

Thames Valley and Wessex Adult Critical Care - Step 1 Foundation Course

Course overview

TV&W Network Foundation Course: Programme Features & Benefits

- ▶ **Targeted Step 1 Competency Support:** The TV&W Network Foundation Course is designed specifically to support critical care nurses in their first year of practice to achieve the Step 1 competencies.
- ▶ **Flexible, Self-Directed Online Learning:** This online, asynchronous programme offers flexible access to theoretical and academic content (e.g., respiratory, cardiac, renal, neuro units) that nurses can complete at their own pace, anytime, anywhere.
- ▶ **Enhanced Educator Focus:** The course employs a blended learning approach, liberating Practice Educators from classroom teaching to focus on vital practical skills, bedside instruction, and simulation training.
- ▶ **Clear Completion & Study Guidelines:** Expected completion is within 12 months of enrolment, with a recommended minimum of 35 hours of dedicated study leave. The ability to monitor learner engagement and progress helps ensure study leave is used appropriately.
- ▶ **Preparation for Accredited Step 2 and 3 Education:** The Foundation Course also helps prepare learners for progression to accredited Step 2 and 3 critical care programmes (ICU/ACC courses). By developing skills in meeting deadlines, completing academic assignments, achieving competencies within set timeframes, using digital learning technologies, and critically appraising evidence to inform clinical practice, the course fosters the habits and academic skills required for success in future accredited study.
- ▶ **Addresses Workforce Challenges & Improves Rostering:** Given the national context of a junior critical care workforce, staffing pressures, and difficulties releasing staff for traditional teaching, this flexible online format significantly improves rostering and mitigates staffing difficulties by allowing nurses from the same unit to take study leave at different times.

Assessment & Course Completion Requirements:

- ▶ Successful completion of the course requires:
 - Completion of the **Step 1 competency document**.
 - Completion of all **online learning material**.
 - Delivery of a **professional oral presentation**, supported by appropriately referenced presentation materials

About the Oral Presentation Assignment:

This assignment serves as a **formative learning opportunity** to support nurses in developing their presentation skills and demonstrate evidence-based practice. It is **not formally marked**; however, comments and feedback will be provided.

The assignment also supports Practice Educators in determining the appropriate academic level (e.g., level 6 or level 7) for future enrolment on the Adult Critical Care/ITU Course. Learners receive detailed guidance, including an assignment brief and feedback criteria, alongside access to academic and study skills resources from Oxford Brookes University.

- ▶ Fortnightly drop-in clinics are provided to support learners with any questions or guidance they may require.



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Thames Valley and Wessex Adult Critical Care - Step 1 Foundation Course
/ Microsoft Teams links to fortnightly drop in clinics (virtual)



Microsoft Teams links to fortnightly drop in clinics (virtual)

June

- Tuesday 4th June 12:00-13:00

July

- Wednesday 3rd July 11:00-12:00
- Wednesday 17th July 11:00-12:00
- Tuesday 30th July 11:00-12:00

August

- Wednesday 14th 11:00-12:00
- Wednesday 28th 11:00-12:00

September

- Tuesday 10th 11:00-12:00
- Wednesday 25th 11:00-12:00

Getting started

To get started, go to the [Orientation Activities](#), which you can access here or below in the Introduction and Welcome section. There are 3 short activities I would like you to complete in the online environment. When you have done these, you will have a better idea of what you will be doing on the course and you will begin to feel more confident.

I hope that you will find the course informative, enjoyable, and beneficial to your development as a critical care nurse.

[Announcements](#)

[Discussion forum](#)

