A new approach to learn and teach intensive care nursing in Germany

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Matthias Grünewald - University Hospital Düsseldorf
Lothar Ullrich - University Hospital Münster
Outline

- Intensive care nursing in Germany: basic conditions
- Introduction of a new curriculum for courses in intensive care nursing (2009)
  - Basic construction principles
  - Learning fields - modules - learning situations
  - an example
- Exams
- Future developments
Short history and basic conditions

- Courses start in the 1960s.
- Curriculums dominated by subjects from the medical field.
- Politics regulated the qualification in the 1990s.
- Contents change to an approach that is closer to international standards.
A new curriculum construction principles

- Construction process started in 2005
- Construction principles
  - Acting-orientated approach that put practice situations in the center of teaching
  - Modularisation and learning outcomes
  - Transferable Qualifications (ECTS-Credits)
- First courses started in 2009
Basic structure
courses in intensive care nursing

- Duration: 2 years
- 3420 hours workload (120 ECTS-credits)
- Practical training (2100 h) with a workload of a minimum of
  - 400 hours on internal intensive care unit
  - 400 hours on surgical intensive care unit
  - 400 hours in anaesthesia departments
- Theoretical courses (720 h)
  - 4 learning fields with 12 modules
Learning fields

4 learning fields

- Case-Management
- Acting in situations with critical ill patents
- Project-management
- Lifelong learning
Learning fields

4 learning fields

12 modules

Learning situation

- instruction unit 1
- instruction unit 2
- instruction unit 3
- instruction unit 4
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- **LF 1: Case-Management**
  - 70 h
  - 60 h

- **LF 2: Professional Acting**
  - 80 h
  - 60 h
  - 40 h
  - 40 h
  - 40 h
  - 80 h

- **LF 3: Project-Management**
  - 70 h
  - 70 h

- **LF 4: Lifelong learning**
  - 60 h

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**M 1.1 Designing relationships**
**M 1.2 Case-Management**
**M 2.1 Supporting Perception**
**M 2.2 Respiration**
**M 2.3 Circulation**
**M 2.4 Preventing infection**
**M 2.5 Mobilisation**
**M 2.6 Nutrition**
**M 2.7 Aneasthesia care**
**M 3.1 Project-Management**
**M 3.2 Leadership and supervising**
**M 4.1 Lifelong learning**
### Modules and learning situations

... with respiratory impaired patients (60 h)

<table>
<thead>
<tr>
<th>No.</th>
<th>hours</th>
<th>Title of learning situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning situation 2.2.1</td>
<td>10</td>
<td>Intensive care nursing with critical ill, spontaneous breathing patient</td>
</tr>
<tr>
<td>learning situation 2.2.2</td>
<td>10</td>
<td>Nursing care for a vital stable, ventilated patient</td>
</tr>
<tr>
<td>learning situation 2.2.3</td>
<td>12</td>
<td>Patient situated in difficult weaning process</td>
</tr>
<tr>
<td>learning situation 2.2.4</td>
<td>10</td>
<td>Ventilated patient with difficult oxygenation</td>
</tr>
<tr>
<td>learning situation 2.2.5</td>
<td>8</td>
<td>Home care ventilated patient (adult or child)</td>
</tr>
</tbody>
</table>
| Specialised instruction | 10 | Intensive care medicine  
• respiratory insufficiency,  
• Basics of ventilatory support  
• Adult respiratory distress syndrom | Infant respiratory distress syndrom |
Exams

▶ Types of exams
  ▶ course-integrated module examination
  ▶ final examination (at the end of the course)

▶ Module exams
  ▶ written | oral | practical exams | assignment

▶ Final exams
  ▶ under chairmanship of health authority
  ▶ practical and oral exams
Summary
Why is the new curriculum an improvement?

- Shift to a learner-centred approach to improve problem solving ability

- Modularisation with course-integrated exams

- ECTS-Credits and transferable qualifications as link to academic nursing programs

- Further development: nursing qualifications at an academic level side by side with traditional courses
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Thank you for your attention

gruenewald@med.uni-duesseldorf.de