



**TAP ACADEMY**

**KCL-WORK-BASED LEARNING MODULE**

**OCTOBER 2022**

**RECOVERY PRACTICE COURSE**







## Fundamentals of recovery practice

Level: 6

Academic year: **2022-2023**

Academic Level: **6 6KNIM 605 - 30 Credits**

Or **7 7KNIM 764 - 30 Credits**

**Module Co-ordinators:**

Maria Discalicau [Maria.Discalicau@gstt.nhs.uk](mailto:Maria.Discalicau@gstt.nhs.uk).

Tom Wicinski [Tomasz.Wicinski@gstt.nhs.uk](mailto:Tomasz.Wicinski@gstt.nhs.uk)

Tel: 02071881353

**Work-based learning module Academic coordinator:**

Amanda McNaughton

Tel: 02078483615

Email: [amanda.mcnaughton@kcl.ac.uk](mailto:amanda.mcnaughton@kcl.ac.uk)

William Gage

Email: [William.1.gage@kcl.ac.uk](mailto:William.1.gage@kcl.ac.uk)

Melanie Maddison

Email: [Melanie.maddison@kcl.ac.uk](mailto:Melanie.maddison@kcl.ac.uk)

[6KNIM605 Work-Based Learning \(Double-Module\).pdf](#)





## Table of contents:

Fundamentals of recovery practice .....	3
Table of content:.....	5
Module Overview.....	6
Module Aims .....	<b>Error! Bookmark not defined.</b>
Learning outcomes.....	6
Knowledge: .....	6
Intellectual Skills: .....	7
Practical Skills:.....	7
Transferable Skills: .....	7
Employability: This module contributes towards developing a multi-skilled competent recovery nurse .....	7
Module Details.....	8
Introduction to the Postoperative Care Course.....	22
Airway In POCU.....	24
Cardiovascular system in POCU .....	25
Pain/regional anaesthesia/ .....	26
Simulation/human factors/Emergency in recovery.....	27
Safe admission and discharge.....	<b>Error! Bookmark not defined.</b>



## Module Overview

This module forms part of the Theatres Anaesthesia and Perioperative (TAP) Academy.

This Work-based learning module is an independent learning programme of study facilitating a student-centred approach to practice-based learning.

It is designed to consolidate the knowledge and skills of nurses who join the Post-Operative Care Unit (POCU) and to enable them to recover complex post anaesthetic cases. The module offers opportunities to consolidate the specialist role, build clinical competence and develop the expert skill by introducing the contemporary theory required to become an independent recovery nurse.

### Aims of the module

This module aims to set the foundation for acquiring grounded skills & knowledge for safe recovery practice and build on the fundamental skills of recovery nurses.

- To critically analyse and evaluate practice in the postoperative care setting
- To develop a highly-skilled, safe and confident recovery room practitioner competent in all aspects of POCU, including emergencies, as informed by recent research.
- To enhance the previous nursing experience using simulations, reflections on practice, and blended and guided study to care for complex patients the following anaesthesia.
- To develop and progress specialist knowledge and skills, allow for informed and evidence-based holistic patient care, and encourage reflection on clinical practice.

### Learning outcomes

#### Knowledge:

- To understand anatomy and physiology and how it relates to nursing care in POCU.
- Critically analyse the evidence base and research-based literature.
- To critically review the evolving role of the recovery nurse.
- To evaluate the moral, social, and ethical implications of recovery room nursing.
- Application of the emergency protocols and procedures in postoperative care.
- To appraise evidence base and skills for inter-professional collaboration in recovery.



### Intellectual Skills:

- To effectively manage the assessment, care planning, implementation, and evaluation of the postoperative patient, thus providing maximum safety and comfort.
- Reflect and analyse nursing practice and interventions in complex recovery scenarios working with a multidisciplinary team.
- Ensure a safe environment by appraising current research and policies.

### Practical Skills:

- Demonstrates confidence in dealing with complex recovery scenarios.
- To enable effective clinical decision-making by selecting the appropriate therapeutic interventions for patients recovering from surgical interventions.
- To act with minimal supervision within agreed guidelines and apply protocols.
- Implement emergency management skills and protocols

### Transferable Skills:

- Problem-solving skills and team working
- Effective Communication in case of emergency
- Knowledge of legal, ethical, and professional values
- Reflection on practice
- Problem-solving
- Critical appraisal of evidence to enhance the future of recovery room nursing
- Adopt approaches to enhance recovery nursing practice and contribute to service development.

**Employability:** This module contributes toward developing a multi-skilled competent recovery nurse



## Module Details

1. **Module Title:** Recovery Practice
2. **Module Level:** Level 6/7
3. **Module Reference Number:** TBC
4. **Credit Value:** 30 Credits
  
5. **Student Contact Hours:** 56 hrs = 7hrs x 8 face-to-face classroom teaching, includes tutorial time
  
6. **Student Private Study Hours:** 100hrs = Based on blended learning/reading 50hrs on average for each teaching session, and 50hrs on average for writing assignment/exam prep and workbook completion.  
  
351 h =37.5 monthly for three months, based on
7. **Practice Placement Hours:** a 9.5hr day in placement (8-6 shift). The total includes time for required learning in practice, completion of practice assessment document and WBL assessments and feedback.  
  