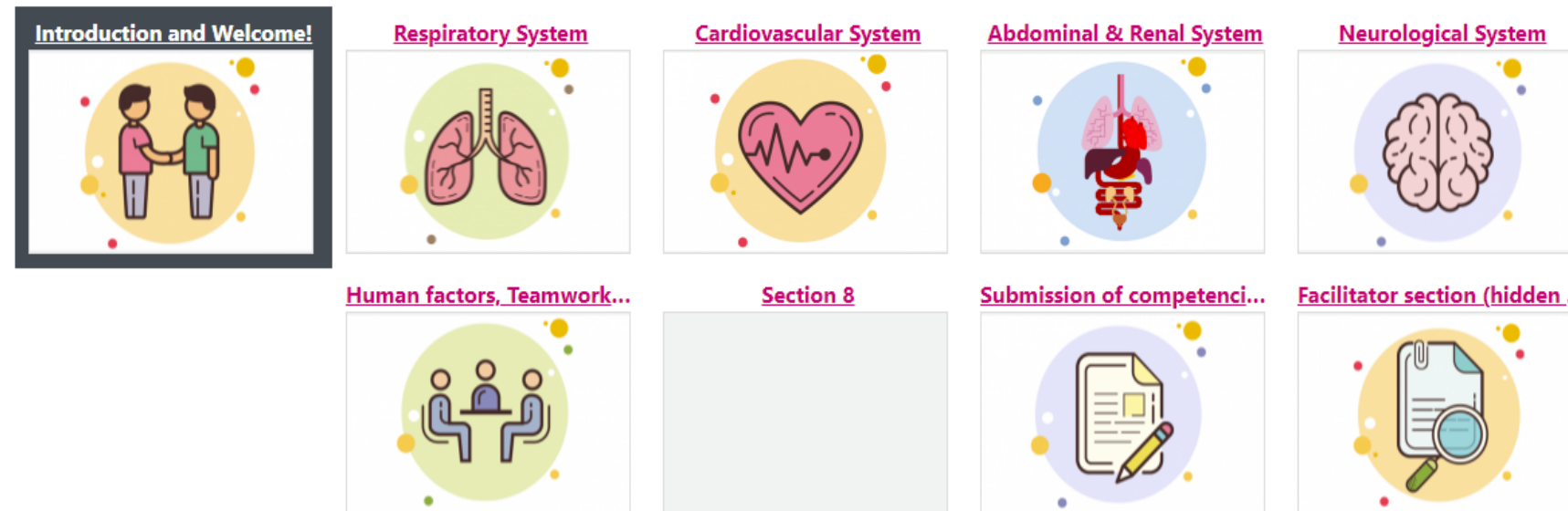
This is your area to share ideas.....

[MS teams links to fortnightly drop in clinics](#)

Every 2 weeks on a Wednesday morning, there will be a facilitated drop-in clinic at 11am, this is an opportunity to ask any questions about any of the learning materials or to discuss with your peers. These will all be via Microsoft Teams, click here for the links (ensure you click on the correct date).

Please contact me if these dates/times are unsuitable for your working pattern and I will endeavour to make additional meetings that are more accessible.

► Orientation activities and discussion forums are provided to help learners feel more engaged, and create a supportive environment in which nurses from across the region can share ideas and experiences.



Respiratory System

 Pre-course workbook (respiratory)  

Mark as done

The aim of this anatomy and physiology workbook is to assist with your pre-course preparation and on-going learning. This workbook should provide underpinning and necessary knowledge for the completion of the Step 1 competencies.

To further develop your knowledge, and assist you during this programme of study, please refer to the [resources and recommended reading page](#).

 Respiratory Anatomy and Physiology Revision

Mark as done

This first e-book will take you through some respiratory anatomy and physiology.

 Respiratory disorders and dysfunction

Mark as done

This e-book will explore some common and chronic respiratory disorders, and the causes of acute respiratory dysfunction.

 Respiratory assessment and arterial blood gas interpretation

Mark as done

This e-book will help develop your knowledge and skills required to perform a respiratory assessment. This book will also explain how to analyse arterial blood gases.

 Non-Invasive Ventilation

Mark as done

This e-book will explain what is non-invasive ventilation (NIV) and why it is used.

 Mechanical / Invasive Ventilation

Mark as done

This e-book will cover invasive ventilation:

► An example of what is covered in the units...

TV&W ACC ODN Step 1 Foundation course, pre-Course workbook

Respiratory

1. Describe the mechanics of normal inspiration and expiration. Describe how air gets from the atmosphere to the alveoli (consider Boyle's Law).

▶ The course uses a variety of learning material to keep the content engaging. This includes workbooks...

2. Explain the function of the pleura and draw a basic diagram indicating the position of the pleura within the thoracic cavity.

