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## Diploma of Higher Education Operating Department Practice (ODP): Year 1 Modules

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### **OD0400 Foundation of Operating Department Practice (, 20 Credits)**

#### Synopsis of Module

This module is designed to introduce the student to the perioperative working environment and the concepts and principles which underpin practice. The student will explore the range of factors which influence care provision as well as patients' needs during perioperative care. The role of the Operating Department Practitioner (ODP) in addressing those needs within professional, ethical and legal parameters will be outlined with an emphasis on ensuring patient and environmental safety.

Learning will be facilitated via lectures, seminars and skills rehearsal and the student will also undertake a period of supervised practice; this will involve spending time in a surgical ward, the operating theatre reception, the anaesthetic area, the operating theatre and the post-anaesthetic area. The student will have a designated Practice Mentor who will co-ordinate their practice activities and verify that they have achieved the necessary proficiencies.

Assessment of this module involves both achievement of practice proficiencies and a written account, which focuses on the preparation of patients and the environment during the preoperative phase of care.

#### Indicative Reading List or Other Learning Resources

AfPP (2011) Standards & Recommendations for Safe Perioperative Practice, Harrogate: AfPP

AfPP (2007) Safeguards for Invasive Procedures: The Management of Risks 2nd Edition, Harrogate: AfPP

Carvalho, S., Reeves, M.; Orford, J. (2011) Fundamental Aspects of Legal, Ethical & professional issues, London: Quay

Dimond, B. (2009) Legal Aspects of Consent 2nd Edition, London: Quay

Frey, K.B. & Ross, T. (2008) Surgical Technology for the Surgical Technologist: A Positive Care Approach, 3rd Edition, New York: Delmar Cengage Learning

Frey, K.B. & Price, P. (2006) Surgical Anatomy and Physiology for the Surgical Technologist, 1st Edition, New York: Delmar Cengage Learning

Mardell, A. & Hughes, S. (2009) Oxford Handbook of Perioperative Practice, Oxford: Oxford University Press

Radford, M., Evans, C., Williamson, A. (2011) Preoperative Assessment & Perioperative Management, Keswick: M & K Publishing

Sweitzer, B. (2008) Preoperative Assessment & Management 2nd Edition, Philadelphia: Wolters, Kluwer/Lippincott, Williams & Wilkins

Tilmouth, T. & Tilmouth, S. (2009) Safe and Clean Care, Devon: Reflect Press

Wicker, P. (2010) Caring for the Perioperative Patient 2nd Edition, Oxford: Blackwell

Woodhead, K. (2012) Manual of perioperative Care: an essential guide, London: Wiley-Blackwell

#### Journal Article:

Journal of Perioperative Practice

Technic (The Journal of College of Operating Department Practitioners)

#### Web Based Materials:

The Association of Anaesthetists of Great Britain and Ireland <http://www.aagbi.org>

The Association of Perioperative Practice <http://www.afpp.org.uk>

The College of Operating Department Practitioners <http://www.codp.org.uk>

The Health Professionals Council <http://www.hpc.org.uk>

World Health Organisation Patient Safety <http://www.who.int/patientsafety/safesurgery/en;>

#### Aims of Module

The overall aims of this module will be to introduce the student to the principles of safe and effective patient care within the perioperative environment and to initiate the development of knowledge and skills which prepare for professional practice.

#### Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Outline the role and responsibilities of the ODP during each phase of care.
2. Demonstrate effective communication with patients and perioperative staff.
3. Identify the range of factors influencing perioperative care provision.

4. Describe the preoperative needs, and preparation, of surgical patients and the environment.

5. Recognise and outline key health and safety issues.

Prerequisites

N/A

Corequisites

N/A

Distance Learning Delivery

N/A

Learning & Teaching Strategy

This module will use a variety of learning and teaching methods; lectures, group work, seminars, small group practical sessions, directed and independent learning and the use of the 'Safe Medicate' learning package.

A variety of media will be used including DVD and web-based material, in whole and small group settings. Extensive use will be made of the e-Learning Portal (eLP). Anatomical, physiological, psychological and sociological components of a range of topics will be presented in an integrated format.

Clinical practice will encourage the integration of theory and practice as students are able to relate the theoretical concepts to the real environment.

Assessment and Feedback Strategy

a. Summative assessment and rationale for tasks

Summative assessment will be in two parts:

\* A written account, which focuses on the preparation of patients and the environment during the perioperative phase of care (2000 Words). (Learning Outcomes 1-5)

\* Practice placement graded Pass/Fail demonstrating achievement of professional proficiencies. (Learning Outcomes 1-5)

b. Additional formative assessment - detail of process and rationale

Formative assessment of the student's knowledge and understanding via feedback from group work, anatomy and physiology work books and guided study with links to the summative assessment account.

Group presentation on health and safety within the operating theatre environment which will inform the summative task. Verbal and written feedback from Mentor and Guidance Tutor in relation to practice learning. Use of safe medicate package .

c. Indication of how students will get feedback and how this will support their learning

Formative assessment - peers and tutor feedback in class and online with links to the summative assessment account. Feedback from Mentor and Guidance Tutor in relation to practice learning.

Summative assessment - individual annotated scripts, with individual academic feedback and areas for future development. Written feedback from mentor which will inform ongoing record of achievement.

Implications for Choice

N/A

## **OD0401 Principles of Intra-Operative Practice (, 20 Credits)**

Synopsis of Module

This module is designed to introduce the student to the principles of intraoperative practice. An important aspect of this module is the introduction to operational policies and guidelines which direct and inform patient safety. An integral aspect of perioperative practice is acquiring the skills to work efficiently and effectively as a team member and this module will apply principles of collaborative practice introduced in the professional skills module PR0401. Learning will be facilitated via lectures, seminars and skills rehearsal and clinical practice will be undertaken in a variety of clinical environments: including pre-assessment, a surgical ward and all perioperative settings.

In these areas the specified practice proficiencies can be achieved under direct supervision of a suitably qualified practitioner. In view of the introductory nature of this module, practice activities will focus on observation, student participation will always be under direct supervision and only when patient safety can be assured.

Assessment of this module involves the achievement of the specified practice proficiencies and a written case study which identifies and explores an aspect of patient care relating to the perioperative phase of care.

Indicative Reading List or Other Learning Resources

AfPP (2011) Standards & Recommendations for Safe Perioperative Practice, Harrogate: AfPP

AfPP (2007) Safeguards for Invasive Procedures: The Management of Risks 2nd Edition, Harrogate: AfPP

Dimond B. (2011) Legal Aspects of Health & Safety 2nd Edition, London: Quay

Frey K B & Ross T (2008) Surgical Technology for the Surgical Technologist: A Positive Care Approach, 3rd Edition, New York: Delmar Cengage Learning

Frey K B & Price P (2006) Surgical Anatomy and Physiology for the Surgical Technologist, 1st Edition, New York: Delmar Cengage Learning

Goodman T (2010) Sterilization and Disinfection for the Perioperative Nurse, London: Saunders

Mardell A. & Hughes S. (2009) Oxford Handbook of Perioperative Practice, Oxford: Oxford University Press

Spry C (2009) Essentials Of Perioperative Nursing 4th Edition, London: Jones and Bartlett Publishers

Tilmouth T & Tilmouth S (2009) Safe and Clean Care Devon: Reflect Press

Wicker P (2010) Caring for the Perioperative Patient 2nd Edition, Oxford: Blackwell

Woodhead K (2012) Manual of Perioperative Care: an essential guide, London: Wiley-Blackwell

#### Journal Article:

Journal of Perioperative Practice

Technic (The Journal of College of Operating Department Practitioners)

#### Web Based Materials:

The Association of Perioperative Practice <http://www.afpp.org.uk>

The College of Operating Department Practitioners <http://www.codp.org.uk>

World Health Organisation Patient Safety <http://www.who.int/patientsafety/safesurgery/en>;

National Institute for Health and Clinical Excellence <http://www.nice.org.uk>;

#### Outline Syllabus

##### Professional Autonomy and Accountability

- \* Record keeping and appropriate terminology
- \* Professional roles and responsibilities
- \* Preparation for placement learning
- \* Professional Scope of practice
- \* Introduction to Publications/National Guidelines/Documentation which inform surgical practice/policy i.e. World Health Organisation (WHO) surgical check List

##### Professional Relationships

- \* Professional collaboration and communication
- \* Awareness of psychosocial and cultural factors which affect communication with and care of surgical patients

##### Clinical Practice

- \* Introduction to surgery and patient safety
- \* Fundamental aspects of infection control and asepsis, including sterile fields
- \* Anatomy and physiology of protection systems including skin integrity and immune response
- \* Principles of safe perioperative and intraoperative practice
- \* Principles of health & safety applied to the role of the ODP
- \* Safe moving, positioning and handling of patients

#### Aims of Module

The overall aims of this module will be to introduce the student to the principles of patient safety applied to intraoperative practice and to develop an understanding of the roles and responsibilities of members of the multi-disciplinary team when preparing for surgical intervention and delivery of patient care within the operating theatre environment.

#### Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Identify the operational policies and guidelines employed within the operating department and describe how they inform intraoperative practice.
2. Demonstrate an ability to maintain asepsis in preparing and participating in intraoperative interventions.
3. Describe and demonstrate principles of safe and appropriate use of surgical equipment.
4. Outline and demonstrate the elements of effective communication and multidisciplinary teamwork within the surgical environment.
5. Discuss and address the range of intraoperative patient needs ensuring patient safety whilst in the operating department.

#### Prerequisites

N/A

#### Corequisites

N/A

#### Distance Learning Delivery

N/A

#### Learning & Teaching Strategy

This module will use a variety of learning and teaching methods; lectures, group work, seminars, small group practical sessions, directed and independent learning.

Students will be provided with the opportunity to practice skills in the simulation suite, as well as being provided with the occasion to explore the theoretical underpinnings of intraoperative practice in preparation for the application of skills in the clinical environment.