500hrs =351+49 face to face+100 blended learning
8. **Pre-requisite Learning:** NMC Registered Nurse with Diploma HE or BSc





- 9. Co-requisite:** Minimum of 12 months experience working in peri-operative practice or in areas requiring patients to have a general anaesthetic, e.g., Interventional radiology, Cardiac catheter labs.
- 10. Course(s):** Recovery practice
- 11. Year and Semester** October 2022
- 12. Module Coordinators:** Maria Dicalicau & Tom Wicinski
- 13. MC Contact Details (Tel, Email, Room)** Practice Development Office, 2<sup>nd</sup> Floor, Tower Wing, Guy's Hospital
- Tel: 02071881353/3034 Ext: 81353
- Email: [maria.dicalicau@gstt.nhs.uk](mailto:maria.dicalicau@gstt.nhs.uk)
- Email: [tomasz.Wicinski@gstt.nhs.uk](mailto:tomasz.Wicinski@gstt.nhs.uk)
- 14. Teaching Team & Contact Details:** Theatres, Anaesthetics & Perioperative Medicine Practice Development Team
- Clinical Educators
- Anaesthetists
- Pharmacists
- Anaesthetic Equipment Managers
- 15. Teaching arrangement:**
- The module will run on a timetable, subject to minor changes.
  - Teaching and learning in this module will be a dynamic process involving all nurses. This reflects adult learning to



build upon your experience as a qualified nurse.

- A variety of educational approaches to facilitate the development of creative and analytical thinking, self-awareness, problem-solving, and decision-making skills will be used
- NMC states that you must attend at least **80% of the face-to-face teaching sessions** to be eligible to assess the module.
- Student self-managed learning time: to undertake independent reading to supplement, enhance and consolidate what is being taught/learnt and broaden their personal knowledge and understanding of the subject. Within the Module, there are over 20 hours of blended learning activities all students must engage with.

- 17. Summary of Assessment Method:**
- Completion of practice assessment document
  - Portfolio of evidence of workplace learning:
    1. Learning Plan (formative assessment)
    2. Essay 2000 words to be submitted to KCL. An essay illustrating holistic considerations during recovery care and evidence of work-based learning by



reflecting on the development as a  
learner

- Workbooks x3 Based on; (Respiratory, cardiovascular, & Post –Anaesthetic care)
- OSCE



## Assessment of the Module

Students are to complete a practice assessment document (PAD) demonstrating the clinical skills and knowledge at a competent level that underpins recovery practice. Benner's (1984) assessment criteria will be used to measure standards achieved at the formative and summative stages of assessment. Benner (1984) recognises a competent practitioner as one who uses conscious and abstract thinking and analyses the effects of their actions beyond the situation.

### Formative Assessment

- **Practice assessment document** in progress will be formally checked, and feedback given during a tutorial session, 30 min tutorials will be arranged by the student from allocated time slots accessed via email through the PD Team.
- **Presentation** Students will carry out a 10-20 mins max **Presentation** on a chosen aspect of their work in progress during a class session (date TBC). Peer & tutor feedback will be given during the session.
- **Workbooks** Completion of **3 workbooks** in **Anaesthesia, Respiratory, and Cardiovascular** (workbooks will be evenly spread through the course)
- **OSCE Objective Structured Clinical Examination (OSCE)**- To assist with preparation for practice, scaffold learning, determine participants' level of clinical performance, and provide feedback on areas of improvement to assure training and assessment of holistic nursing care. OSCEs will feature several skill stations, with 8-9 minutes allowed per station where students rotate through to test knowledge and professional and nontechnical skills. OSCEs will feature:



- nine stations in total with **simulated scenarios** related to the perioperative environment and the anaesthetic assistant's role in theatres: Assessment, Planning, APIE + 5 skills
- with 8-9 minutes allowed per station, where students rotate through to test knowledge and professional skills
- The stations are small bays/rooms with a bed, manikin, airway trolley, anaesthetic machine, and other equipment relevant to the scenario.
- The learner will be given verbal and written background information, and then the clock will commence. The assessor will inform the learner 2 minutes before the time is finished.

Station 1 –Assessment of a case scenario/ situation

Station 2- Planning

This is a written station. You will be given a patient scenario, and then you will have to describe and justify your actions on planning to the care given for that patient: such as equipment needed and why, planning for receiving a patient the

Station 3- Implementation

You will be asked to set up a piece of the equipment you described in the planning section for your scenario.

Station 4-Evaluation

Complete a handover of your patient using the SBAR tool. This can be a handover to another staff member taking over from you, recovery, ICU, ward etc.

Station 5 to 9- Recovery Practice Skills

In these stations, you will be asked to do a skill related to your role as a recovery nurse.

Each station has 9 minutes planned to complete and one minute to move and prepare for the next station in a total of ten minutes each.

Talking between stations with colleagues or checking mobile phones is not allowed and will be penalised.

Themes to revise:

Principles of recovery practice \_guidelines and protocols

Recovery equipment -checks and protocols

Emergency care in recovery- e.g., major haemorrhage, anaphylaxis,



- Developing a learning plan

Decide on two areas of learning that you can develop by undertaking this module.

These should be areas where you recognise your need to improve your knowledge, understanding and skills. One of these needs must link to the learning you are undertaking in your workplace, and one must relate to your personal and professional development as a lifelong, independent learner.

Your learning goals must be specific, measurable, relevant, and achievable with the available resources and time.

### **Suggested areas for development**

Select a topic from the content or scope of your current workplace course/activity in which you need to develop greater knowledge and understanding. You can then focus on your development need(s) relating to an example listed below or choose your own in consultation with the Trust/organisation course leader or supervisor.

