

Module Details	
Module Title	Cardiovascular Respiratory Practice
Module Code	PAR5012-B
Academic Year	2022/3
Credit Rating	20
School	School of Allied Health Professions and Midwifery
Subject Area	Physiotherapy and Rehabilitation
FHEQ Level	FHEQ Level 5
Pre-requisites	
Co-requisites	

Contact Hours	
Type	Hours
Online Lecture (Asynchronous)	22
Seminars	32
Practical Classes or Workshops	8
Independent Study	138

Availability	
Occurrence	Location / Period

Module Aims

To enable the student to assess and manage people with cardiovascular and respiratory conditions using a person-centred, problem-solving approach.

To appreciate the wide variety of healthcare settings a diverse client base may require.

To develop evidence-based physiotherapy skills, across acute care to self care settings, including health promotion, rehabilitation, acute and long-term condition management.

Students to acquire the relevant knowledge to develop these skills and in doing so prepare them for placements undertaken as part of the work-based learning modules

Outline Syllabus

Epidemiology and aetiology of cardiovascular and respiratory conditions.
Pathophysiological changes in the cardiovascular and respiratory systems in relation to clinical manifestations and developmental/ physiological changes throughout the age range.

Assessment and examination of the individual with simple and complex cardiovascular and respiratory illness in a variety of settings.

Physiotherapeutic management of cardiovascular and respiratory illness from acute through chronic to end stage disease & end of life management based upon a problem-solving approach.

The application of evidence-based practice of physiotherapy within the context of wider management plans including ceilings of treatment.

Psychological and social effects of simple and complex cardiovascular and respiratory disease.

Moral and ethical issues associated with the management of people with cardiovascular and respiratory conditions, including application of the NHS constitution and escalating concerns.

Health promotion including: exercise prescription, smoking cessation & basic nutritional advice.

Basic awareness of pharmacological treatments.

Patient Safety.

Documentation.

Professional standards.

Role of the MDT.

Learning Outcomes	
01	1.1 Relate clinical presentations to underlying pathophysiology, recognising adherence and formulating ideas regarding deviation from the expected clinical picture. 1.2 Demonstrate an understanding of the physiotherapist's role working within a multi-professional team to manage of people with cardiovascular and respiratory conditions. 1.3 Demonstrate an understanding of the physiotherapist's role in promoting health and wellbeing in people with cardiovascular and respiratory conditions . 1.4 Demonstrate understanding of the underlying pathophysiology and physiotherapy management of CVR conditions.
02	2.1 Analyse and interpret the multisystemic and psychosocial assessment findings of patients with cardiovascular or respiratory illness to formulate patient-centred problem lists. 2.2 Discuss key pathologies and associated problems and how these interplay with one another to enable identification and explanation of best treatment options. 2.3 Devise a research informed and person centred physiotherapy management plan. 2.4 Demonstrate understanding of the underlying pathophysiology and physiotherapy management of CVR conditions.
03	3.1 Utilise advanced problem-solving skills. 3.2 Apply written communication skills. 3.3 Access and retrieve information from case notes to inform reasoning and management. 3.4 Apply the principles of the NHS Constitution in caseload management.

Learning, Teaching and Assessment Strategy
Pathophysiology, treatment and management options will be covered by a research informed blended learning approach including use of technology enhanced learning; traditional and online lectures, seminars, tutorials, practical sessions, and directed study LO 1.1, 1.2,1.3, 2.3. Moral, ethical and psychosocial factors will be integrated throughout. The focus of the teaching will be to engage the students in a problem-solving approach to interpreting multi-system and psychosocial assessment. This will be achieved by undertaking scenario-based problem-solving using simulation and role play, service user involvement and videos LO1.1, 2.1, 2.2, 3.1. Learning activities will be designed to foster a collaborative and active learning approach. Formative assessment and feedback will be available at individual/group tutorial sessions and electronic communication to facilitate reflection, preparation for summative assessment and self-assessment.

Assessment mode 1 will assess LO 1.4 and will involve continuous web-based assessment to encourage engagement and learning throughout. Assessment mode 2 will require students to undertake a final written exam to bring together all the learning to demonstrate that all elements of the learning outcomes have been achieved and will assess LOs 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3.

Mode of Assessment				
Type	Method	Description	Weighting	
Summative	Examination - MCQ	Open book MCQ Continuous Online/Supp: Open book MCQ exam (1 Hour)	1 hour	20%
Summative	Examination - Closed Book	Case-based scenario exam (3 Hours) (Must pass 40%)	3 hour	80%

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.