A variety of media will be used including DVD and web-based material, in whole and small group settings. Extensive use will be made of the e-Learning Portal (eLP).

Clinical practice opportunities will facilitate the integration of theory and practice.

#### Assessment and Feedback Strategy

##### a. Summative assessment and rationale for tasks

Summative assessment will be in two parts:

\* Case study which identifies and explores an aspect of patient care relating to the intraoperative phase of care (2000 Words). (Learning Outcome 1-5)

\* Practice placement graded PasFail demonstrating achievement of professional proficiencies. (Learning Outcome 1-5)

##### b. Additional formative assessment - detail of process and rationale

Formative assessment during the module will be achieved via students' demonstration of their knowledge and understanding during seminars and feedback from group work and guided study. Verbal and written feedback from mentor in relation to practice learning.

##### c. Indication of how students will get feedback and how this will support their learning

Formative assessment - peer and tutor feedback in class

Summative assessment - individual annotated scripts, with individual feedback and areas for future development. Written feedback from mentor which will inform ongoing record of achievement.

#### Implications for Choice

N/A

## **OD0402 Principles of Anaesthetic Practice (, 20 Credits)**

#### Synopsis of Module

This module is designed to introduce the student to the concepts and principals involved in general anaesthetic practice. As well as gaining knowledge about general anaesthesia itself, and the equipment required to ensure patient safety, the student will be exploring the physiological, psychological and socio-cultural needs of patients during this phase of care and the role of the Operating Department Practitioner (ODP) in addressing those needs. Learning will be facilitated via lectures, seminars and skills rehearsal and clinical practice.

Clinical practice will be undertaken in an operating theatre where the specified practice proficiencies can be achieved under direct supervision of a suitably qualified practitioner. In view of the introductory nature of this module and the professional, ethical and legal issues involved, practice activities will focus on observation and participation only where appropriate. The parameters of such activities are stated in the module handbook.

Assessment of this module involves achievement of the specified practice proficiencies and submission of an essay that outlines the needs of patients during this phase of care and the role of the ODP in addressing those needs appropriately.

#### Indicative Reading List or other Learning Resources

Aitkenhead, A.R. et.al (2007) Textbook of Anaesthesia 5th Edition London: Elsevier

Allman, K. & Wilson, I. (2006) Oxford Handbook of Anaesthesia 2nd Edition Oxford: Oxford University Press

Al-Sharikh, B. (2007) Essentials of Anaesthetic Equipment 3rd Edition, Edinburgh: Churchill Livingstone

Avidan, M. et.al. (2003) Perioperative care, Anaesthesia, Pain Management & Intensive care Edinburgh: Churchill Livingstone

Simpson, P.J. & Poppat (2001) Understanding Anaesthesia 4th Edition Oxford: Butterworth-Heinemann

Hutton, P., Cooper, G., James, F. & Butterworth, J. (2002) Fundamental principles and practice of anaesthesia. London: Martin Dunitz

Clancy, J. & McVicar, A.J. (2002) Human Physiology: A Homeostatic Approach (2nd Edition), London: Arnold

Craft, T.M. & Upton, P.M. (2002) Key Topics in Anaesthesia. Clinical Aspects (3rd Edition), Oxford: BIOS Scientific Publishers Ltd

Pinnock, C., Smith, T. & Lin, T. (2009) Fundamentals of anaesthesia. 3rd edn. Cambridge; New York: Cambridge University Press

White, P.F. (2004) Perioperative Drug Manual 2nd Edition, London: Elsevier

#### Journal Article:

Technic (The Journal of College of Operating Department Practitioners )  
British Journal of Perioperative Practice

#### Web Based Materials:

The Association of Anaesthetists of Great Britain and Ireland <http://www.aagbi.org>

## Outline Syllabus

### Professional Autonomy and Accountability

- \* Professional development , ethical and legal issues
- \* Medicines legislation
- \* Role of the ODP within the anaesthetic care team
- \* Preparation for placement learning

### Professional Relationships

- \* Psychosocial issues and related interventions
- \* Social and cultural aspects of patient care and service user perspectives
- \* Coping with anxiety and distress in patients across the life span and range of ability/disability
- \* Communication with patients who have sensory or learning difficulties
- \* Use of verbal and non-verbal communication skills
- \*

### Clinical Practice

- \* Principles, modes and phases of general anaesthesia
- \* Pharmacology
- \* Medicines management-storage, preparation and issue
- \* Medicine administration -( 'Safe Medicate' )
- \* Effects of general anaesthesia on homeostatic mechanisms and related physiological needs
- \* Anatomy and physiology of respiration and the cardio vascular system
- \* Anaesthetic equipment: categorisation, functions, preparation, use and maintenance
- \* Health and safety issues relating to anaesthetic practice, including patient identification WHO checklist
- \* Adult life support applied to anaesthetic practice
- \* Non-invasive monitoring of vital signs

## Aims of Module

The overall aims of this module will be to introduce the student to the principles of general anaesthetic practice. Also to develop the knowledge and skills needed to recognise and respond appropriately to adult patients' needs during the general anaesthetic phase of care.

## Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Explain the principles and modes of general anaesthesia.
2. Outline the effects of general anaesthesia on homeostatic mechanisms.
3. Describe the preparation, use and maintenance of anaesthetic equipment.
4. Outline measures to ensure patient and staff safety.
5. Appreciate and discuss the individual and holistic needs of patients during the anaesthetic phase of care.

## Prerequisites

N/A

## Corequisites

N/A

## Distance Learning Delivery

N/A

## Learning & Teaching Strategy

This module will use a variety of learning and teaching methods; lectures, group work, seminars, small group practical sessions, directed and independent learning and will include activities which will engage students in considering the holistic needs of patients undergoing anaesthesia.

A variety of media will be used including DVD, 'Safe Medicate' and web-based material, in whole and small group settings. Students engagement with learning tools such as 'Safe Medicate' will be monitored by the guidance tutor as part of the evidence students prepare to support achievement in practice. Extensive use will also be made of the e-Learning Portal (eLP). Anatomical, physiological, psychological and sociological components of a range of topics will be presented in an integrated format.

Clinical practice and the use of the Personal and Professional Development File will encourage the integration of theory and practice.

## Assessment & Feedback Strategy

a. Summative assessment and rationale for tasks

Summative assessment will be in two parts:

\* A written practice review (2000 words) which discusses the role of the Operating Department Practitioner in providing care during the general anaesthetic phase of care. This must demonstrate understanding of patients' needs and related interventions appropriate to the student's stage of development. (Learning Outcomes 1-5)

\* Practice placement graded Pass/Fail demonstrating achievement of professional proficiencies. (Learning Outcomes 1-5)

b. Additional formative assessment - detail of process and rationale

Formative assessment of the student's knowledge and understanding via feedback from group work, anatomy & physiology work books, guided study and practice mentor. Safe medicate package .

Group presentation based around the effects of General Anaesthesia on homeostatic mechanisms which will inform the summative task.

c. Indication of how students will get feedback and how this will support their learning

Formative assessment - peers and tutor feedback in class and guidance towards summative task. Feedback from mentor and guidance tutor in relation to practice learning.

Summative assessment - annotated scripts, with individual criterion based feedback. Written feedback from mentor which will inform ongoing record of achievement.

Implications for Choice

N/A

## **OD0403 Principles of Post-Anaesthetic Practice (, 20 Credits)**

Synopsis of Module

This module is designed to introduce the student to caring for patients in the post-anaesthetic period. Patient safety will be a key topic including medicine management, airway management and vital signs observation. Being at an introductory level, it is intended to provide an appropriate foundation for development within this aspect of perioperative practice. Learning will be facilitated via lectures, seminars and skills rehearsal and clinical practice.

Clinical practice will be undertaken in an appropriate post anaesthetic care unit where the specified practice proficiencies can be achieved under direct supervision of a suitably qualified practitioner. In view of the introductory nature of this module and the professional, ethical and legal issues involved, practice activities will focus on observation and participation only where appropriate.

Assessment of this module involves achievement of the specified practice proficiencies and a University based Observed Structured Clinical Examination (OCSE) to demonstrate application of theory to practice whilst addressing the holistic needs of post-anaesthetic patients.

Indicative Reading List or Other Learning Resources

Avidan, M., Harvey, A.M.R., Ponte, J., Wendon, J. & Ginsburg, R. (2003) Perioperative Care, Anaesthesia, Pain Management and Intensive Care. Edinburgh: Churchill Livingstone

Bassett, C. & Makin, L. (2000) Caring for the Seriously Ill Patient. London: Arnold

Davison, N. (2008) Numeracy, Clinical Calculations and Basic Statistics: a text book for health care students. Devon: Reflect press Ltd

Hatfield, A. & Tronson, M. (2009) The Complete Recovery Room (4th ed), Oxford: Oxford University Press

Macintyre, P.E. & Ready, L.B. (2000) Acute Pain Management: A Practical Guide (2nd ed), Philadelphia: Saunders.

Morton, P., Fontaine, D.K., Hudak, C.M. & Gallo, B.M. (2004) Critical Care Nursing: a holistic approach (8th edition). Philadelphia, Pa.; London : Lippincott Williams & Wilkins

Parsons, G. & Preece, W. (2010) Principles and Practice of managing Pain: A Guide for Nurses and Allied Health Professionals. Maidenhead: Open University Press

Simpson, P.J. & Popat, M.T. (2001) Understanding anaesthesia. 4th edn. Oxford: Butterworth-Heinemann.