- Knowledge of pathophysiology, pharmacology, diagnostic and treatment options
- Critical analysis of evidence bases for newly developed skill(s)
- In-depth understanding of a professional approach to practice, such as shared governance or partnership working with patients and others.
- Critical evaluation of initiatives to improve patient safety/ care quality and implementation in your workplace.
- A patient case study demonstrating critical understanding of knowledge and application to practice

### **Development as an independent learner**

Learning is now widely conceptualised as a lifelong journey. There are many ways in which even the most experienced learner can continue to develop their learning capabilities. On KEATS, there are resources to help you reflect on yourself as a learner and identify how you can progress to become more effective as an independent learner. You may want to focus on specific skills such as the ability



to source information, read critically, make effective notes, think and write critically and apply knowledge to practice. These are just some examples, and the learning resources on KEATS may help you identify others:

- Becoming an effective critical reader
- Improving e-information retrieval skills
- Developing critical analysis in writing
- Developing critical reflection skills

## Summative Assessment

### A. Completion of the Practice Assessment Document

Incorporating a formative & summative assessment demonstrating knowledge & clinical skills, Included in the PAD would:

- Two 250 words reflective accounts,
- A learning agreement with a mentor,
- Service user feedback
- Competency-based assessment.

To achieve this, students will participate in observation of care, hands-on practice; demonstrate knowledge and receive feedback on assessment in progress. You must complete your Practice Assessment Document before submitting your portfolio. Evidence of this progress will be provided by submitting a signed completion/progress report form (available on KEATS) with your portfolio

PASS/FAIL marking criteria.



B. Portfolio content for summative submission:

1. Learning plan

Your completed and signed learning plan needs to be included as the first part of your portfolio but is awarded no marks.

2. Evidence of workplace learning (2000 words Essay) Please see Work-Based Learning Module Guide on Keats [6KNIM605 Work-Based Learning \(Double-Module\).pdf](#)

-----

**Critically analyse the care and management of an issue from your clinical practice and critically reflect on how you developed as a lifelong learner to support this.**

Assignment Guideline:

Introduction (~250 Words)

Critical discussion of the care and management of a clinical issue from your workplace you identified during this module (~1000 words).

This can be:

Assessment of a specific patient condition/group, or

Prevention strategies for a particular patient condition/group, or

Care pathway provision, Service provision & management, or

Management of a specific patient group/condition

You must include:

The relevant evidence base for the clinical issue identified

Organisational and professional implications

Critical reflection on your development as a lifelong learner (this might be an academic skill such as database searching, developing your critical writing, etc. or a workforce development skill such as leadership, communication, teamwork etc.) during this module. You should include the impact this has had on your analysis of the identified issue.

Conclusion to include your summary of your clinical issue and future development needs as a learner. (~250 words)

-----

Essay to be submitted to KCL. Onn Keats





**Things to consider:**

- Pathophysiology of anaesthetic drugs, side effects/adverse reactions, impact on care, pain management, hospital stay etc.
- Social situation of the patient, families/carers, dependants, language barrier, vulnerability, 24hrs post-surgery, age, culture, recreation, home living conditions, etc.
- Psychological needs; mental health, learning needs, misuse of substances, dementia, consent, body image, anxiety etc.
- Spiritual needs; religion, rituals, views, behaviours, beliefs etc.
- Confidentiality MUST always be maintained according with the NMC (2015) Standards of practice and behaviours.

This review must include, where relevant:

- Critical analysis and synthesis of key literature
- Critical understanding of evidence underpinning practice
- Knowledge of implications for professional practice
- Analysis of impact on patient experience and patient safety.
- Application of your knowledge to practice

You can use examples from your work to illustrate how this learning is improving the care you deliver or your professional practice (See Faculty Confidentiality Guidelines on KEATS).

In preparation for your summative assessments, students will be given the opportunity to be given feedback on.

- A short presentation incorporating a chosen aspect taken from their work in progress, towards their assignment. (Please see formative)
- Feedback of progress on workbook

You will need to demonstrate that you have engaged with literature and other resources on learning (types of learning, learning power, professional learning, learning theories, learning preferences, work-based learning, etc.).



Professional bodies are increasingly using reflective thinking and writing as evidence of professional development for revalidation purposes. If you are not familiar with this approach, there are specific resources on the Faculty Academic Skills course (see KEATS).

This portfolio entry should be written in the first person.

## 5. Reference list

Submit one reference list for the whole portfolio using the faculty referencing guidelines

Please note that the word limits suggested for each entry are approximate and can be adjusted to fit the content of your portfolio. The word limit for the whole portfolio is not discretionary and any work written beyond the maximum 2,000 words will not be marked.

Coursework submissions are provided on the modules KEATS site. It is essential that you use your candidate number on all assignments/examinations. This will be available via Student Records on the King's Intranet approximately one month after you enrol.

If you are unable to submit your work by the deadline, please refer to the information in your programme handbook on "mitigating circumstances". If you require further support in these circumstances, you are advised to contact KCLSU.

Pass mark 40% for Level 6 study

Pass mark 50% for level 7 study

100% weigh bearing

Submission dates: TBC

## 6. Submission date for coursework: (TBC) refer to KEATS for different submission dates.

Late submissions will be accepted for 24 hours following the submission date. All work submitted late will be marked as normal but will be capped at the pass mark for the module. If your assignment is submitted electronically through Turnitin, information about how to submit late will be provided



on KEATS module sites under assessment information. Please label the file with your candidate number and double-check you have submitted the correct file.

The external examiner for this module is TBC.

Results and resubmissions for coursework Students will receive a provisional (unratified) mark for their coursework four weeks following submission. According to the submission method as detailed on your KEATS site, if your work was submitted online, you will be able to download marked coursework from KEATS.