3. Describe the following conditions:

A – Pneumothorax

B – Haemothorax

C – Empyema

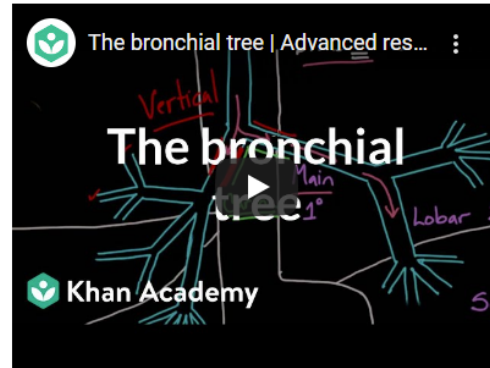
4. Explain what happens to the airways in patients diagnosed with the following conditions:

A – Chronic obstructive pulmonary disease (COPD)

B - Asthma

From nose/mouth to alveoli

To start take a look at this short, 10 minute, video which takes you through the anatomy from nose/mouth to alveoli.



The Larynx

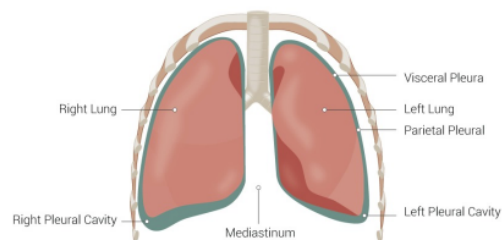
The larynx has the additional role of voice production, it is commonly referred to as the voice box. The vocal cords lie on each side of the laryngeal mucosa and vibrate producing sound when air is forced through them. Sound volume is controlled by the degree of forced air passing through the cords. Sound pitch is dependent on the tension of the vocal cords; the greater the tension, the higher the pitch. The glottis is also important for speech, it opens wider to produce deeper tones and narrows for higher tones. The vocal cords and the glottis are controlled by the laryngeal muscles.

Lung location

The lungs themselves lie either side of the mediastinum, within the thoracic cavity. Each lung has a base resting on the diaphragm and an apex extending superiorly a couple of cm above the clavicle.

Pleura

Each lung is surrounded by a pleural cavity, which is formed by the visceral and parietal pleura. The outer, is the parietal pleura, this lines the inside of the rib cage and the diaphragm while the inner, visceral pleura covers the lungs. Between the two layers is the intrapleural space, which normally contains fluid secreted by the membranes. This allows the two layers to slide easily over one another as the lungs inflate and deflate during respiration.

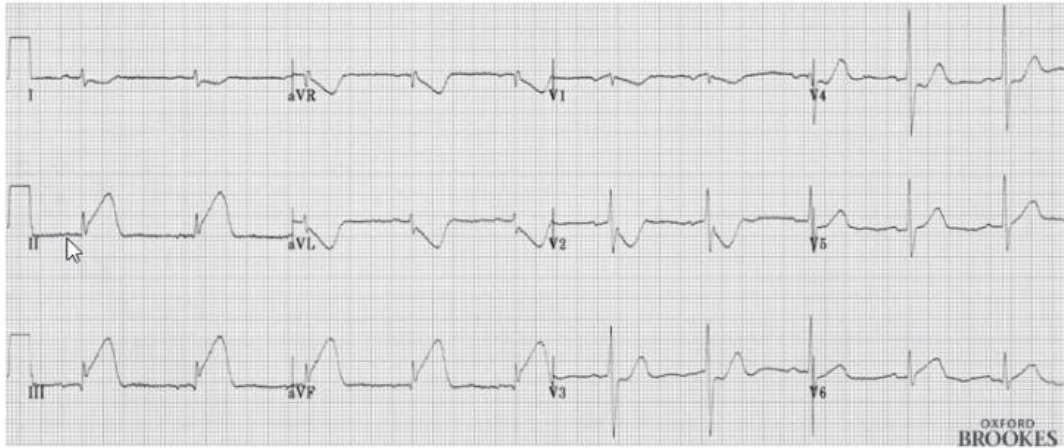


▶ Videos, podcasts, diagrams, and written text...

