous way, to complement their learning journey and their personal and employment circumstances. A key component of online learning and effective pedagogy is the construction of a community of enquiry (Garrison et al., 1999).

The community of enquiry model supports a social constructivist approach and attempts to create an effective learning experience, through the adoption of the three interdependent elements – social, cognitive and teaching presence. Critical thinking and a social presence will start in the classroom or simulation suite and continue in the discussion groups. The programme leader will facilitate and direct the course of study to build the community of enquiry.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, work placements and personal tutorials in Welsh.

Indicative Syllabus Outline

Module content will focus on adult care in an emergency setting:

- Initial Patient assessment in the context of emergency nursing
- Emergency presentations and conditions- The Resuscitation Room
- Vulnerable patient groups – i.e. mental health patient in the emergency department, intellectual disability, patients with dementia sexual assault, domestic abuse
- Children and young people in the emergency department
- Poisoning and overdose
- Minor Injuries
- Major Trauma
- End of life care
- Patient Transfer

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Crouch, R., Charters, A., Dawood, M. and Bennett, P. (eds.) (2016), *Oxford Handbook of Emergency Nursing*. 2nd ed. Oxford: Oxford University Press.

Dolan, B. and Holt, L. (eds.) (2013), *Accident & Emergency: Theory into Practice*. 3rd ed. Edinburgh: Bailliere Tindall.

Heimgartner, N.M., Rebar, C.R. and Gersch, C.J. (2019), *Emergency Nursing Made Incredibly Easy!* 3rd ed. Philadelphia, PA: Lippincott Williams & Wilkins.

Other indicative reading:

Evans, C.D. and Tippins, E. (2007), *The Foundations of Emergency Care*. Maidenhead: Open University Press

Hampton, J.R. (2019,) *The ECG Made Eeasy*. 9th ed. Edinburgh: Elsevier

Holbery, N. and Newcombe, P. (2016). *Emergency Nursing at a Glance*. Chichester: Wiley Blackwell.

Jenkins, D. and Gerred, S.J. (2011), *ECGs by Example*. 3rd ed. Edinburgh: Churchill Livingstone.

Jevon, P. (2009), *ECGs for Nurses*. 2nd ed. Hoboken: Wiley-Blackwell

Please access relevant websites and journals for up-to-date evidence-based practice.

Administrative Information

For office use only	
Initial approval date	August 2022
With effect from date	September 2022
Date and details of revision	04.06.2026: CMAP approval to change the module title from NHS7E3 Emergency Nursing Part Two and update the module aims to reflect the approved change (AM2 modification).
Version number	01