Weinstock, D. (Editor) (2004) Critical Care Facts Made Incredibly Quick! Philadelphia, London : Lippincott Williams & Wilkins

Journal Article

Technic (The Journal of College of Operating Department Practitioners )  
British Journal of Perioperative Practice

Web Based Material

The Association of Anaesthetists of Great Britain and Ireland <http://www.aagbi.org>

The Association of Perioperative Practice <http://www.afpp.org.uk>

The College of Operating Department Practitioners <http://www.codp.org.uk>

The Health Professionals Council <http://www.hpc.org.uk>

Assessment Regulations for Northumbria Awards <http://www.arna.org>

Outline Syllabus

Professional Autonomy and Accountability

\* Role of the ODP in the post anaesthetic care unit (PACU)

\* Professional, ethical and legal issues relating to post-anaesthetic care

\* Preparation for placement learning

## Professional Relationships

- \* Team communication -sharing information
- \* Patient transfer/handover - verbal and documented communication

## Clinical Practice

- \* Preparation of the PACU prior to and during operating lists
- \* Initial patient assessment: sources of information, prioritising related needs and care
- \* Principles and practices of airway management
- \* Care of patients with altered levels of consciousness
- \* Non-invasive patient monitoring: observation, communication, documentation
- \* Principles of pain management
- \* Medicine management, safety and pharmacology in PACU
- \* Discharge of patients from the PACU - use of measurable criteria; protocols/guidelines
- \* Surgical intervention-related care: patient positioning, wound care, fluid balance
- \* Anatomy and physiology of human movement

## Aims of Module

The overall aims of this module will be to facilitate the student's awareness and understanding of the principles of post-anaesthetic care of adult patients thus enabling the student to observe and, where appropriate, participate safely in the provision of care.

## Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Outline and explain preparation requirements and demonstrate ability to prepare the post-anaesthetic care unit (PACU) appropriately.
2. State what information is required on receiving patients into the PACU and explain its significance in relation to patient care.
3. Describe initial observation and assessment of patients and explain how needs are prioritised.
4. Describe the principles of airway management and demonstrate ability to maintain the patient's airway.
5. Identify and explain the role of the ODP in post-anaesthetic care within professional, ethical and legal parameters.

## Prerequisites

N/A

## Corequisites

N/A

## Learning & Teaching Strategy

This module will use a variety of learning and teaching methods; lectures, group work, seminars, small group practical sessions, directed and independent learning.

As well as being provided with the occasion to explore the theoretical underpinnings of intraoperative practice, students will be provided with the opportunity to and practice skills in the simulation suite, skills which can then be applied in the clinical environment.

A variety of media will be used including DVD and web-based material, in whole and small group settings. Extensive use will be made of the e-Learning Portal (eLP). Anatomical, physiological, psychological and sociological components of a range of topics will be presented in an integrated format.

Clinical practice will encourage the integration of theory and practice.

## Learning & Teaching Strategy

This module will use a variety of learning and teaching methods; lectures, group work, seminars, small group practical sessions, directed and independent learning.

As well as being provided with the occasion to explore the theoretical underpinnings of intraoperative practice, students will be provided with the opportunity to and practice skills in the simulation suite, skills which can then be applied in the clinical environment.

A variety of media will be used including DVD and web-based material, in whole and small group settings. Extensive use will be made of the e-Learning Portal (eLP). Anatomical, physiological, psychological and sociological components of a range of topics will be presented in an integrated format.

Clinical practice will encourage the integration of theory and practice.

## Assessment and Feedback Strategy

a. Summative assessment and rationale for tasks

Summative assessment will be in two parts:

\* University based Objective Structured Clinical Examination (OSCE) to demonstrate student application of theory to practice regarding the prioritisation of needs and assessment of patient during the post-anaesthetic phase. This would include initial observation of the patient status, identification of the patient's holistic needs and how the practitioner may address these needs as part of a multi-disciplinary team. (Learning Outcomes 1-5)

\* Practice placement graded Pass/Fail demonstrating achievement of professional proficiencies (Learning Outcomes 1-5)

b. Additional formative assessment - detail of process and rationale

Formative assessment of the student's knowledge understanding and skill development via feedback from group work, guided study and practice mentor.

Group presentation based around the needs of patients and relatives within the critical care environment.

c. Indication of how students will get feedback and how this will support their learning

Formative assessment - peers and tutor feedback in class and tutor feedback in simulated scenarios to prepare for practical assessment.

Summative assessment - Written feedback on student performance during the practical examination against the required assignment criteria.

Implications for Choice

N/A

## **PR0400 Study skills for professional practice (, 20 Credits)**

Synopsis Of Module

This module is designed to be delivered to students embarking on programmes leading to a professional health qualification. It will provide an introduction to academic study skills and the differing forms of evidence, including research, which supports professional practice. Students will have the opportunity to develop an appropriate academic writing style, develop skills in the use of literature and effective approaches to study in higher education. Students will, therefore, begin their development as professionals, establishing themselves as lifelong learners and be enabled to make a successful transition into Higher Education.

Learning and teaching within the module will use lectures to introduce key concepts, which will be further explored in smaller seminar groups.

Learning and assessment will be supported by the e-Learning Portal (eLP), practical laboratory work and a workbook including directed learning activities which will be integral to seminars.

The module will be assessed formatively via an essay and students will be provided with detailed feedback on the development of their academic writing style in preparation for the summative essay.

Indicative reading List or other Learning Resources

Aveyard, H. & Sharp, P. (2009) A beginner's guide to evidence based practice in health & social care. Maidenhead: McGraw Hill Open University Press

Boulton, G. (2005) Reflective practice. 2nd edn. London: Sage

Bowling, A. (2009) Research methods in health: investigating health and health services. 3rd edn. Maidenhead: Open University Press

Cottrell, S. (2008) The study skills handbook. 3rd edn. Basingstoke: Palgrave MacMillan

Garrett, L.K., Shihab, P.I. & Clarke, A. (2011) Skills for nursing and healthcare students: study skills, maths, and science. 2nd edn: Prentice Hall

Moule, P. & Hek, G. (2011) Making sense of research: an introduction for health and social care practitioners. 4th edn. London: Sage

NHS (2009) Learning to manage health information: a theme for clinical education. Bristol: Connecting for Health NHS

Northedge, A. (2005) The good study guide. 2nd edn. Milton Keynes: The Open University

Reed, S. (2011) Successful professional portfolios for nursing students. Exeter: Learning Matters

Sharples, K. (2009) Learning to learn in nursing practice. Exeter: Learning Matters

Wake, B. & Watson, H. (2007) Assessment for learning: A student survival guide: for students by students.

Northumbria University Red Guide Available at:

<http://www.northumbria.ac.uk/static/5007/arpdf/academy/redguide32.pdf>

Walsh, M. & Wiggins, L. (2003) Introduction to research. Cheltenham: Nelson Thornes

Journal Articles:

Willcox, A. (2005), „How to succeed as a lifelong learner?, Primary Health Care, 15(10), pp.43-9. CINAHL [Online]. Available at: <http://web.ebscohost.com/> (Accessed: 17 August 2011)

Web Based Materials:

NHS Connecting for Health

<http://www.connectingforhealth.nhs.uk/>

Learning Higher Excellence in Learning Development

[www.learnhigher.ac.uk](http://www.learnhigher.ac.uk)

Northumbria University

<http://www.northumbria.ac.uk/sd/central/ar/qualitysupport/assess/> -

Assessment Regulations for Northumbria Awards including information on academic misconduct

Northumbria University

<http://nuweb.northumbria.ac.uk/library/skillsplus/index.html>- Northumbria Skills Plus-range of interactive and printable guides and tutorials



## Outline Syllabus

### Lifelong Learning and Professional Practice

- ? The importance of deep and surface approaches to learning, active learning, effective study, reflection
- ? Exploration of students' own preferred styles of learning and taking ownership of learning
- ? Lifelong learning, effective ways to learn, active note taking, time management
- ? Lifelong learning and employability
- ? Personal and professional development planning

### Evidence-Based Practice

- ? Sources of knowledge and ways of knowing
- ? Introduction to research, theory, terminology and definitions
- ? Importance of evidence-based practice
- ? Identifying and using different sources of information and evidence for practice
- ? Data and health informatics

### Learning in Higher Education

- ? Retrieving information IT and the Northumbria Skills framework (including Skills Plus)
- ? Academic writing, planning assessments, using an appropriate style
- ? Critical analysis and developing an argument
- ? Referencing and citation
- ? The principles and practices of assessment for learning: formative assessment, summative assessment and peer learning
- ? Academic conduct and assessment regulations
- ? Guidance for non-written assessments, preparing for examinations and presentations and making the most of practice based assessment
- ? Importance of feedback and making the most of formative feedback

### Aims of Module

The module will facilitate students' development of the knowledge and skills to write academically and enable them to develop effective approaches to study in higher education. The module will enable students to begin their development as lifelong learners and make a successful transition into higher education, providing them with the knowledge base for academic and professional practice.

### Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Develop the skills and attributes to become an effective lifelong learner.
2. Recognise different forms of evidence and research and their importance in supporting professional practice.
3. Develop effective searching techniques and retrieve and utilise information from a variety of professional sources.
4. Demonstrate an ability to write in an appropriate academic style, utilise an appropriate referencing system and understand the implications of academic misconduct.
5. Demonstrate an understanding of assessment processes including the use of formative feedback.

### Prerequisites

### Corequisites

### Distance Learning Delivery

### Learning & Teaching Strategy

Learning and teaching within the module will use lectures to introduce key concepts and issues relevant to the module outcomes. These concepts will be further explored in seminar groups. Students will be expected to complete explicit directed learning activities within a workbook which will be utilised within the seminars. Support from the module team, library staff and from peers will be strongly encouraged to enable students to make a successful transition into higher education. Teaching will be supported by e-learning, practical laboratory work and independent learning.

