

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Recognition, Assessment and Physiological Interpretation of Deterioration (RAPID) – Level 6
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	LBR6528

<b>5</b>	<b>Module Overview</b>
<p>This module allows you, a registered healthcare practitioner with a minimum of 6 months experience caring for acutely ill adults, to enhance your ability to recognise, assess and interpret physiological indicators of acute deterioration. Acute episodes of health deterioration occur in a wide variety of healthcare settings. Wherever you work, this will enable you to confidently recognise early signs of physiological deterioration, and articulate your concerns to others.</p> <p>The early recognition of deterioration is a core skill required of many healthcare professionals. It is however an increasingly challenging skill to develop and maintain, due to the increase in complexity of the patient population. The Shape of Caring Review (2015) highlights that the number of people with one, two or more long-term conditions is rapidly increasing. Alongside this, the number of people aged 85 or older is predicted to double in the next 25 years, and treble in the next 35 years (NCEPOD 2010). You will be supported during this course to develop your recognition skills to respond to these challenges. Despite the introduction of early warning systems, critical care outreach teams and many other patient safety initiatives, a significant amount of evidence has been reported in the last decade that highlights inadequacies in the care that acutely ill adults receive. In particular, in relation to the poor recognition of episodes of acute deterioration in health. NCEPOD (2012) concluded that as many as 38% of in-hospital cardiac arrests in the UK could be avoided with better care. Signs of deterioration were present in over 75% of the 739 patients that were expertly reviewed, but these were “poorly recognised, acted on infrequently and escalated to more senior doctors infrequently” (NCEPOD 2012 p13). These findings have been mirrored by a multitude of other reports over the last decade, and therefore further support the usefulness of this course.</p> <p>This module aligns with the Professional Practice Programme philosophy and is designed to be flexible and practice-led. A blended learning approach is taken, incorporating classroom sessions, small group workshops and online activities via Moodle. As well as engaging in both directed and self-directed learning activities, you will be an active partner in your own learning and development. In return you will receive regular feedback and feedforward aimed at developing your academic skills. You will have the opportunity to discuss your progress with the module at frequent intervals throughout the course.</p> <p>This module aligns with the Management of Acute Deterioration module on the acute care pathway.</p> <p>This module should ideally be studied first, if you plan to undertake both.</p>	

6	Indicative Content
Homeostatic physiological compensatory mechanisms Overview of respiratory, acid base, cardiac, renal, liver, endocrine and immune system physiology in relation to acute illness Common acute illness pathophysiology e.g. sepsis, acute coronary syndrome, chronic obstructive pulmonary disease, acute kidney injury. Common acute illness pharmacology Escalation of concern, tools and different approaches	

7		Module Learning Outcomes
		On successful completion of the module, students will be able to:
	1	Assess, recognise and interpret early physiological deterioration in patient observations.
	2	Critically discuss the potential impact of comorbidity and pharmacology on an acutely ill adult's deterioration.
	3	Utilise theory and research to critically analyse effective methods of articulation and escalation for an acutely ill adult.

8		Module Assessment		
Learning Outcome				
		Coursework	Exam	In-Person
1 – 3				X

9		Breakdown Learning and Teaching Activities
Learning Activities		Hours
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		50
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		50
<b>Private Study (PS)</b> includes preparation for exams		100
<b>Total Study Hours:</b>		200