SHOW TASKBAR DISPLAY SETTINGS END SLIDE SHOW

0:57:39 12:22

INFERIOR MI



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Next slide

LATERAL MI



No Notes.

brookes.cloud.panopto.eu is sharing your screen. Stop sharing Hide

Slide 4

A⁺ A⁺

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▶ Recorded lectures...

► Online quizzes...

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Question 2

Not yet answered

Marked out of 1.00

[Flag question](#)

[Edit question](#)

What are the names for the two layers of the pleura?

- ☐ a. Inner and outer
- ☐ b. Superior lobe and inferior lobe
- ☐ c. Visceral and parietal
- ☐ d. Anterior and posterior

Quiz navigation

1	2	3	4	5	6	7	8	9
10	11	12	13	14				

[Finish attempt...](#)

[Start a new preview](#)

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[← Respiratory Pharmacology](#)

[Respiratory Unit Feedback Evaluation ►](#)

► Interactive presentations and case studies...

DCD Organ Donation

Back Proceed >



The family have arrived on the unit and have joined you at the bedside. They are discussing the upcoming conversation with the consultant and bracing themselves for bad news.

You feel that the family might need some time to think about all the options. You consider asking if they have ever spoken about organ donation.

Click here if you would like to gently ask the family if they have ever spoken about organ donation →

Click here if you do not want to mention organ donation at the minute. →

< Back

This is the Hamilton-T1, a commonly used transfer ventilator. Click on the buttons to find out more information.



information.



Which topic would you like to cover next?

ABCDE assessment for transfer →

Respiratory support and oxygen →

Transfer documentation →

Transfer equipment →

Neuro/spinal considerations →

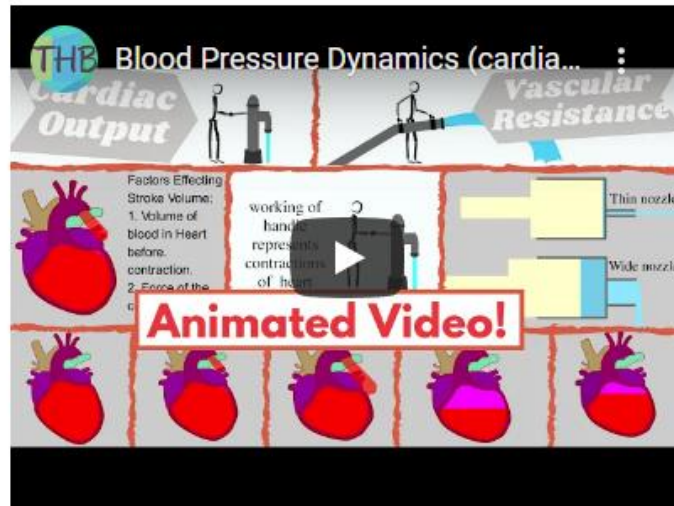
Course summary (ends the presentation) →

< Back

4. Recap and further information

- The Journal of the American Heart Association has produced a comprehensive piece on [Cardiogenic Shock](#).
- [The Surviving Sepsis Campaign](#) contains guidelines on the management of septic shock.
- The Resus Council has guidelines on the [Emergency treatment of anaphylaxis](#).
- The following video discusses the determinants of blood pressure:

➤ With end of unit summaries, and links to additional resources.



- ▶ Each unit includes an online feedback questionnaire to ensure we are meeting learners' needs.
- ▶ Educators can also access the learning materials to review content and provide feedback.

Which hospital are you from? *

Your answer

Which cohort are you from? *

- ☐ May 2022
- ☐ July 2022
- ☐ September 2022
- ☐ November 2022
- ☐ January 2023
- ☐ March 2023

What have you learnt from the respiratory unit that you can put into practice? *

Your answer

Overall rating for the respiratory unit: *

1 2 3 4 5 6 7 8 9 10

Poor - Not very
informative



Great - Very
informative/useful

Which topic of the respiratory unit did you find most useful? *

- ▶ The Foundation Course is supported by Oxford Brookes University (OBU), which has extensive experience in delivering online courses. OBU provides valuable insight how the foundation course can be made more accessible, interactive, and engaging.
- ▶ OBU also provides guidance and resources on academic writing, reflective practice, academic presentations, referencing, literature searching, and critical appraisal, which support learners in completing the assignment.