### Assessment and Feedback strategy

#### a. Summative assessment and rationale for tasks

A 2000 word essay which will demonstrate appropriate academic writing and explore the evidence base, which supports lifelong learning relevant to their professional practice. Students will be expected to demonstrate the ability to effectively research and present a topic and to respond to formative feedback in relation to the essay. (Learning Outcomes 1-5)

#### b. Additional formative assessment - detail of process and rationale

Completion of a 1000 word essay which will demonstrate appropriate academic writing and explore lifelong learning relevant to their professional practice. (Learning Outcomes 1-4)

#### c. Indication of how students will get feedback and how this will support their learning

Using the assessment for learning principles, students will be provided with feedback from lecturers and peers within the seminars in relation to workbook activities and will be encouraged to reflect on their own performance. Students will also be encouraged to use their Personal Professional Development File (PPDF) as a means of facilitating their personal learning. The students will be provided with detailed feedback on their formative essay to aid the development of their academic writing skills in preparation for the summative essay. This will also be supported by timetabled

## **PR0401 Foundations Skills for Safe and Effective Practice (, 20 Credits)**

### >br>Synopsis of Module

This module is designed for delivery to all students on Pre-registration Health Programmes. The module will introduce the professional skills and knowledge which are common to the competence and/or proficiency to be achieved by all students preparing for registration with the Health Professions Council or the Nursing and Midwifery Council. Integral to the module are the key themes which explore and examine issues around becoming a safe, effective and efficient healthcare professional. These include communication and collaboration with other professionals and agencies, the concept of health and assessment of health or care needs, and ensuring patient safety. The module also introduces the mandatory skills required before practice learning experiences.

The teaching and learning strategies will include lectures introducing key concepts; seminars where topics can be further explored in both uni-professional and inter-professional groups; and practical sessions in the Clinical Skills Centre involving demonstration and rehearsal of skills which is supported by completion of a skills passport.

Sessions will be facilitated by staff representatives from all professional groups to ensure appropriate application and integration into practice. Students will also be provided with explicit opportunities to engage in inter-professional learning, thus developing a greater appreciation of inter-professional collaboration in order to enhance patient safety and wellbeing.

Assessment will include demonstration of skill acquisition in relation to safe practice.

### >br>Indicative reading List or other learning resources

Day, J. (2006) *Inter-professional working: an essential guide for health and social care professionals*. Cheltenham: Nelson Thornes

Dougherty, L. & Lister, S. E. (eds.) (2011) *The Royal Marsden Hospital manual of clinical nursing procedures*. 8th edn. Oxford: Wiley Blackwell

Garman, S. & Scriven, A. (2005) *Promoting health: global perspectives*. Basingstoke: Palgrave Macmillan

Goodman, B. & Clemow, R. (2010) *Nursing and collaborative practice: a guide to inter-professional and inter-personal working*. 2nd edn. Exeter: Learning Matters

Johnson, J. & De Souza, C. (eds.) (2008) *Understanding health and social care: an introductory reader*. 2nd edn. London: Sage

Johnson, D. W. & Johnson, F. P. (2009) *Joining together: group theory and group skills*. 10th edn. Boston: Allyn and Bacon

Moss, B. (2008) *Communication skills for health and social care*. London: Sage

Pollard, K., Thomas, J. & Miers, M. (2010) *Understanding inter-professional working in health and social care: theory and practice*. Basingstoke: Macmillan

Smith, J. (2005) *The guide to handling people*. 5th edn. Teddington: BackCare

Thomas, V. (2011) *Fundamental aspects of infection control*. London: Quay

### Journal Articles:

Derbyshire, J. & Machin, A. I. (2011) „Learning to work collaboratively: nurses' views of their pre-registration inter-professional education and its impact on practice?, *Nurse Education in Practice*, 11, pp. 239-244

Hall, P. (2005) „Inter-professional teamwork: professional cultures as barriers?, *Journal of Inter-professional Care*, 19 (1), supplement 1, pp.188-196

### Web Based Materials:

#### Health Informatics:

<http://www.cln.nhs.uk/eice/online-learning/clinical-information-systems>

#### Health and Safety:

<http://www.hse.gov.uk/healthservices/index.htm>

NMC Guidance on professional expectations:

<http://www.hpc-uk.org/aboutregistration/standards/>

NMC Guidance on professional expectations: <http://www.nmc-uk.org/Students/>

Information about working with people with differing abilities and backgrounds: <http://www.scie.org.uk/topic/people>

The Department of Health, Organisation and Policy: <http://www.dh.gov.uk/health/about-us/directorates/>

The NHS: Organisation and Quality Management:

<http://www.nhs.uk/ABOUTNHSCHOICES/PROFESSIONALS/HEALTHANDCAREPROFESSIONALS/Pages/professionals-resources-home.aspx>

UK Resuscitation Guidelines: <http://www.resus.org.uk/pages/guide.htm>

#### Patient Safety:

<http://www.who.int/patientsafety/education/curriculum/en/index.html>

### >br>Outline Syllabus

#### Communication and Collaboration

- ? Introduction to effective communication skills
- ? Consent and shared decision making
- ? Assertiveness and negotiation
- ? Communication between groups and team functioning
- ? Record keeping, documentation and informatics in healthcare
- ? Confidentiality and privacy in patient/client interaction

#### Professional Role Development

- ? Introduction to the NHS and professional practice

- ? Professional codes of practice and behaviour - valuing diversity and non-discriminatory practice
- ? Principles of and evidence for inter-professional and interagency collaboration in the multi-disciplinary context
- ? Introduction to quality in services, clinical governance and data management

#### Health and Wellbeing

- ? The impact of professional practice on public and global health
- ? Differing models of health and health improvement and their impact on healthcare and profession specific assessment
- ? Patient, client and family centred holistic assessment

#### Safe Practice and Managing Risk

- ? Introduction to patient safety, human factors and risk assessment
- ? Patient safety tools e.g. SBAR7 & early warning systems
- ? Health and safety legislation
- ? First aid, basic wound care and healing processes
- ? Introduction to the nature of infection
- ? Assessment of vital signs and other indicators of risk

#### Mandatory Skills

- ? De-escalation and conflict resolution
- ? Ergonomics, moving and handling
- ? Principles of infection control including hand hygiene
- ? Basic life support and underpinning theory and evidence
- ? Safeguarding vulnerable adults and children

#### >br>Aims of Module

The aim of the module is to provide students with the theory to underpin acquisition of foundation skills to deliver safe, effective and efficient practice, through the application of knowledge and understanding. It will enable students to engage in the process of „learning from? and „learning with? colleagues from different professional backgrounds.

#### >br>Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Demonstrate the professional expectations of healthcare practitioners within current healthcare delivery systems.
2. Demonstrate communication skills which enable effective and efficient collaborative practice.
3. Identify the impact of professional assessment and intervention on the health, wellbeing and safety of all service users.
4. Demonstrate competence in identified mandatory skills in line with professional requirements.
5. Articulate the guidelines and evidence which underpin contemporary healthcare practice.

#### >br>Prerequisites

#### >br>Corequisites

#### >br>Distance Learning Delivery

#### >br>Learning & Teaching Strategy

The learning and teaching strategies have been designed to facilitate the development of professional skills and knowledge which are central to ensuring patient safety and wellbeing. The module introduces students to key topics which are common to health practice and, as such, are integral to all of the professions undertaking the module.

Seminars and practical sessions have been identified which can be enhanced by collaborative working and are thus facilitated using inter-professional learning approaches, integrating the sessions into the module timetable and providing the opportunity for the students to learn with and from each other in relation to topics such as patient safety and equality and diversity. Equally important are the seminars and practical sessions which enable students to apply skills and knowledge to their own professional practice.

Simulation and skills rehearsal are central to the module and are supported by a team of staff with appropriate expertise and who work with clinical staff to ensure students are safe to undertake practice learning. The students are also provided with a range of material to support learning on the eLP. Directed activities include use of the resources and information available on the web for healthcare students prior to seminar and practical sessions.

This module also introduces the skills passport to support the development of practice skills by enabling students, educators and/or mentors to review skill development and facilitate appropriate experience.

#### >br>Assesment & Feedback Strategy

##### a. Summative assessment and rationale for tasks

Assessment of practical skills and knowledge utilising appropriate practice-based scenarios to examine development in relation to the learning outcomes. (Learning Outcomes 1-5)

##### b. Additional formative assessment - detail of process and rationale

Student participation in seminars and workshops, and completion of directed learning activities. Students will complete a skills passport following attendance at lectures and practical sessions based on the mandatory skills.

##### c. Indication of how students will get feedback and how this will support their learning

Students will be provided with formative verbal feedback during seminars and practical sessions. Summative assessment feedback will also be provided, which will inform learning for the second year skills module.

#### >br>Implications for Choice

*Please note: the information in this document is correct at the time of printing (23/11/2017) but may be subject to change.  
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## Diploma of Higher Education Operating Department Practice (ODP): Year 2 Modules

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### OD0500 Public health in Operating Department Practice (, 20 Credits)

#### Synopsis of Module

The aim of the module is to offer students the opportunity to explore the concepts of promoting health and wellbeing in relation to contemporary public health policy.

Students will be able to explore epidemiological and demographic data in regard to a geographic/service user population relevant to their own role. The relationship between wider health determinants of health, wellbeing and health inequalities will be explored incorporating health needs assessment.

The students will consider a range of health promotion approaches and models. Strategies to support behaviour change will be appraised in order for the students to develop skills to utilise these strategies in their professional practice.

Directed learning activities and suggestions for independent learning also require students to learn with and from students from other professional groups. Learning with other students may be face-to-face in timetabled sessions or through other means such as the e-Learning Portal (eLP).

The summative assessment will utilise and reflect on the knowledge and skills acquired during the module. The assessment is in the form of a presentation, integrating public health theory and practice.

#### Indicative Reading List or other Learning Resources

Barnard, A. (2011) Key themes in health and social care. Oxon: Routledge

Baum, F. (2008) The new public health. 3rd edn. New York: Oxford University Press

Blair, M. (2010) Child public health. 2nd edn. New York: Oxford University Press

Carvalho, S., Reeves, M. & Orford, J. (2007) Fundamental aspects of legal, ethical and professional issues in nursing. London: Quay Books

Crinson, I. (2009) Health policy: a critical perspective. London: Sage

Duncan, P. (2010) Values, ethics & health care. London: Sage

Evans, D., Coutsafiki, D. & Fathers, P.C. (2011) Health promotion and public health for nursing students. Exeter: Learning Matters

Great Britain. Department of Health (2010) Health inequalities in England. London: The Stationary Office.

