

Module Details	
Module Title:	Hypertension, arrhythmias & conduction disorders
Module Code:	PSI7003-C
Academic Year:	2019-20
Credit Rating:	30
School:	The Ridge Medical Practice
Subject Area:	Practitioners with a Special Interest
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	6
Work based learning	180
Tutorials	4
Directed Study	110

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)
BDA	University of Bradford / Semester 2 (Feb - May)
BDB	University of Bradford / Semester 2 (Feb - May)
BDA	University of Bradford / Semester 3 (June - Oct)
BDB	University of Bradford / Semester 3 (June - Oct)

Module Aims
To acquire knowledge in hypertension, arrhythmias and conduction disorders, enabling the student to develop skills to work confidently & effectively as a Practitioner with a Special Interest in Cardiology.

Outline Syllabus

Epidemiology & pathophysiology of hypertension
Hypertension as a risk factor for cardiovascular disease & CV risk assessment
Diagnosis of hypertension and appropriate use of clinic, home and ambulatory BP monitoring
Treatment of hypertension including pharmacological and non pharmacological interventions
National guidelines in relation to hypertension
Normal heart conduction & the ECG
Brady and tachyarrhythmias
Assessment & investigation of people with arrhythmias & conduction disorders
Benefits & limitations of 12 lead ECG and rhythm monitoring
Pharmacological and non pharmacological treatments including indications for electrophysiology based treatments
Atrial fibrillation and stroke thromboprophylaxis
Knowledge of further specialist investigations and/or when to refer appropriately
National guidelines in relation to arrhythmias & conduction disorders

Learning Outcomes

1	a) Synthesise the evidence for the epidemiology and pathophysiology of hypertension. b) Differentiate the varied presentations and pathophysiology of cardiac arrhythmias and conduction disorders. c) Synthesise the evidence for the evaluation and management of people with hypertension. d) Synthesise the evidence for the evaluation and management of people with cardiac arrhythmias and conduction disorders.
2	a) Investigate, diagnose, risk assess and manage patients with high blood pressure. b) Investigate, diagnose and manage patients with cardiac arrhythmias and conduction disorders. c) Interpret a variety of electrocardiograms, rhythm monitoring & event recordings. d) Refer patients appropriately for a second opinion. e) Practice evidence-based medicine.
3	a) Practice critical effective problem solving skills. b) Demonstrate effective team working skills with colleagues and peers. c) Communicate effectively.

Learning, Teaching and Assessment Strategy

Face- to- face tuition is delivered by a mixture of advanced clinicians. Knowledge required to underpin working at a higher level in cardiology is addressed by LO: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e. Work- based learning happens on clinical placement under the supervision of a consultant mentor in the student's locality. It includes at least 14 sessions of practical hands on and team-based learning and addresses LO: 1b, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c. Self directed learning & guided study is identified through discussion with mentor and the construction of an individual learning programme it addresses LO: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 3a, 3b,3c.

Verification of competence and key skills as observed by mentor whilst on placement which tests LO: 2b, 2c, 2d, 2e, 3a, 3b, 3c and is supported by a learning diary of 14 cases seen on placement showing breadth of learning and experience, testing LO: 1b, 1c, 1d, 2a, 2b, 2c, 2d,

2e, 3a, 3b, 3c. Two reflective case studies look in detail at the management of patients seen on placement and assess LO: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c. Students submit their work electronically and receive a summative % mark and written feedback. A short draft may be sent to tutors for formative assessment. The preparation and presentation of the critical appraisal of a piece of published research to the student group tests LO: 1c, 1d, 2e, 3a, 3c. Students are awarded a % mark and receive both written and face to face feedback on the day.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Presentation	A4: Presentation of a critically appraised research paper (15 minute presentation plus 5 minutes answering questions)	20 minutes	34%
Referral	Presentation	A4: Repair deficiencies in original submission.	20 minutes	34%
Referral	Coursework	A2: Repair deficiencies in original submission.	-1500 words	33%
Referral	Coursework	A3: Repair deficiencies in original submission	-1500 words	33%
Summative	Coursework	A3: Written reflective case assessment with arrhythmia or conduction disorder.	-1500 words	33%
Summative	Coursework	A2: Written reflective case assessment with hypertension.	-1500 words	33%
Summative	Clinical Assessment	A1: Verification of clinical competence & key skills together with completed learning diary.	Approximately 14 sessions	%
Referral	Clinical Assessment	Supplementary A1: Verification of clinical competence & key skills together with completed learning diary. New plan covering areas of concern will be set up and signed off by the mentor	Up to 8 sessions	%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.