## 7. Feedback

Verbal feedback given will be designed to create a reflection of learning and enhance students' performance and development. Students are responsible for using feedback as an essential component of their development and learning.

Feedback during the formative assessment stage will be ongoing during clinical placement, group teaching sessions, and tutorials.

Feedback on summative assessment/s will be given four weeks after the final submission dates (TBC)

## Overview of Types of Classes

This anaesthetic module will be delivered over 27 weeks; the teaching & learning patterns will consist of the following.

Face-to-face classroom teaching, including.

49 hours of teaching carried out by a range of multi-professional staff, including anaesthetists, nurses, ODPs, librarians, service users, pharmacists, blood transfusion practitioners,

It also includes discussions, group work, workshops, scenarios, role play, presentations, and simulation.

One-to-one tutorials include checking work in progress and giving feedback (written & verbal)

Self-directed studies and access to the virtual learning environment for blended learning activities.

Importance of Student Self-Managed Learning Time



Students are responsible for organising the balance between their academic studies and practice hours, in order that they do not fall behind with the course requirement for theory and practice hours for completion. As adult learners' students are also required to undertake directed self-study and prepare solutions/discussions to question relative to various topic areas. Students will be encouraged to identify for themselves problems of difficulties they may be experiencing and to use class discussions or one-to-one tutorials where appropriate, for the resolution of these. Students must regularly access the given resources for this module and make use of the group study times for work preparation. They will be given class material for recommended reading before each session.

Where appropriate, students are also expected to download the relevant activities and study them in advance of each session, to derive maximum benefit from classroom time. The programme of teaching, learning and assessment gives guidance on the reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

### Employability

This module will contribute to the practitioner's progression & development on their career pathway. The successful completion of the module offers an award for recovery practice

The recognition of a multi-skilled practitioner places the staff member in good stand for promotion, as having a clinical course fulfils the required criteria to apply for senior staff (Band 6) or sister /charge nurse position (Band 7).

### Student Evaluation

Students will be asked to complete an end-of-course evaluation for feedback on the classroom teaching sessions and clinical practice experience. The feedback structure will be modelled on Kirkpatrick's (1967) evaluation of learning & training, adapted by Barr et al. (2000). Students will be allowed to make comments on their; satisfaction with training, their perception of their knowledge gained, the benefits to their work areas, and the benefits to the patients/service user. There will also be evaluations taken for each teaching session they attend.



<b>Workbooks</b>	<b>Will be handed out</b>	<b>To be handed in</b>
Airway	<b>11.10.2022</b>	<b>16.10.2022</b>
Cardiovascular	<b>16.10.2022</b>	<b>16.11.2022</b>
Anaesthesia	<b>16.11.2022</b>	



Recovery Practice Teaching Timetable

**Introduction to the Postoperative Care Course**  
 Venue: Kings Immunology Seminar Room  
 DAY 1  
 Wednesday 11<sup>th</sup> of October

Time	Teaching /Topic	Facilitator	Blended learning
08:45-09:45	Admin/Introduction/Information	Maria Discalicau– PDN Tom Wicinski - PDODP	
09:45-10:00	Previous student experience	Czechowski Anna Senior Staff Nurse	
10:00-10:15	Break		
10:15-11:00	Introduction to anaesthesia	Valerie Boso PDN	
11:00 – 11:45	Work- Based Learning, Module Assessment 1	Amanda McNaughton King's Senior Teaching Fellow Academic Lead for Work-Based Learning	
11:45-12:30	Monitoring	Paula Martin CE	



12:30 – 13:00	Lunch	
13:00- 14:00	Pharmaceutical aspects of Anaesthetic Drugs	Sarah Khorshid Highly Specialist Pharmacist – TAP and Critical Care
14:00 - 15:00	Pre-op assessment (PMH) ASA grading, Intubation Risk assessment, Mallampati	Tom Wicinski PDODP
15:00 - 15:15	Break	
15:15 – 15:30	Library Information	Sonya Di Giorgio Clinical Support Librarian, Libraries & Collections King's College London
15:30- 16:30	Safe Recovery and discharge	Maria Discalicau– PDN
16:30 – 17:00	Q&A Evaluations	Maria Discalicau- PDN Tom Wicinski - PDODP

***Please note that for all consecutive study sessions you will have to do Pre-reading before arriving to the study day from the Blended learning session for the day!***