Great Britain. Department of Health (2010) Our health and wellbeing today. [Online] Available at:  
[http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/@dh/@en/@ps/documents/digitalasset/dh\\_122238.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_122238.pdf)

Great Britain. Department of Health (2011) Healthy lives, healthy people: update and way forward. [Online] Available at:  
[http://www.dh.gov.uk/prod\\_consum\\_dh/groups/dh\\_digitalassets/documents/digitalasset/dh\\_129334.pdf](http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_129334.pdf)

Green, J. & Tones, K. (2010) Health promotion: planning and strategies. London: Sage

Jones, L. & Douglas, J. (2012) Public health: building innovative practice. London: Sage

Martin, V., Charlesworth, J. & Henderson, E. (2010) Managing in health and social care. 2nd edn. Oxon: Routledge

Naidoo, J. & Wills, J. (2010) Developing practice for public health and health promotion. 3rd edn. London: Baillière Tindall

National Institute for Health and Clinical Excellence (2005) Summary: health needs assessment at a glance. [Online] Available at:  
[http://www.nice.org.uk/media/150/35/Health\\_Needs\\_Assessment\\_A\\_Practical\\_Guide.pdf](http://www.nice.org.uk/media/150/35/Health_Needs_Assessment_A_Practical_Guide.pdf)

National Institute for Health and Clinical Excellence (2010) Health systems and health-related behaviour change - a review of primary and secondary evidence. [Online] Available at:

<http://www.nice.org.uk/media/0E6/62/SpecialReportHealthSystemsAndHealthRelatedBehaviourChange.pdf> Priest, H. (2012) An introduction to psychological care in nursing and the health professions. Oxon: Routledge

#### Journal Article:

Casey, D. (2007) 'Nurses perceptions, understanding and experiences of health promotion', Journal of Clinical Nursing, 16, pp.1039-1049

#### Web Based Material:

World Health Organisation: <http://www.who.int/publications/en/>

#### Outline Syllabus

##### Communication and Collaboration

\* Application of health promotion models, eg trans-theoretical, health belief

\* Application of skills of brief intervention

- \* Communication skills to enable health and wellbeing of patients across the life span and from different backgrounds.
- \* Motivational interviewing in behaviour change
- \* User participation in health promotion
- \* Health Screening
- \* Health literacy

#### Professional Role Development

- \* Public health, public health policy, health improvement and promotion - models and approaches; definitions, ideology and priorities, e.g. health screening, mental health, obesity, sexual health, smoking and alcohol
- \* Personal "health" identity
- \* Exploring subjectivity and influences on personal health in a professional context

#### Health and Wellbeing

- \* Epidemiology, health inequalities and wider determinants of health
- \* Engaging with service users to promote perioperative wellbeing Undertaking a health needs assessment/community profile for chosen population
- \* Pre assessment of perioperative patients to improve health and wellbeing
- \* Involving service users in planning to meet health care needs

#### Safe Practice and Managing Risk

- \* Ethical considerations in public health and health promotion
- \* Demonstrating respect and anti-discriminatory practice in perioperative care
- \* Assessment of health and risk in the perioperative patient

#### Aims of Module

The aim of the module is to provide an overview of the nature and direction of public health in contemporary practice and to support students in their ability to analyse the impact of national and local public health policy and the relevance this has to Operating Department Practice. Thus the module will ensure that all students demonstrate the skills required to ensure that 'every contact is a health promotion contact'.

#### Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Discuss public health, health screening and the wider determinants of health and appraise the value of their profession specific contribution in public health and health promotion and associated challenges.
2. Examine epidemiology and demographic data in regard to a geographic/ service user population and health inequalities through a health needs assessment or community profile.
3. Debate the relevance of different health promotion approaches and models relevant to their professional role and practice, demonstrating effective use of a health promotion strategy by utilising behaviour change theory.
4. Review their profession specific contribution to public health and also their individual learning and the implications for their own personal and continuing professional development.

#### Prerequisites

N/A

#### Corequisites

N/A

#### Distance Learning Delivery

N/A

#### Learning & Teaching Strategy

Key lectures will introduce all professional groups to the concept of public health and health promotion within contemporary health practice. Lectures will incorporate TurningPoint as an interactive tool to promote participation and engagement. A range of public health strategies relevant to operating department practice will be explored in seminars and students will be supported to apply health promotion approaches and models to improve the health and wellbeing of individuals, groups and communities.

Inter-professional practical sessions will be utilised to promote partnership working, understanding of professional roles and a need for collaborative working in public health. Practical sessions will be utilised to introduce techniques such as motivational interviewing and develop skills in relation to supporting behaviour change with service users and raising awareness of personal health. In addition, practical sessions will enable students to analyse the health needs of a geographic or service user population through a health needs assessment or community profile.

Directed study will utilise electronic resources to support student learning and provide opportunities for further application to practice. Students will also be facilitated to identify their own learning needs and address these through independent learning.

Tutorials will be available in preparation for the summative assessment from Module Teachers to support students in their learning and development.

#### Assessment & Feedback Strategy

##### a. Summative assessment and rationale for tasks

The assessment will be a viva presentation of information in which the student will demonstrate integration of the theoretical components of public health with practical application to practice. The viva will be a 10 minute electronic poster presentation with five minutes for deeper discussion and questioning.

Students will be required to demonstrate achievement of the learning outcomes; profession specific contribution to public health, ability to access

epidemiological data for health needs assessment/community profile and rationalise their application of health promotion activity.

Integral to the assessment is that students reflect on their personal and professional learning in relation to public health. (Learning outcomes 1-4)

b. Additional formative assessment - detail of process and rationale

Formative assessment will include verbal feedback from self, peers and staff during activities in seminars and use of directed learning on the eLP. Students will also have the opportunities to present their ideas to others which will inform the final summative assessment.

c. Indication of how students will get feedback and how this will support their learning.

Formative feedback will be given verbally throughout the seminars and practical sessions to encourage active engagement with learning and enhance student progression. Students will receive written feedback following their presentation, indicating mark achieved in line with assessment criteria and areas for development.

Implications for Choice

N/A

## **OD0501 Applied Intra-Operative Practice (, 20 Credits)**

Synopsis of Module

This module is designed to facilitate development and integration of the knowledge and skills essential for safe delivery of care to patients undergoing surgical intervention. Knowledge and skills gained will inform understanding and enhance practice. Specific emphasis is placed on the understanding of the role undertaken by the Operating Department Practitioner in assembling, preparing and testing the equipment and instrumentation for surgical intervention and the legal and contractual responsibilities when performing the role. Learning will be facilitated via lectures, seminars and skills rehearsal and clinical practice.

Assessment of this module involves achievement of the specified practice proficiencies and a viva voce assessment.

Indicative Reading List or Other Learning Resources

AfPP (2007) Safeguards for Invasive Procedures: The Management of Risks 2nd Edition, AfPP: Harrogate.

Frey, K.B. & Ross, T. (2008) Surgical Technology for the Surgical Technologist: A Positive Care Approach, 3rd Edition. New York : Delmar Cengage Learning

Frey, K.B. & Price, P. (2006) Surgical Anatomy and Physiology for the Surgical Technologist, 1st Edition, 3rd Edition. New York : Delmar Cengage Learning

Martin, S. (2007) Minor Surgical Procedures for Nurses and Allied Healthcare Professionals. Chichester: Wiley & Sons.

Sussman, C. (2007) Wound Care A Collaborative Practice Manual for Health Professionals Oxford: Lippincott.

Tilmouth, T. & Tilmouth, S. (2009) Safe and Clean Care Devon: Reflect Press.

Timmins, F. & McCabe, C. (2009) Day Surgery Contemporary approaches to nursing care Chichester: Wiley- Blackwell.

Wicker, P. (2006) Caring for the Perioperative Patient Oxford: Blackwell,

Journal Article:

Technic (The Journal of College of Operating Department Practitioners )  
British Journal of Perioperative Practice

Web Based Materials:

The Association of Anaesthetists of Great Britain and Ireland <http://www.aagbi.org>

The Association of Perioperative Practice <http://www.afpp.org.uk>

The College of Operating Department Practitioners <http://www.codp.org.uk>

The Health Professionals Council <http://www.hpc.org.uk>

Assessment Regulations for Northumbria Awards <http://www.arna.org>

Outline Syllabus

Professional Autonomy and Accountability

- \* Documentation and maintaining records
- \* Legal and ethical aspects of role: duty of care, advocacy and relevant legislation
- \* Managing self, others and the use of professional judgement
- \* Evidence-based practice in preparing for and providing patient care
- \* Preparation for placement learning

Professional Relationships

- \* Defining the surgical roles: principles and practice of effective surgical team work/collaborative working teams
- \* Patient transfer and handover
- \* Informed consent and patients' with comprehension difficulties eg. Use of interpreter

Clinical Practice

- \* Anatomy and physiology of human reproduction and development
- \* Aetiology of disease and indications for surgical intervention
- \* Nature and types of surgical interventions
- \* Risk and safe management of hazards in the environment and with equipment
- \* Managing control of infection and sterile fields
- \* Management related to surgical procedures and related anatomy and physiology
- \* Recognise deteriorating patients/situations and take appropriate action

## Aims of Module

The overall aims of this module will be to further develop knowledge and skills in the principles and practice of intraoperative practice with increasing critique of the role, responsibilities and skills required for safe efficient practice during the intraoperative phase of care.

## Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Critically analyse the ethico-legal dimensions of the ODP's role, and operational policy, identifying potential developments in practice using current legislation.
2. Recognise and discuss the role of the ODP in maintaining and managing all aspects of infection control, potential health and safety hazards related to intraoperative practice and provide reasoned evidence for intervention.
3. Demonstrate, discuss and analyse how the specific needs of the patient are anticipated and met across the broad spectrum of surgical intervention.
4. Demonstrate an ability to prepare for a variety of minimal access surgery (MAS) interventions, providing evidence for practice.
5. Identify and critically review the ODP's role/responsibilities the ability to function effectively within the multi-disciplinary surgical team.

