Rationale of Module
As changes in healthcare evolve critical care nursing continues to expand. Patient needs have become more complicated, and nurses need to attain requisite competencies to deliver high-quality care. These competencies include leadership, health policy, system improvement, research and evidence-based practice, and teamwork and collaboration. Critical illness is a dramatic event for both the individual and their family. Life threatening physical illness can be coupled with overwhelming psychological responses. As care becomes more complex so does the ethical issues associated with this. The Intensive care nurse as a member of the multidisciplinary team requires education and experience to perform their role competently.

Module Aims
This module builds on Module I and aims to provide the student with a higher level of knowledge, skills and attitudes to develop their level of competency in managing patients in the intensive care unit. Intensive care nurses will have the opportunity to develop and evaluate specialist skills, critique their developing role, examine contextual issues, review current evidence-based research in depth enabling evaluation and synthesis in practice.

Learning Outcomes
On successful completion of this module, the student will be able to:

- Critically evaluate and demonstrate nursing practice and interventions in the management of critically ill patients.
- Critically evaluate the nursing management of critically ill patients post major surgery.
- Critically discuss and demonstrate nursing management of patients following trauma.
- Critically discuss the role of the intensive care nurse in care of the patient with Septic Shock.
- Critically discuss the care of the patient with neuromedical conditions requiring ICU.
- Critically discuss the role of the intensive care nurse in organ donation and his/her role in the management of organ donors and their family.

Indicative Syllabus
- Patient with respiratory dysfunction
- Patient with neurologic dysfunction
- Patient with trauma
- Patient with endocrine alterations
- Patient following major surgery
- Patient with vascular problems
- Patient with infections and infectious diseases
- Organ donor and family

### Teaching Learning Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Contact time (face to face, online tuition, discussion forum, group work, PBL)</td>
<td>36</td>
</tr>
<tr>
<td>Independent Learning</td>
<td>124</td>
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<tr>
<td>Assessment preparation</td>
<td>90</td>
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<tr>
<td><strong>Total</strong></td>
<td>250</td>
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### Examination/ Assessment Method

<table>
<thead>
<tr>
<th>Examination/ Assessment Method</th>
<th>Type of Assessment (Continuous/Terminal)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unseen Examination Paper</td>
<td>Terminal</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Indicative Reading


### Recommended Journals
American Journal of Critical Care
British Journal of Cardiac Nursing
Critical Care Medicine
Critical Care Nurse
Critical Care Nursing Clinics of North America
Critical Care Nursing Quarterly
Dimensions of Critical Care Nursing
Evidence Based Nursing
Heart and Lung

Intensive & Critical Care Nursing
Journal of Advanced Nursing
Journal of Clinical Nursing
Journal of Infection Control Nursing
Nursing in Critical Care
Nursing Ethics
Nursing Older People
Professional Nurse

Recommended Wed-sites
www.nice.org.uk
www.survivesepsis.org
www.ino.ie
www.nursingboard.ie
www.ecglibrary.com

www.mdchoice.com/xray/ctscan/ct
www.mdchoice.com
www.irishheart.ie
www.trauma.org
www.brit

Additional reading material will be provided by individual lecturers

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