

Module Details	
Module Title	Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions
Module Code	NUR7034-C
Academic Year	2020/1
Credits	30
School	School of Nursing and Healthcare Leadership
Subject Area	Nursing
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Online Lecture (Synchronous)	15
Work based learning	150
Online Tutorials (Synchronous)	25
Directed Study	110

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
To develop and evaluate knowledge of general principles of pathophysiology and pharmacology that can be applied to your area of specialist practice and to common conditions that may co-exist with conditions of your specialist area. Synthesise theory and knowledge in pathophysiology and pharmacology in order to critically appraise the assessment and management of patients within the student's clinical setting.

Outline Syllabus
Acute and chronic inflammation and their application to COPD and asthma pathophysiology and pharmacology of diabetes, ischaemic heart disease and related cardiovascular disease, common bacterial infections, cancer, kidney disease and mental health conditions.

Learning Outcomes	
Outcome Number	Description
01	1.1 Critically analyse the literature and theoretical concepts related to the underlying pathophysiology of identified conditions. 1.2 Critically evaluate and apply recent research related to the pharmacological management of identified conditions.
02	2.1 Justify the assessment, planning and management of patients with complex conditions through a critical application of pathophysiology and pharmacology in your own area of practice.
03	3.1 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs. 3.2 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing care. 3.3 Retrieve, evaluate and apply appropriate information to inform and develop clinical practice.

Learning, Teaching and Assessment Strategy
Research informed key lectures be delivered in an interactive, online format providing students with the opportunity to acquire knowledge and develop conceptual understanding (LO1.1, 1.2 & 2.1). Seminars and group learning will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding (LO1.1,1.2, 2.1, 3.2 & 3.3) Seminars and group learning will be delivered in an interactive, online format. Directed Study provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO1.1,1.2, 2.1, 3.1, 3.2, 3.3) VLE will be used to provide access to online resources, lecture notes & external links to websites of interest. Labs and practicals will be held, if appropriate, to acquire new skills. 'Work-based learning' consists of opportunities to participate in practice, enhance acquisition of skills and gain competence. Competence will be assessed by an identified practice mentor . Formative assessment and feedback will be provided electronically at individual tutorials, will facilitate reflection and student self-assessment. LO 2.1, & 3.2, 3.3 are assessed LO 1.1, 1.2, & 3.3 are assessed by the presentation. LO 1.1 & 1.2, 2.1, 3.2 & 3.3 are assessed by the coursework assignment.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	2000 word assignment which critically evaluates a 'case history' taken from the students' clinical environment	N/A	75%
Summative	Presentation	Seminar Presentation focused on Pathophysiology/Pharmacology of chosen case	15 mins	25%
Summative	Clinical Assessment	Completion of competency outcomes as defined in practice	N/A	0%

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.

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