## Airway in POCU

Venue: Ms Teams

**DAY 2 – Wednesday 26<sup>th</sup> October 2022**

Time	Teaching /Topic	Facilitator	Blended learning
08:45-09:00	Registration /Admin	PDN Maria Discalicau	<a href="https://anaesthetists.org/Home/Resources-publications/Guidelines/Controlled-drugs-in-perioperative-care">https://anaesthetists.org/Home/Resources-publications/Guidelines/Controlled-drugs-in-perioperative-care</a>
09:00-10:00	Respiratory system anatomy/physiology	PDN Maria Discalicau	5 <a href="https://www.nice.org.uk/guidance/ng45">https://www.nice.org.uk/guidance/ng45</a>
10:00-11:00	Airway/Respiratory Complications in the POCU	Tom Wicinski - PDODP	6. <a href="https://www.nice.org.uk/guidance/ng45/documents/preoperative-tests-update-final-scope2">https://www.nice.org.uk/guidance/ng45/documents/preoperative-tests-update-final-scope2</a>
11:00-11:15	Break		7. <a href="file:///C:/Users/maria/AppData/Local/Temp/asa-physical-status-classification-system.pdf">file:///C:/Users/maria/AppData/Local/Temp/asa-physical-status-classification-system.pdf</a>
11:15-12:00	ABG Analysis	Dr Rathai	8. Aitkenhead, A., Smith, G. and Rowbotham, D. (2007). <i>Textbook of anaesthesia</i> . Edinburgh: Churchill Livingstone/Elsevier.
12:00-12:45		CE Julia Juskova	<a href="https://anaesthetists.org/Home/Resources-publications/Guidelines/Standards-of-monitoring-during-anaesthesia-and-recovery">https://anaesthetists.org/Home/Resources-publications/Guidelines/Standards-of-monitoring-during-anaesthesia-and-recovery</a>
12:45-13:30	Lunch		9. Allman, K. and Wilson, I. (2001). <i>Oxford handbook of anaesthesia</i> . Oxford: Oxford University Press.
13:30-14:30	Tracheostomy care	SCP Emily Windsor	10 Simpson, P., Popat, M. and Carrie, L. (2002). <i>Understanding anaesthesia</i> . Oxford: Butterworth-Heinemann.
14:30-14:45	CO2 Monitoring and Interpretation	CE Paula Martin	11. <a href="https://www.nice.org.uk/researchrecommendation/anaesthesia-what-is-the-clinical-and-cost-effectiveness-of-regional-versus-general-anaesthesia-on-postoperative-morbidity-in-patients-with-hip-fracture">https://www.nice.org.uk/researchrecommendation/anaesthesia-what-is-the-clinical-and-cost-effectiveness-of-regional-versus-general-anaesthesia-on-postoperative-morbidity-in-patients-with-hip-fracture</a>
14:45-15:00	Break		
15:00-16:00	Shared airway	PDN Maria Discalicau	
16:40 – 17:00	Tutorials Q&A Evaluations	Maria Discalicau- PDN Tom Wicinski - PDODP	





## Cardiovascular system in POCU

Venue: Anaesthetic Department seminar room,  
 Guys Hospital, Borough wing, 2<sup>nd</sup> floor

**DAY 3 – Wednesday 16<sup>th</sup> November 2022**

Time	Teaching /Topic	Facilitator	
08:45-09:00	Registration /Admin	PDN Maria Discalicaou	
09:00-10:00	Cardiac output monitoring	Tom Wicinski – PDODP	<a href="https://fullpulse.weebly.com/uploads/3/7/1/2/37120343/the_ecg_made_easy_8th_ed_1.pdf">https://fullpulse.weebly.com/uploads/3/7/1/2/37120343/the_ecg_made_easy_8th_ed_1.pdf</a>
10:00-11:00	CV Anatomy and physiology	Dr Anna Fourie	Waugh A. & Grant A. (2018) Ross & Wilson: Anatomy & Physiology in Health & Illness 13 <sup>th</sup> ed. Churchill Livingstone Elsevier
11:00-11:15	Break		
11:15-12:15	Overview of shock/ the bleeding patient	Dr Anna Fourie	<a href="https://bjaed.org/article/S2058-5349(17)30204-4/fulltext">https://bjaed.org/article/S2058-5349(17)30204-4/fulltext</a> <a href="https://academic.oup.com/bja/article/108/4/707/258278">https://academic.oup.com/bja/article/108/4/707/258278</a> Wilkinson, J., Pennefather, S. and McCahon, R. (2011). <i>Thoracic anaesthesia</i> . Oxford: Oxford University Press.
12:15-13:00	Lunch		
13:00-14:00	Basic ECG interpretation/ Cardiac arrhythmias	Dr Pele Benugo	ECG interpretation made incredibly easy! (2011). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health.
14:00-15:00	Group case scenarios	Dr Anna Fourie	
15:00-15:15	Break		
15:15-16:45	OSCE prep	PDN Maria Discalicaou	
16:00-17:00	Tutorials Q&A Evaluations	Maria Discalicaou- PDN Tom Wicinski - PDODP	