## Prerequisites

N/A

## Corequisites

N/A

## Distance Learning Delivery

N/A

## Learning & Teaching Strategy

This module uses a variety of learning and teaching methods; lectures, group work, seminars, small group practical sessions, directed and independent learning. The students will explore the theoretical underpinnings of intraoperative practice, and will have the opportunity to practice skills in the simulation suite, which can then be applied to the clinical environment.

A variety of media will be used including DVD and web-based material, in whole and small group settings. Extensive use will be made of the e-Learning Portal (eLP).

Clinical practice will encourage the integration of theory and practice.

## Assessment & Feedback Strategy

### a. Summative assessment and rationale for tasks

The summative assessment is a viva based on a chosen aspect of intraoperative practice which is analysed from the perspective of the professional role of the Operating Department Practitioner, (Learning Outcomes 1-5)

Practice placement graded Pass/Fail demonstrating achievement of professional proficiencies. (Learning Outcomes 1-5)

### b. Additional formative assessment - detail of process and rationale

Formative assessment during the module will be achieved via the student's demonstration of their knowledge and understanding during seminars and feedback from group work and guided study. In addition students will prepare an annotated bibliography to support the viva

### c. Indication of how students will get feedback and how this will support their learning

Formative assessment - peer and tutor feedback in class and ongoing feedback from mentor related to the module outcomes.

Summative assessment. Individual written feedback using assessment criteria. Written feedback from Mentor which will inform ongoing record of achievement.

## Implications for Choice

N/A

## **OD0502 Applied Anaesthetic Practice (, 20 Credits)**

### Synopsis of Module

This module is designed to facilitate the development and integration of knowledge into the essential skills required during the anaesthetic phase of care. The student will build upon knowledge and skills gained in the Principles of Anaesthetic Practice Module (OD0402), and these will be developed to enable the student to function as a competent practitioner in the field of anaesthetic practice. Learning will be facilitated via lectures, seminars and skills rehearsal and clinical practice.

Clinical practice will be undertaken in an operating theatre where the specified practice proficiencies can be achieved under direct supervision of a suitably qualified practitioner.

## Indicative Reading List or Other Learning Resources



Aitkenhead, A.R., Smith, G., Rowbotham, D.J. & Aitkenhead, A.R. (2007) Textbook of anaesthesia. 5th edn. Edinburgh: Churchill Livingstone Elsevier

Allman, K., McIndoe, A. & Wilson, I. (2009) Emergencies in anaesthesia. 2nd edn. Oxford ; New York: Oxford University Press

Bellamy, M.C. & Struys, M. (2007) Anaesthesia for the overweight and obese patient. Oxford: Oxford University Press, Oxford anaesthesia library

Clancy, J. & McVicar, A.J. (2002) Human Physiology: A Homeostatic Approach. 2nd Edition. London: Arnold

Craft, T.M. & Upton, P.M. (2001) Key Topics in Anaesthesia. Clinical Aspects. 3rd Edition. Oxford: BIOS Scientific Publishers Ltd

Datta, S., Kodali, B.S. & Segal, S. (2009.), Obstetric anaesthesia handbook 5th Edition. London : Springer

Dodds, C., Kumar, C.M. & Servin, F.D.R. (2007) Anaesthesia for the elderly patient. Oxford: Oxford University Press, Oxford anaesthesia library

Doyle, E. (2007) Paediatric anaesthesia. Oxford: Oxford University Press, Oxford specialist handbooks in anaesthesia

Hagberg, C. (2000), Handbook of Difficult Airway Management. Philadelphia: Churchill Livingstone

McConachie, I. (2009) Anaesthesia for the high risk patient. 2nd edn. Cambridge: Cambridge University Press

Morton, N.S. & Peutrell, J.M. (2003) Paediatric anaesthesia and critical care in the district hospital. Edinburgh: Butterworth-Heinemann

Pinnock, C., Smith, T. & Lin, T. (2009) Fundamentals of anaesthesia. 3rd edn. Cambridge; New York: Cambridge University Press.

Simpson, P.J. & Popat, M.T. (2001) Understanding anaesthesia. 4th edn. Oxford: Butterworth-Heinemann

White, P.F. (2004) Perioperative Drug Manual. 2nd Edition. London: Saunders

#### Journal Article:

Technic (The Journal of College of Operating Department Practitioners )  
British Journal of Perioperative Practice

#### Web Based Materials:

The Association of Anaesthetists of Great Britain and Ireland <http://www.aagbi.org>  
The Association of Perioperative Practice <http://www.afpp.org.uk>  
Assessment Regulations for Northumbria Awards <http://www.arna.org>  
Authentic World (2012) <https://www.safemedicate.com/>

#### Outline Syllabus

##### Professional Autonomy and Accountability

- \* Hazards associated with anaesthesia, medicine management and safety
- \* Evidence underpinning safe anaesthetic practice
- \* Preparation for placement learning

##### Professional Relationships

- \* Role of the practitioner in addressing patients' physiological, psychological & socio-cultural needs
- \* Communication with patients' with comprehension difficulties
- \* Engaging service users in decisions about their care
- \* Communication skills and anaesthetic safety in the Multidisciplinary Team
- \* Roles and responsibilities in the anaesthetic team

##### Clinical Practice

- \* Anatomy and physiology of control systems
- \* Anaesthesia in patients across the life span
- \* Anaesthesia in patients with long term conditions
- \* Anaesthesia in patients with specialised needs ie shared airway, pregnancy
- \* Responding to anaesthetic emergencies and to the deteriorating patient
- \* Invasive monitoring in anaesthesia
- \* Pharmacology-cardiac, respiratory, reversal, specialist agents
- \* Application of specialised techniques in a variety of anaesthetic settings
- \* Homeostasis-impact of the disease process on the body systems
- \* Local anaesthetic solutions-pharmacology, modes of transmission, effects toxicity - perioperative applications
- \* Epidural and Spinal anaesthesia and analgesia
- \* Medicine management in anaesthesia -'Safe Medicate'

#### Aims of Module

The overall aims of this module will be to prepare students for their role in providing a safe environment for patients undergoing anaesthesia and to consolidate the skills required for professional practice in relation to anaesthetic processes.

#### Learning Outcomes

By successfully completing this module, the student will be expected to:

- 1 Critically review the contemporary issues and specific hazards relating to anaesthetic practice.
- 2 Apply knowledge of anaesthetic care within specific areas of practice, and identify and discuss the care of patients with co-existing health problems undergoing anaesthesia.

3 Summarise and discuss the principles of invasive monitoring and demonstrate ability to interpret patient data and respond appropriately.

4 Discuss the principles of local/regional anaesthesia and their application across a range of interventional techniques, and discuss and address actual and potential problems associated with this technique.

5 Identify factors contributing to effective teamwork within the operating theatre and demonstrate the skills necessary to function as an integral member of the anaesthetic team.

Prerequisites

N/A

Corequisites

N/A

Distance Learning Delivery

N/A

Learning & Teaching Strategy

This module will use a variety of learning and teaching methods; lectures, group work, seminars, small group practical sessions, directed and independent learning.

A variety of media will be used including 'Safe Medicate' and web-based material, in whole and small group settings. Student engagement with tools such as 'Safe Medicate' will be monitored by the guidance tutor as part of the evidence students prepare to support achievement in practice. Extensive use will be made of the e-Learning Portal (eLP). Anatomical, physiological, psychological and sociological components of a range of topics will be presented in an integrated format.

Clinical practice will encourage the integration of theory and practice.

Assessment & Feedback Strategy

a. Summative assessment and rationale for tasks

Summative assessment will be in two parts:

\* Timed invigilated assessment. This examination will take the form of a written short answer paper and a multiple choice question paper to demonstrate the student's extended knowledge and relevant application of theory to practice within advanced anaesthesia. Questions will reflect each of the specified outcomes. (Learning Outcomes 1-5)

\* Practice placement graded Pass/Fail demonstrating achievement of professional proficiencies (Learning Outcomes 1-5)

b. Additional formative assessment - detail of process and rationale

Formative assessment during the module will be achieved via the student's demonstration of their knowledge and understanding during seminars and feedback from group work, guided study and the practice mentor. In addition, the students will be required to undertake a formative assessment of 'Safe Medicate' for inclusion in their PPDF.

c. Indication of how students will get feedback and how this will support their learning

\* Formative assessment - peers and tutor feedback in class. Feedback from mentor and guidance tutor in relation to practice learning and achievement

\* Summative assessment - individual annotated short answer papers. Written feedback from mentor which will inform ongoing record of achievement

Implications for Choice

N/A

## **OD0503 Professional Issues in Operating Department Practice (. 20 Credits)**

Synopsis Of Module

This module will provide the student with the opportunity to prepare for the challenges inherent in working as a registered practitioner in the contemporary healthcare environment.

This module aims to integrate theory, research and practice to enable the student to develop leadership capacity, capability and decision making skills in order to lead change and challenge practice where appropriate. The students will be given the opportunity to analyse influencing factors and processes ensuring patient safety within the contemporary operating department environment.

Teaching and learning strategies will include methods such as lead lectures and seminars providing the students with the opportunity to explore key aspects of modern healthcare practice. Assessment will be a reflective essay in relation to patient safety and future practice as a registered professional.

