

Module Details	
Module Title	Advanced Respiratory Practice (Level 7)
Module Code	NUR7065-C
Academic Year	<b>2022/23</b>
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Independent Study	264
Seminars	15
Lectures	15
Tutorials	6

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
<p>To facilitate the development of students' knowledge and skills in relation to caring for patients with a range of respiratory pathologies with specific attention to the use of invasive and non-invasive ventilation strategies, tracheostomy/laryngectomy care, chest drains, the contribution of physiotherapy and associated pharmacology.</p> <p>To facilitate the development of students' capabilities to identify, present and critically discuss the advanced respiratory care of illustrative patients.</p>

Outline Syllabus
Respiratory pathologies; Invasive ventilation; Non-invasive ventilation; Tracheostomy and laryngectomy care; Therapeutics including chest drains, physiotherapy and pharmacology.

Learning Outcomes	
Outcome Number	Description
01	Critically appraise the evidence base underpinning the understanding of a range of respiratory system pathologies.
02	Critically discuss with reference to a contemporary evidence base a range of ventilation strategies in advanced respiratory care including invasive and non-invasive ventilation.
03	Critically discuss a range of therapeutic interventions in advanced respiratory care including the role of specialist respiratory physiotherapy, chest drains and associated pharmacology.
04	Identify, present and critically discuss a clinical case that illustrates a defined and specific management plan for a patient with reference to a diagnosed respiratory pathology/ies requiring advanced care.

Learning, Teaching and Assessment Strategy
<p>Face-to-face; The University's Virtual Learning Environment (VLE) Canvas; Students' clinical practice.</p> <p>More specifically:            Research informed lectures will be used to introduce key themes to students, with opportunities for that theory to be applied to a simulated practice environment to build competence and confidence in delivering safe and effective patient care in the clinical environment.            Students will be supported to prepare for assessment by engaging in case study discussions that will take a similar format to the summative submission. There will also be specific preparation for assignment activities including selecting and presenting an appropriate case study, searching for literature, critiquing literature and creating an annotated bibliography. These preparatory tasks will take place on the afternoons of taught days, allowing students to consolidate their theoretical knowledge and apply it to their assessment.</p> <p>Ample opportunity will be offered to the students to seek clarification and ask and questions they may have both in classes and by making use of academic supervision; each student will be allocated a named academic supervisor. This will be complemented by access to a range of academic resources and practice examinations on the VLE.</p> <p>Throughout the module students will undertake assessment for learning activities in the form of practice simulation scenarios and practice MCQ examinations providing both students and lecturers with understanding of knowledge gaps so that both independent study and academic supervision can be appropriately tailored.</p> <p>Students will be encouraged to engage in independent study activities, which will be informed by the outcome of the practice simulation and some of which will be structured to ensure success at assessment, for example access to mock/practice MCQs, results of which will be monitored by the module leaders.</p> <p>Viva voce examination on the presented case study with annotated bibliography. This allows the student to demonstrate a comprehensive understanding of the key issues presented in their case study presentation. The annotated bibliography enables students to demonstrate higher level academic skills by critiquing evidence base. This assessment item relates to module is learning outcome 1,2 and 4.</p> <p>Multiple-choice question examination: To enable students to demonstrate the wide range of knowledge obtained and consolidated across the lifespan of the module. This assessment item relates to module learning outcome 3.</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Examination - oral/viva voce	20min Presentation of a case from Practice, Critical discussion on care & annotated Bibliography (PASS $\geq$ 40, MUST PASS)	60%
Summative	Online MCQ Examination	Students undertake 45 questions upon multiple aspects of the module's substantive content (PASS $\geq$ 40, MUST PASS)	40%
Formative	Examination - oral/viva voce	Students will have formative opportunities to practice their viva discussions and receive feedback.	N/A
Formative	Examination - MCQ	Practice MCQs will be available during the module delivery.	N/A

Reading List
To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a>

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

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