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| MODULE SPECIFICATION TEMPLATE |

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| MODULE DETAILS | | | | | | | | | | | | | | | | | | | | |
| **Module title** | High Risk Anaesthesia | | | | | | | | | | | | | | | | | | | |
| **Module code** | MDM124 | | | | | | | | | | | | | | | | | | | |
| **Credit value** | 20 | | | | | | | | | | | | | | | | | | | |
| **Level**  Mark the box to the right of the appropriate level with an ‘X’ | Level 4 |  | | Level 5 | | |  | Level 6 | | | |  | | Level 7 | | |  | Level 8 |  | |
| Level 0 (for modules at foundation level) | | | | | | | | | | |  | |  | | | | | | |
| ***Entry criteria for registration on this module*** | | | | | | | | | | | | | | | | | | | | |
| **Pre-requisites**  Specify in terms of module codes or equivalent | Students should have a Medical degree plus a minimum of 2 years UK NHS experience in Anaesthesia. Students are normally expected to be in clinical practice throughout the course. | | | | | | | | | | | | | | | | | | | |
| **Co-requisite modules**  Specify in terms of module codes or equivalent |  | | | | | | | | | | | | | | | | | | | |
| ***Module delivery*** | | | | | | | | | | | | | | | | | | | | |
| **Mode of delivery** | Taught | | X | | Distance | | | |  | | Placement | | | | |  | Online | | |  |
|  | Other | |  | | | | | | | | | | | | | | | | | |
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| **Pattern of delivery** | Weekly | |  | | Block | | | | X | | Other | | | | |  | | | | |
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| **When module is delivered** | Semester 1 | | | | X | Semester 2 | | | | | | |  | | Throughout year | | | | |  |
| Other | |  | | | | | | | | | | | | | | | | | |
| **Brief description of module content and/ or aims**  Overview (max 80 words) | This module will aim to direct students towards a deeper understanding of the assessment and multidisciplinary management of patients at high risk of morbidity and mortality in the peri-operative period. | | | | | | | | | | | | | | | | | | | |
| **Module team/ author/ coordinator(s)** | Dr Nevil Hutchinson  Dr Sophie Morris | | | | | | | | | | | | | | | | | | | |
| **School** | Postgraduate Medicine, BSMS | | | | | | | | | | | | | | | | | | | |
| **Site/ campus where delivered** | Falmer  Princess Royal Hospital, Haywards Heath | | | | | | | | | | | | | | | | | | | |
| ***Course(s) for which module is appropriate and status on that course*** | | | | | | | | | | | | | | | | | | | | |
| **Course** | | | | | | | | | | **Status (mandatory/ compulsory/ optional)** | | | | | | | | | | |
| MSC Anaesthesia and Perioperative Care | | | | | | | | | | Mandatory | | | | | | | | | | |
| PG Diploma Anaesthesia and Perioperative Care | | | | | | | | | | Mandatory | | | | | | | | | | |
| PG Certificate Anaesthesia and Perioperative Care | | | | | | | | | | Mandatory | | | | | | | | | | |
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| MODULE AIMS, ASSESSMENT AND SUPPORT | | |
| **Aims** | This module will aim to direct students towards a deeper understanding of the multidisciplinary management of patients at high risk of morbidity and mortality in the peri-operative period.  Specifically, this module aims to stimulate students to seek out evidence-based practice, and to encourage students to continuously audit and improve their own and their institutional practice with regard to these patients, in order to improve the quality of care administered and the patients’ experience of care. | |
| **Learning outcomes** | By the end of the module the students will show:   * a systematic understanding of the assessment, physiological evaluation, intra-operative and postoperative management of patients at high risk of peri-operative complications, within a multidisciplinary approach to individualised patient care * an ability to apply this knowledge at the leading edge of their clinical practice | |
| **Content** | Specific evidence-based, high quality management of the following high-risk patients/operations will be explored in depth:   * fluid management and cardiac output monitoring * the elderly * fragility fractures * the obese/bariatric surgery * obstetric anaesthesia * vascular surgery * management of haemostasis * emergency laparotomy * hepatobiliary anaesthesia * decreasing length of stay * fluid management and monitoring * temperature control | |
| **Learning support** | Students are provided with an up to date set of websites, key documents and latest research articles on Student Central. | |
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| ***Teaching and learning activities*** | | |
| **Details of teaching and learning activities** | The teaching methods will encompass: lectures, group discussion, small group discussion, individual tutorials, student presentations.  The module will have a minimum of 35 hours contact time. Staff will provide direction within the lectures and seminars with much learner autonomy evident in the group work and student presentations. Learning will be supported further by the use of prepared notes, workbooks and all usual visual aids. Students will be expected to support their learning by the use and critical appraisal of primary sources of information.  Students must arrange to have engagement with clinical activity relevant to the content of this module. This will involve seeking out operating lists that regularly involve high-risk patients, and scheduling learning time with senior anaesthetic colleagues on those lists, in order to learn and to put into practice evidence-based aspects of care learnt through non-clinical teaching.  Full-time and overseas students who do not have access to relevant employment will be expected to have had recent experience of managing high-risk patients, to ensure that they are not disadvantaged from this key component of learning. All students are encouraged to network with both other students and tutorial staff to identify any opportunities for access to clinical settings. Students will also be encouraged to identify a local colleague in the workplace to provide additional support in gaining access to clinical areas relevant to the programme content where the student would not normally work. | |
| **Allocation of study hours (indicative)**  Where 10 credits = 100 learning hours | | **Study hours** |
| **SCHEDULED** | This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, external visits, and work-based learning. | 35 |
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| **GUIDED INDEPENDENT STUDY** | All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions. | 165 |
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| **PLACEMENT** | The placement is a specific type of learning away from the University that is not work-based learning or a year abroad. |  |
| **TOTAL STUDY HOURS** | | **200** |
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| ***Assessment tasks*** | | |
| **Details of assessment for this module** | A 3,000 word assignment in which students present three cases and demonstrate how their knowledge of risk assessment and management could be applied in each case.. | |
| **Types of assessment task[[1]](#footnote-1)**  Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression. | | **% weighting**  (or indicate if component is pass/fail) |
| **WRITTEN** |  |  |
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| **COURSEWORK** | 3,000 word written assignment | 100% |
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| **PRACTICAL** |  |  |
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| EXAMINATION INFORMATION | | | | |
| **Area examination board** | Postgraduate Medicine, BSMS | | | |
| Refer to Faculty Office for guidance in completing the following sections | | | | |
| ***External examiners*** | | | | |
| **Name** | | **Position and institution** | **Date appointed** | **Date tenure ends** |
| **TBC** | |  |  |  |
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| QUALITY ASSURANCE | | | | | | |
| **Date of first approval**  Only complete where this is not the first version | |  | | | | |
| **Date of last revision**  Only complete where this is not the first version | |  | | | | |
| **Date of approval for this version** | |  | | | | |
| **Version number** | |  | | | | |
| **Modules replaced**  Specify codes of modules for which this is a replacement | |  | | | | |
| **Available as free-standing module?** | | Yes | X | No |  | |

1. Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task. [↑](#footnote-ref-1)