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

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

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

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

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 (17/06/2018) but may be subject to change.
Copyright Northumbria University 2018. All rights reserved.*