Pain/regional anaesthesia/ Venue: MS Teams DAY 7 <sup>th</sup> December 2022			
Time	Teaching /Topic	Facilitator	Blended learning
08:45-09:00	Registration /Admin	PDN Maria Discalicau	
09:00-10:00	Introduction to pain management assessments	Pain Team/	<a href="https://anaesthetists.org/Home/Resources-publications/Guidelines/Controlled-drugs-in-perioperative-care">https://anaesthetists.org/Home/Resources-publications/Guidelines/Controlled-drugs-in-perioperative-care</a>
10:00-11:00	The pain ladder	Pain team/	
11:00-11:15	Break		<a href="https://www.nice.org.uk/guidance/ng45">https://www.nice.org.uk/guidance/ng45</a> <a href="https://www.nice.org.uk/guidance/ng45/documents/preoperative-tests-update-final-scope2">6.https://www.nice.org.uk/guidance/ng45/documents/preoperative-tests-update-final-scope2</a>
11:15-12:00	Spinals/epidural regional techniques	Consultant Nisha?	<a href="https://www.nice.org.uk/researchrecommendation/anaesthesia-what-is-the-clinical-and-cost-effectiveness-of-regional-versus-general-anaesthesia-on-postoperative-morbidity-in-patients-with-hip-fracture">https://www.nice.org.uk/researchrecommendation/anaesthesia-what-is-the-clinical-and-cost-effectiveness-of-regional-versus-general-anaesthesia-on-postoperative-morbidity-in-patients-with-hip-fracture</a>
12:00-12:30	Lunch		<i>Understanding anaesthesia.</i> Oxford: Butterworth-Heinemann.
12:30-13:30	Nerve Blocks and compartment syndrome	consultant	<a href="https://www.nice.org.uk/researchrecommendation/anaesthesia-what-is-the-clinical-and-cost-effectiveness-of-regional-versus-general-anaesthesia-on-postoperative-morbidity-in-patients-with-hip-fracture">https://www.nice.org.uk/researchrecommendation/anaesthesia-what-is-the-clinical-and-cost-effectiveness-of-regional-versus-general-anaesthesia-on-postoperative-morbidity-in-patients-with-hip-fracture</a>
13:30-14:30	Electrolytes	CE Paula Martin	<a href="https://academic.oup.com/bja/article/117/5/553/2424584">https://academic.oup.com/bja/article/117/5/553/2424584</a>
14:30-15:30	Fluid management/renal physiology Renal patients	PDN Maria Discalicau	<a href="https://academic.oup.com/bja/article/117/5/553/2424584">https://academic.oup.com/bja/article/117/5/553/2424584</a> <a href="https://anaesthetists.org/Home/Resources-publications/Guidelines/National-Essential-Anaesthesia-Drugs-List-NEADL?gclid=Cj0KCQjw0oyYBhDGARISAMZEU-MuDYKOjWmhAaseA_jhWUQL-qK86tF3kQZmS_E-d4IyPV1Z5mjQFEsaAg2sEALw_wcB">https://anaesthetists.org/Home/Resources-publications/Guidelines/National-Essential-Anaesthesia-Drugs-List-NEADL?gclid=Cj0KCQjw0oyYBhDGARISAMZEU-MuDYKOjWmhAaseA_jhWUQL-qK86tF3kQZmS_E-d4IyPV1Z5mjQFEsaAg2sEALw_wcB</a>
15:30-15:45	Break		
15:45-16:45	KCL WBL Tutorial 2	Amanda ?	
16:45-17:00	Tutorials Q&A Evaluations	Maria Discalicau- PDN Tom Wicinski - PDODP	



## Paeds / Airway workshops in recovery

Venue: Anaesthetic Department seminar room,  
 Guys Hospital, Borough wing, 2<sup>nd</sup> floor

DAY 25<sup>th</sup> January 2023

Time	Teaching /Topic	Facilitator	Blended learning
08:45-09:00	Registration /Admin	PDN Maria Discalicau	
09:00-10:00	Airway workshops	PDN Maria Discalicau CE Julia Juskova	<a href="https://www.aagbi.org/education/educational-resources/tutorial-week/my-events/tutorial/Paediatric%20Anaesthesia">https://www.aagbi.org/education/educational-resources/tutorial-week/my-events/tutorial/Paediatric%20Anaesthesia</a> <a href="https://www.aagbi.org/sites/default/files/7-Paediatric-anatomy-physiology-and-the-basics-of-paediatric-anaesthesia.pdf">https://www.aagbi.org/sites/default/files/7-Paediatric-anatomy-physiology-and-the-basics-of-paediatric-anaesthesia.pdf</a> <a href="https://www.aagbi.org/sites/default/files/immediate_post-anaesthesia_recovery_2013.pdf">https://www.aagbi.org/sites/default/files/immediate_post-anaesthesia_recovery_2013.pdf</a>
10:30-10:45	Break		
10:45-12:00	Airway workshops Paeds		
12:00-12:45	Lunch		
14:45-15:45	Children not small adults Paediatric anatomical and physiological differences		
15:45-16:00	Break		
15:15-16:30	Paediatric Immediate postop	PDN Jamie	
	Recovering Obstetric patients		
16:30-17:00	Competency pad check Q&A Evaluations	Maria Discalicau- PDN Tom Wicinski - PDODP	

## Presentation and crisis management

Venue: Anaesthetic Department seminar room,  
Guys Hospital, Borough wing, 2<sup>nd</sup> floor

**DAY 6-Wednesday 8<sup>th</sup> February 2023**

Time	Teaching /Topic		Blended Learning -Presentations
08:45-09:00	Registration	Maria Discalicau- PDN Tom Wicinski - PDODP	
09:00-11:00	Group Presentations & Feedback Group 1: 09.15-09.35  Group 2: 09.35-09.55  Group 3: 09.55-10.15  Group 4: 10.15 -10.35  Group 5: 10.35- 10.50		Book a tutorial for feedback on PAD from the available dates (TBC) on the VLE. Plan time with your clinical supervisor to update your PAD before the tutorial. You will be asked to hand in your PAD for checking before the actual tutorial date. Consideration for time to hand in will be given Look at the protocol for surgical haemorrhage in your Trust, consider the anaesthetist/anaesthetic assistant's responsibility
11:00-11:15	Break		<a href="https://anaesthetists.org/Home/Resources-publications/Guidelines/Peri-operative-management-of-patients-with-sickle-cell-disease">https://anaesthetists.org/Home/Resources-publications/Guidelines/Peri-operative-management-of-patients-with-sickle-cell-disease</a>
11:15-12:10	Feedback		
12:15-13:00	Lunch		<a href="https://anaesthetists.org/Home/Resources-publications/Guidelines/Cell-salvage-for-peri-operative-blood-conservation-2018">https://anaesthetists.org/Home/Resources-publications/Guidelines/Cell-salvage-for-peri-operative-blood-conservation-2018</a> <a href="https://anaesthetists.org/Home/Resources-publications/Guidelines/Blood-components-and-their-alternatives">https://anaesthetists.org/Home/Resources-publications/Guidelines/Blood-components-and-their-alternatives</a>
13:00-16:00	Crisis Management (major Crisis)	PDN Rose Roy- Macauley	
15:00-16:30	KCL Tutorial WBL		Gillie E. Bolton & Delderfield R. (2018) Reflective Practice: Writing & Professional Development. 5 <sup>th</sup> ed. Sage Publications
16:30-17:00	Tutorials Q&A Evaluations	Maria Discalicau- PDN Tom Wicinski - PDODP	