Thames Valley and Wessex Adult Critical Care - Step 1 Foundation Course

[Dashboard](#) / [My courses](#) / [Thames Valley and Wessex Adult Critical Care - Step 1 Foundation Course](#) / Facilitator section (hidden from students) / Assignment and Study Skills

Turn editing on

Assignment and Study Skills

This Moodle book will take you through some essential study skills for this module and the assignments. This includes critical writing, referencing, and preparing a poster for presentation. You will refer back to this again when preparing for your assessments.

3. Essential academic skills

3.2. Searching for literature and referencing

Start by watching this short (10 minute) video on Literature searching and referencing:

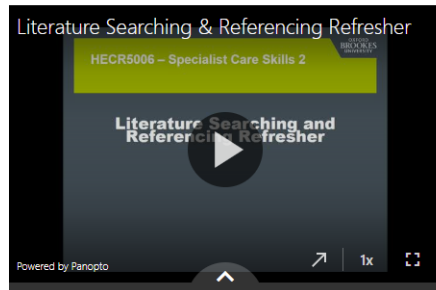


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Respiratory System

 Pre-course workbook (respiratory)	13 views	Monday, 25 July 2022, 10:24 (5 hours 57 mins)
 Respiratory Anatomy and Physiology Revision	155 views	Monday, 25 July 2022, 13:37 (2 hours 45 mins)
 Respiratory disorders and dysfunction	49 views	Friday, 17 June 2022, 12:10 (38 days 4 hours)
 Respiratory assessment and arterial blood gas interpretation	157 views	Friday, 22 July 2022, 10:22 (3 days 6 hours)
 Non-Invasive Ventilation	64 views	Monday, 25 July 2022, 10:26 (5 hours 55 mins)
 Mechanical / Invasive Ventilation	199 views	Friday, 22 July 2022, 16:59 (2 days 23 hours)
 Advanced Airways	127 views	Monday, 25 July 2022, 13:37 (2 hours 44 mins)
 Chest Drains	41 views	Thursday, 16 June 2022, 18:31 (38 days 21 hours)
 Respiratory Pharmacology	49 views	Friday, 17 June 2022, 16:05 (38 days)
 Respiratory Quiz	Grade: 0.00 / 10.00	Wednesday, 15 June 2022, 13:16 (40 days 3 hours)
 Respiratory Unit Feedback Evaluation	4 views	Monday, 25 July 2022, 09:17 (7 hours 5 mins)

Cardiovascular System

 Pre-course workbook (cardiac)	5 views	Monday, 25 July 2022, 09:53 (6 hours 28 mins)
 Cardiac Anatomy and Physiology Revision	81 views	Friday, 22 July 2022, 16:54 (2 days 23 hours)
 Cardiac Conduction and the ECG Revision	59 views	Monday, 25 July 2022, 10:29 (5 hours 52 mins)
 Common cardiac conditions	38 views	Friday, 22 July 2022, 16:58 (2 days 23 hours)
 Fluid management	98 views	Friday, 22 July 2022, 10:08 (3 days 6 hours)
 Blood pressure and Shock	90 views	Monday, 25 July 2022, 16:04 (18 mins 15 secs)
 Sepsis	103 views	Monday, 25 July 2022, 16:04 (18 mins 33 secs)
 Cardiovascular pharmacology	153 views	Friday, 22 July 2022, 16:13 (3 days)
 Invasive lines and waveform analysis	141 views	Wednesday, 20 July 2022, 12:40 (5 days 3 hours)
 Cardiovascular system quiz	Grade: -	
 Cardiovascular Unit Feedback Evaluation	1 views	Monday, 25 July 2022, 10:30 (5 hours 52 mins)

➤ The learning platform collects data on individuals' interactions with the content. This data can be shared with Practice Educators and managers to ensure that learners are making effective use of their study leave.

If you would like any further information,
please don't hesitate to contact me on:
C.ridgley1@nhs.net. *Carl Ridgley,*
Foundation Course Programme Lead.