Indicative Reading List or Other Learning Resources

Bayliss, J. (2009) Working in a Team: A Workbook for Successful Dynamics. London: Quay Books,

- Dawson, P. (2004) *Understanding Organizational Change: The Contemporary Experience of People at Work*. London: Sage Publications.
- Gabbay, J. & Le May, A. (2011) *Practice Based Evidence For Healthcare: Clinical Mindlines*. Oxon: Routledge,
- Ghaye, T. & Lillyman, S. (2010) *Empowerment Through Reflection: A practical Guide for Practitioners and Healthcare Teams 2nd Edition*. London: Quay Books,
- Ghaye, T. & Lillyman, S. (2010) *Reflection: Principles and Practice for Healthcare Professionals 2nd Edition*. London; Quay Books,
- Ghaye, T. & Lillyman, S. (2010) *Reflective Leadership: A Practical Guide for Positive Action*. Quay Books, London
- Hardman, D. (2009) *Judgement and Decision Making: Psychological Perspectives*. Oxford: Blackwell,
- Harvey, K. & Koteyko, N. (2012) *Exploring Health Communication: Language in Action*. Oxon: Routledge.
- Hendrick, J. (2004) *Law and Ethics*, Cheltenham: Nelson Thorne.
- Higgs, J. Jones, M., Loftus, S. & Christensen, N. (2008) *Clinical Reasoning in the Health Professions 3rd Edition*. London: Elsevier
- Jones, R. & Jenkins, F. (2006) *Developing the Allied Health Professional* Abingdon: Radcliffe,
- Jones, R. & Jenkins, F. (2006) *Managing and Leading in the Allied Health Professions*. Abingdon; Radcliffe.
- Melia, K. (2004) *Health Care Ethics*, London: Sage.
- Storey, J., Bullivant, J. & Corbett-Nolan, A. (2011) *Governing the New NHS: Issues and Tensions in Health Service Management*. Oxon: Routledge.
- Talbot-Smith, A. & Pollock, A.M (2006) *The New NHS A Guide*, Oxon; Routledge
- Taylor, B.J. (2010) *Reflective Practice for Healthcare Professionals 3rd Edition*. Maidenhead: Open University Press.
- White, S., Fook, J. & Gardner, F. (2006) *Critical Reflection in Health and Social Care*, Maidenhead: Open University Press.

## Outline Syllabus

### Professional Autonomy and Accountability

- \* Personal and professional development, lifelong learning
- \* Preparing for and maintaining professional registration
- \* Professional autonomy accountability, judgement and responsibility
- \* Development of CV and preparation for interview
- \* Personal leadership, conduct and transition into registered practitioner
- \* Raising concerns and whistle blowing
- \* Confidentiality and appropriate disclosure
- \* Protection of vulnerable adults and children
- \* Management theory- clinical governance and the quality agenda
- \* Application and integration of models of decision making
- \* Applied evidence of reflection - for example self-reflection, dialogically and with others

### Professional Relationships

- \* Human factors in the operating department practice
- \* Collaborative working to promote safety, recognising limits of practice
- \* Customer care and handling complaints.
- \* Reporting incidents

### Clinical Practice

- \* Managing hazards and ensuring Patient Safety
- \* Mandatory skill updates
- \* Resource management and financial awareness
- \* Change in organisations, the NHS and current policy

## Aims of Module

The overall aims of the module will be to provide students with the opportunity to reflect upon their own personal and professional levels of proficiency in the period of transition to registered practitioner, within the context of historical and contemporary professional operating department practice. The students will also be exposed to the principles of risk management and patient safety in the specific context of the operating department environment.

## Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Reflect upon personal and professional development and readiness to practice in relation to professional and employer expectations.
2. Draw upon historical and contemporary examples to critically analyse current professional issues within in the Operating Department environment.
3. Analyse and apply the principles of risk management and patient safety
4. Identify the parameters of professional practice and demonstrate accountability and appropriate response to unsafe practice in self or others.
5. Appraise current leadership and change management theories in the context of their own sphere of practice.
6. Recognise models of decision making as applied to their own professional practice.

#### Prerequisites

N/A

#### Corequisites

N/A

#### Distance Learning Delivery

N/A

#### Learning & Teaching Strategy

This module will use a variety of learning and teaching methods; lectures, group work, seminars, small group practical sessions, directed and independent learning. Students will be encouraged to reflect on their development and

A variety of media will be used including DVD and web-based material, in whole and small group settings. Extensive use will be made of the eLearning portal.

Clinical practice will encourage the integration of theory and practice.

#### Assessment and Feedback Strategy

##### a. Summative assessment and rationale for tasks

Summative assessment will be a written reflection on a clinical experience focusing upon Human Factors and patient safety in the specific context of the role of the operating department practitioner. Students will utilise evidence from their PPDF to inform the reflection and illustrate readiness to practice. (3000 words). (Learning Outcomes 1-6)

##### b. Additional formative assessment - detail of process and rationale

Formative assessment - peers and tutor feedback in class and guidance towards summative task. Feedback from mentor and Guidance tutor in relation to practice learning and completion of the PPDF.

##### c. Indication of how students will get feedback and how this will support their learning

Formative assessments - peer and tutor feedback.

Summative assessment - individual annotated scripts, with individual feedback Written feedback from mentor which will inform final assessment of proficiency.

#### Implications for Choice

N/A

## **OD0504 Applied Post-Anaesthetic and Critical Care Practice (, 20 Credits)**

#### Synopsis of Module

This module is designed to facilitate the development of transferable skills required to provide competent care for high dependency and critical care patients during the post-anaesthetic period. Learning will be facilitated via lectures, seminars and skills rehearsal and clinical practice. The student will be given the opportunity to undertake clinical placements in both post-anaesthetic environment within the perioperative area and in High Dependency Intensive Care Units enabling them to develop a wider understanding of the care needs of the critically ill and highly dependent patient.

The student is required to achieve the specified practice proficiencies and to undertake a University based Observed Structured Clinical Examination (OCSE) to demonstrate application of theory to practice whilst addressing the holistic needs of post-anaesthetic and critically ill patients.

#### Indicative Reading List or Other Learning Resources

Avidan, M., Harvey, A.M.R., Ponte, J., Wendon, J. & Ginsburg, R. (2003) Perioperative care, anaesthesia, pain management and intensive care. Edinburgh: Churchill Livingstone

Bassett, C. & Makin, L. (2000) Caring for the seriously ill patient. London: Arnold

Bonner, S., Carpenter, M. & Garcia, E. (2007) Care of the critically ill medical patient. Edinburgh: Churchill Livingstone

Davison, N. (2008) Numeracy, clinical calculations and basic statistics: a text book for health care students. Devon: Reflect Press Ltd

Hastings, M. (2009) Clinical skills made incredibly easy. London: Lippincott Williams & Wilkins

Moller, A. & Pedersen, T. (2006) Evidence-based anaesthesia and intensive care. Cambridge: University Press

Morton, P., Fontaine, D.K., Hudak, C.M. & Gallo, B.M. (2009) Critical care nursing: a holistic approach. 9th edn. Philadelphia: Lippincott, Williams & Wilkins

Rushforth, H. (2009) Assessment made incredibly easily. London: Lippincott Williams & Wilkins

Sheppard, M. (2003) Principles and practice of high dependency nursing. 2nd edn. Edinburgh: Balliere Tindall

Weinstock, D. (Editor) (2004) Critical care facts made incredibly quickly! Philadelphia, London : Lippincott Williams & Wilkins

#### Journal Article:

Technic (The Journal of College of Operating Department Practitioners )  
British Journal of Perioperative Practice

#### Web Based Materials:

The Association of Anaesthetists of Great Britain and Ireland <http://www.aagbi.org>  
The Association of Perioperative Practice <http://www.afpp.org.uk>  
The College of Operating Department Practitioners <http://www.codp.org.uk>  
The Health Professionals Council <http://www.hpc.org.uk>  
Assessment Regulations for Northumbria Awards <http://www.arna.org>

#### Outline Syllabus

##### Professional Autonomy and Accountability

- \* Protocols, administration, documentation and communication re: medication
- \* Resource Management - personnel, skill mix, equipment, supplies
- \* Discharge of patients - use of measurable criteria; protocols/guidelines

##### Professional Relationships

- \* Psycho-social needs and interventions
- \* Patient transfer/handover - verbal and documented communication

##### Clinical Practice

- \* Complications and related interventions following general anaesthesia - respiratory, cardiovascular, neuromuscular, gastrointestinal, renal, hepatic
- \* Management of airway adjuncts - laryngeal masks, endotracheal tubes, tracheostomy
- \* Complications following regional anaesthesia and related interventions - cardiovascular, respiratory, neuromuscular
- \* Post Anaesthetic Care -related pharmacology
- \* Medicine management and 'safe medicate'
- \* Needs and interventions related to client groups - children and young persons, the elderly, obstetric patients, head and neck surgery patients
- \* Needs and interventions related to surgical procedures
- \* Pain management - assessment, pharmacological and non-pharmacological interventions, evaluation
- \* Recognition of at risk patients including: early warning scores, levels of care
- \* Needs and management of patients with co-existing health problems
- \* Physiological monitoring -central venous pressure , arterial and cardiac output monitoring devices including pulmonary artery lines: acid-base balance, blood gas analysis
- \* Assisted ventilation and care of ventilated patient
- \* Shock - types and management
- \* Resuscitation and advanced life support
- \* Transport of the critically ill patient
- \* Anatomy and physiology of digestion and elimination

#### Aims of Module

The overall aims of this module will be to enable the student to develop an understanding of the role of the operating department practitioner in the care of the critically ill and highly dependent patient and to be able to assess, plan, implement and evaluate appropriate interventions to meet patient's needs during the post-anaesthesia period.

#### Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Critically explore and discuss the use of extended knowledge to assess, plan, implement and care for highly dependent and critically ill patients.
2. Explore, analyse and address the physiological, psychological and socio-cultural needs of patients recovering from general and regional anaesthesia and undergoing critical care.
3. Discuss the factors which influence respiratory and cardiovascular function during the immediate post-anaesthetic and critical care.
4. Demonstrate knowledge of the factors influencing pain and the application of methods of pain management.
5. Recognise the psychological and social needs of varying client groups pertinent to undergoing post-anaesthesia and critical care.

#### Prerequisites

N/A

#### Corequisites

N/A

#### Distance Learning Delivery

N/A

#### Learning & Teaching Strategy

This module will use a variety of learning and teaching methods; lectures, group work, seminars, small group practical sessions, directed and independent learning.

Learning will be facilitated via lectures, seminars and skills rehearsal and the student will also undertake a period of supervised practice; this will

involve spending time in a surgical ward, the operating theatre reception, the anaesthetic area, the operating theatre and the post-anaesthetic area. The student will have a designated Practice Mentor who will co-ordinate their practice activities and verify that they have achieved the necessary proficiencies.