OSCE + Concurrent disease elderly

Venue: MS Teams

**DAY 7- Wednesday 22.02.2023**

Time	Teaching /Topic	Facilitator	Blended Learning
08:45-09:00	Registration /Admin	PDN Maria Discalicau Tom Wicinski - PDODP	
09:00-10:30	OSCE		Sickle cell anaemia, Chronic pain, AF, HTA, COPD/Asthma/
10:30-11:00	Break		
11:00-13:00	Elderly Patient	PDODP Tom Wicinski	
13:00-13:30	Lunch		
14:30-15:30	Hypo-hyperthermia	PDODP Tom Wicinski	
14:30-14:30	Break		
14:30-15:30	Diabetic patient	Tom Wicinski - PDODP	
15:30-16:30	Challenges of concurrent conditions pre-existing disease	PDN Maria Discalicau	
16:30-17:00	Tutorials Q&A Evaluations	PDN Maria Discalicau Tom Wicinski - PDODP	



## Simulation/human factors/Emergency in recovery

Venue: Anaesthetic Department seminar room,  
 Guys Hospital, Borough wing, 2<sup>nd</sup> floor  
 DAY 8- Wednesday 8<sup>th</sup> March 2022

Time	Teaching /Topic	Facilitator	Blended learning
08:45-09:00	Registration /Admin	PDN Maria Discalicau Tom Wicinski - PDODP	
09:00-09:30	Human factors in Recovery Sim intro	PDN Maria Discalicau	<a href="https://advancesinsimulation.biomedcentral.com">https://advancesinsimulation.biomedcentral.co</a>  Sickle cell anaemia, Chronic pain, AF, HTA, COPD/Asthma
09:30-10:30	Scenario 1	Tom Wicinski - PDODP	
10:30-10:45	<b>Break</b>	CE Paula Martin	
10:46-12:00	Scenario 2		
12:00-12:45	<b>Lunch</b>		
12:45-15:45	Escalation Protocol	Sr Joana Merrill	
16:00-16:45	NTS	PDN Maria Discalicau	
16:45-17:00	Tutorials <b>Q&amp;A</b> <b>Evaluations</b>	PDN Maria Discalicau Tom Wicinski - PDODP	

## IV Cannulation

Venue: Anaesthetic Department seminar room,  
Guys Hospital, Borough wing, 2<sup>nd</sup> floor  
DAY 9-Wednesday 22<sup>nd</sup> March 2022

Time	Teaching /Topic	Facilitator	Blended learning
09:00-10:30	Legal Aspects Documentation	PDN Maria Discalicaou	
10:30-10:45	Break	PDN Maria Discalicaou	<a href="https://advancesinsimulation.biomedcentral.com">https://advancesinsimulation.biomedcentral.com</a> Book a tutorial for feedback on PAD from the available dates (TBC) on the VLE. Plan time with your clinical supervisor to update your PAD before the tutorial. You will be asked to hand in your PAD for checking before the actual tutorial date. Consideration for time to hand in will be given CPD article on effective communication skills in nursing practice. Bramhall E. (2014) Nursing standard vol 29 (14) 53-59 <a href="https://www.cdc.gov/infectioncontrol/index.html">https://www.cdc.gov/infectioncontrol/index.html</a> <a href="https://www.aagbi.org/sites/default/files/The%20Anaesthesia%20Team_0.pdf">https://www.aagbi.org/sites/default/files/The%20Anaesthesia%20Team_0.pdf</a> <a href="http://barna.co.uk/pcc/">http://barna.co.uk/pcc/</a> <a href="https://qualitysafety.bmj.com/content/19/6/e4">https://qualitysafety.bmj.com/content/19/6/e4</a> <a href="https://www.aagbi.org/sites/default/files/Standf_monitoring_2015_0.pdf">https://www.aagbi.org/sites/default/files/Standf_monitoring_2015_0.pdf</a> <a href="https://www.aagbi.org/sites/default/files/catastrophes05.pdf">https://www.aagbi.org/sites/default/files/catastrophes05.pdf</a>
10:45-11:45	Infection Control, Health and Safety and the IVAD Policy Complications	Tom Wicinski - PDODP CE Julia	
11:45-12:45	Iv Cannulation Technique		
	Practical Demonstration, Candidate Practice		
13:00-13:45	Lunch		
13:45-14:30	Ethics		
14:30-14:45	Break		
14:45	Tutorials Q&A Evaluations	PDN Maria Discalicaou Tom Wicinski - PDODP	



## Placement requirements for the completion of the course

Requirements for the course:

- Full time employment
- To have previous experience with adult patients (a minimum one-year previous adult recovery experience)
- Learners to have access to full time exposure to adult recovery areas and a designated supervisor/ assessor for the duration the course/ placement in recovery in order to facilitate completion of competencies.

Requirements for recovery staff not full time in adult recovery areas:

- Full time employment
- To have previous experience with adult patients (a minimum one-year previous adult recovery experience)
- To have a minimum of 37.5h exposure at the beginning of the course in adult environment to facilitate completing the formative assessments.
- Have access to all adult patients on the Evelina list to maximise adult recovery practice hours
- Staff roster to be aligned with the adult list days in Evelina to maximise exposure
- Staff to keep a log of all adult exposure hours/cases and to sign off competencies based on these adult cases.
- The course has 358 total recovery practice hours, out of which 180 hours have to be adult recovery related
- Have an adult recovery supervisor and assessor in NWT and an adult supervisor and assessor in Evelina. These two assessors should collaborate on completion of competencies
- Start the initial interview in main recovery and set general objectives for the course
- Review course/hours midpoint in the course and if the staff is not achieving the competencies to extend the adult recovery exposure as needed 2-4 to facilitate the completion of the hours and competencies necessary passing of the course.





## Learning Resources

### Reference List

Aitkenhead, A., Smith, G. and Rowbotham, D. (2007). *Textbook of anaesthesia*. Edinburgh: Churchill Livingstone/Elsevier.

Allman, K. and Wilson, I. (2001). *Oxford handbook of anaesthesia*. Oxford: Oxford University Press.

Anderson L. Krathwohl D. eds. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York, NY: Longman; 2001. 34 Bloom BS.

*Taxonomy of Educational Objectives: The Classification of Education*

Barr H. et al (2000) *Evaluation of Interprofessional Education: A United Kingdom review for Health & Social Care*

Baume D. (2010) *Course Design for Increased Student Satisfaction*. Leeds Metropolitan University

Beattie (1987) cited in Hughes S. & Quinn F. 6<sup>th</sup> ed. ch 4 (2013) *Quinn's Principle and Practice of Nurse Education*. Hampshire. Cengage

Benner P. (1984) *From Novice to Expert*, Menlo-Park: Addison Wesley Publishing Company

Biggs J. & Tang C. (2011) 4<sup>th</sup> ed *Teaching for Quality Learning at University*. Maidenhead. McGraw Hill

Blaschke L M. et al (2014) *Experiences in self determined learning*. CreateSpace Independent Publishing Platform

Bloom B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc

Bruner J. (1996) *The Culture of Education*. London: University Press

Boud D, & Solomon N. (2001) *Work Based Learning: A new higher education*. Buckingham: Open University Press



Boyle S. Discussion on approaches to curriculum design – Social Constructivist and experimental learning

Canning N. (2010) Playing with heutagogy: Exploring strategies to empower mature learners in higher education. *Journal of Further and Higher Education*, 34(1) pp. 59–71.

Chambers & Hickey (no date) Service User Involvement in the design and delivery of education and training programmes leading to registration with health professional Council

Chisholm C. et al (2009) The Characterisation of Work-Based Learning by consideration of the theories of experiential learning. *European Journal of Education* 44 (3) Part 1

David Baume's Blog

<http://davidbaume.com/about/>

Eggison P. (2014) The Registered Nurse as worked based learner. Towards a framework for socio-cultural learning in nursing practice. Eggison: Phd Thesis

ECG interpretation made incredibly easy!. (2011). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health.

Iwasiw C. & Goldenberg D.(2015) Curriculum Development in Nursing Education. 3<sup>rd</sup> ed. London: Sage

Kelly A. (2009) *The Curriculum: Theory & Practice*. 6<sup>th</sup> ed : London. Sage

Kirkpatrick, D. (1994). *Evaluating training programs: the four levels*. San Francisco: Berrett-Koehler.

Kirkpatrick (1959) Learning and Training Evaluation Theory cited (2018) on site

<https://www.mindtools.com/pages/article/kirkpatrick.htm>

Knowles M. et al (2005) *The Adult Learner* 6<sup>th</sup> ed. San Diego: Elsevier

Koehler M. et al (2013) Technological Pedagogical Content Knowledge (TPACK)? *Journal of Education*. 193 (3) pg 13-19

McLaughlin J. et al (2014) The Flipped Classroom: A course redesign to foster learning and engagement in a health professions school. *Academic Medicine*. 89 (2) pg 236-243



Mishra P. & Koehler M. (2006) Technological Pedagogical Content Knowledge: A framework for teacher knowledge. 108 (6) pg 1017-1054

Mortiboys A. (2005) Teaching with Emotional Intelligence. 2<sup>nd</sup> ed. Oxford Routledge

Nursing and Midwifery Council. (2015) The Code: Professional Standards of Practice and Behaviours for Nurses and Midwives. London: NMC

(available <http://www.nmc.org.uk/standards/code/>)

Oliver B. & Pitt B. (2014) Engaging communities and service users: Context, themes and methods. Basingstoke: Palgrave Macmillan

Phillips S.(2012) Work Base Learning in Health & Social Care, British Journal of Nursing: 21(15) 918

SEEC Level Indicators (2016) [www.seec.org.uk](http://www.seec.org.uk)

Shon D.(2016) The Reflective Practitioner: How Professionals think in Action. Routledge

Shulman L. (2005) Signature Pedagogies in the Professionals. Daedalus. 134 (3) pg 52-59

Simpson, P., Popat, M. and Carrie, L. (2002). Understanding anaesthesia. Oxford: Butterworth-Heinemann.

Spours, K. et al (2000) Skills development in higher education and employment in: Coffield, F. (ed) Differing visions of a learning society. Bristol: Policy Press.

Wilkinson, J., Pennefather, S. and McCahon, R. (2011). *Thoracic anaesthesia*. Oxford: Oxford University Press.

<https://academic.oup.com/bja/article/117/5/553/2424584>

<https://www.fphcare.com/en-gb/hospital/adult-respiratory/optiflow/airvo-2-system/>

<https://openairway.org/author/ross/>

<https://openairway.org/videos/>

[https://das.uk.com/content/prof\\_tim\\_m\\_cook](https://das.uk.com/content/prof_tim_m_cook)

<https://das.uk.com/node/580>