A variety of media will be used including DVD and web-based material, in whole and small group settings. Extensive use will be made of the e-Learning Portal (eLP0). Anatomical, physiological, psychological and sociological components of a range of topics will be presented in an integrated format students will also utilise the safe medicate package as evidence to support achievement in practice in relation to medicine management.

Clinical practice will encourage the integration of theory and practice.

#### Assessment & Feedback Strategy

a. Summative assessment and rationale for tasks

Summative assessment will be in two parts:

\* University based OSCE/Moulage assessment to demonstrate student application of theory to practice whilst addressing the holistic needs of post-anaesthetic and critically ill patients. (Learning Outcomes 1-5)

\* Practice placement graded Pass/Fail demonstrating achievement of professional proficiencies. (Learning Outcomes 1-5)

b. Additional formative assessment - detail of process and rationale

Formative assessment of the student's knowledge, understanding and skill development via feedback from group work, simulation, guided study and mentor which will inform summative assessment.

c. Indication of how students will get feedback and how this will support their learning

Formative assessment - peer and tutor feedback in class and during simulation in preparation for the assessment

Summative assessment - practical skill marking/assessment sheet, with individual feedback. Written feedback from Mentor which will inform ongoing record of achievement.

#### Implications for Choice

N/A

### **PR0500 Evidence and Research for Professional Practice (, 20 Credits)**

#### Synopsis of Module

This module will encourage students to engage with published research and other forms of evidence that inform healthcare practices. Students will be given the opportunity to explore research terminology, methodologies and methods through the consideration of relevant research studies in an enquiry-based learning approach. The aims of the module are to support and develop students' knowledge and increase their confidence as consumers of research evidence. Skills will be developed that allow appreciation of the variety of approaches used in health related research issues and students will recognise the key factors relating to weaknesses and strengths within published evidence through critical appraisal. The learning and teaching strategy for this module will focus on a blended approach, guiding students through the process of using evidence for clinical practice. Lectures will introduce the key theoretical principles. Directed learning, supported by innovative online technologies, will promote deep learning. The taught component of the module and the learning assessment will be grounded in practice, in that they allow exploration of the different forms of research and evidence that have an impact upon clinical practice and patient care.

Formative assessment will support students in the critical evaluation of research evidence. The formative assessment workbook feeds directly into a 2500 word summative assignment.

#### Indicative Reading List or Other Learning Resources

- Aveyard, H. and Sharp, P. (2009) *A Beginner's Guide to Evidence Based Practice in Health and Social Care*. Maidenhead: Open University Press.
- Bowers D, House A, Owens D (2006) *Understanding Clinical Papers*(2nd ed) Sussex: Wiley
- Barker, J.H. (2010), *Evidence-based practice for nurses*, SAGE, London
- Badham B. and Wade H. (2010) *Hear by Right: standards framework for the participation of children and young people*. Revised edition. National Youth Agency.
- Craig, V and Smyth, R.L (2011) *The Evidence-Based Practice Manual For Nurses*. 3rd edn. Edinburgh: Churchill Livingstone.
- Cullum, N., Ciliska, D., Haynes, R.B. and Marks, S. (eds.) (2009) *Evidence-based Nursing. An introduction*. Oxford: Blackwell Publishing.
- Ellis, P (2013) *Understanding Research for Nursing Students* (2nd Ed) Sage Publications London
- Gerrish, K. and Lacey, A (2010) *The Research Process in Nursing*. 6th edn. Chichester: Wiley-Blackwell.
- Green J, Thorogood (2009) *Qualitative Methods for Health Research* (2nd ed) London: Sage
- Inglis. P. And Cook. T. (2011) 10 Top Tips for Effectively Involving People With a Learning Disability in Research. *Journal of Learning Disabilities and Offending Behaviour. Practice, Policy and research*. Vol. 2. No. 2: 98- 104.
- Jolley, J. (2010) *Introducing research and evidence-based practice for nurses*. Harlow: Pearson Books.
- May, A and Holmes, S (2012) *Introduction to Nursing Research:Developing Research Awareness* Hodder Arnold London
- McLaughlin, H. (2009) *Service User research in Health and Social Care*. Sage
- Neal, J (2009) *Research Methods for Health and Social Care*. Palgrave MacMillan, Basingstoke
- Newell, R. and Burnard, P. (2011) *Research for Evidence-Based Practice*. 2nd edn. Chichester: Blackwell Publishing.
- Polit, D.F. and Tatano Beck, C. (2010) *Essentials of nursing research: appraising evidence for nursing practice*. 7th edn. Philadelphia: Lippincott Williams and Wilks.
- Simmons, M, Abbott, P, McSherry, R. (2001) *Evidence-Informed Nursing: Guide for Clinical Nurses*. London: Routledge.
- Sim J, Wright C (2000) *Research in Health Care: Concepts, Designs and Methods*. Cheltenham: Thornes.
- Young People's Special Interest Group of the Royal College of Paediatrics and Child Health (2010) *Not just a phase: a Guide to the Participation of Children and Young People in Health Services*. RCPCH, London.

#### Journal Articles:

- Beresford, P. (2007) „User involvement, research and health inequalities: developing new directions?, *Health and Social Care in the Community*, 15(4), pp.306-312
- Rycroft-Malone, J., Seers, K., Titchen, A., Harvey, G., Kitson, A. & McCormack, B. (2004) „What counts as evidence in evidence-based practice?? *Journal of Advanced Nursing*, 47(1), pp.81-90

#### Web Based Materials:

INVOLVE (2009) *Patient and public involvement in research and research ethics committee review*. Available at:

<http://www.invo.org.uk/posttypepublication/patient-and-public-involvement-in-research-and-research-ethics-committee-review/>  
Bandolier: <http://www.medicine.ox.ac.uk/bandolier/>  
Centre for Evidence: <http://www.cebm.utoronto.ca/syllabi/nur/>  
Evidence-based Nursing Practice: <http://www.ebnp.co.uk/index.htm>  
Evidence-based Practice in Occupational Therapy:  
<http://www.otseeker.com/resources/pdf/Introduction%20to%20EBP.pdf>  
Evidence in Health and Social Care: <http://www.evidence.nhs.uk>  
Scottish Intercollegiate Guidelines Network:  
<http://www.sign.ac.uk/methodology/checklists.html>  
The Joanna Briggs Institute: <http://www.joannabriggs.edu.au/>

## Outline Syllabus

### Lifelong Learning and Professional Practice

- ? Clinical guidelines
- ? Evidence-practice gap
- ? Applying evidence to practice
- ? Closing the evidence-based practice cycle
- ? Ethical issues in research
- ? Uses and abuses of research in practice
- ? Value of service users and carers? involvement in health research

### Evidence-Based Practice

- ? Role of evidence in practice
- ? Evidence-based practice cycle
- ? Different forms of evidence that inform practice
- ? Different hierarchies of evidence
- ? Principles underpinning qualitative and quantitative research
- ? Interpreting research principles and findings

### Learning in Higher Education

- ? Translating evidence into practice
- ? Dissemination of research findings
- ? Critical appraisal of research evidence

### Data Management and Metrics

- ? Informatics in health
- ? Protecting vulnerable groups in data collection

## Aims of Module

The aims of this module are to support and develop students' knowledge and increase their confidence in relation to being a consumer of the evidence that informs healthcare practice. Students will begin to appreciate features of methodological design, apply frameworks for critically appraising research evidence and consider ethical issues in evidence generation. The role of service users and carers in research will be explored.

## Learning Outcomes

By successfully completing this module, the student will be expected to:

1. Demonstrate an understanding of the evidence-based practice cycle and be able to relate this to the practice of healthcare professionals.
2. Analyse the key features of methodological design in both qualitative and quantitative approaches to research in the evidence base for healthcare.
3. Apply recognised frameworks for the critical appraisal of published research for evidence-based practice and use research terminology appropriately.
4. Examine the ethical dimensions of research.
5. Discuss the importance of service user and carer involvement within the research process for evidence-based practice.

## Prerequisites

## Corequisites

## Distance Learning Delivery

## Learning and Teaching Strategy

The learning and teaching strategy for this module focuses on a wide range of teaching and learning materials and methods to support the understanding of evidence that can inform healthcare practices.

Lectures will introduce key theoretical principles. Enquiry-based learning will be employed in directed individual student study. This will be supported by the e-Learning Portal (eLP) and innovative social media such as podcasts and video interviews. Electronic materials will be available to students to enable them to revisit teaching and learning materials on numerous occasions. Tutor-led seminars will bring together both lecture and directed study themes to promote deep learning.

Peer discussions and peer support will be a key aspect of the delivery of this module and a key element of the formative assessment. User/carer perspectives will also be an integral part of the module and this concept will be woven throughout all teaching sessions. Tutors and students will be expected to identify the views of users/carers regarding their role and needs in relation to evidence informed practice.

## Assessment and Feedback Strategy

### a. Summative assessment and rationale for tasks

2500 word essay in which students will critically appraise two research articles; one qualitative and one quantitative, with a service user perspective. They will be asked to consider how research findings can inform understanding of practice and thus enable evidence-based practice. (Learning Outcomes 1-5)

### b. Additional formative assessment - detail of process and rationale

Students will complete a directed study workbook throughout the module. The workbook contents will be supported by seminars and lectures and will

direct the student through the incremental stages of the evidence-based practice cycle which will lead towards the summative assessment. Feedback on workbook activities will be from tutors and peers and will inform discussion at seminars.

c. Indication of how students will get feedback and how this will support their learning

Formative feedback will come from staff and peers and will inform the summative assessment. Tutorial support will be available to each student to discuss progress prior to submission of the summative assessment. Summative assessment feedback will be written and indicate performance against the criteria and areas for development.

Implications for Choice

*Please note: the information in this document is correct at the time of printing (23/11/2017) but may be subject to change.  
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