

University of the West of Scotland

Module Descriptor

Session: 2023/4

Title of Module: Anatomy, Physiology and Pathophysiology in Advanced Practice

Code: NURS11142	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
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School: School of Health and Life Sciences

Module Co-ordinator: Elizabeth Rooney

Summary of Module

This module will provide learners with critical understanding and knowledge of anatomy, physiology and pathophysiology (within the identified field of practice: Adult, Mental Health, Child or Neonate).

The module will build on students' previous knowledge and further develop essential skills to explore, analyse and critically evaluate contemporary evidence across the life span in advanced practice.

Indicative content

Normal anatomy and physiology of major body systems
 Concepts of disease processes
 Physiology and pathophysiology of diseases and systems

This module is delivered over one academic term.

The above skills acquisition contributes to the development of the **UWS Graduate Attributes: Universal** critical thinking, analytical, inquiring, collaborative, research-minded and socially responsible; **Work Ready** knowledgeable, digitally literate, effective communicator, motivated, potential leader; and **Successful** autonomous, incisive, creative, resilient and daring.

- Enhance students understanding of anatomy and physiology of major body systems
- Enhance students understanding of the pathological processes in common conditions
- Enhance understanding of the relevance of findings from clinical examination

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

On line with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module DeliveryThe module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
✓		

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Demonstrate extensive, detailed critical knowledge and understanding of the structure and function of the major body systems.
- L2. Critically interpret the integration of complex physiological mechanisms.
- L3. Critically interpret the integration of complex pathophysiological mechanisms.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Demonstrating critical knowledge and understanding of the physiology and pathophysiology of the neonate, child or adult appropriate to own discipline.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Critically reflecting on one's own knowledge base and understanding in relation to pathophysiology.
Generic Cognitive skills	SCQF Level 11. Critically reviewing, consolidating and extending theoretical knowledge. Utilising critical analysis, evaluation and synthesis in the application of evidence based practice.
Communication, ICT and Numeracy Skills	SCQF Level 11. Demonstrating critical analysis and judgement in the interpretation, use and evaluation of appropriate pathophysiology. Critically evaluating a wide range of numerical and graphical data obtained from patient monitoring which impacts on physiological conditions.

Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Demonstrating leadership and initiative through utilisation and application of knowledge within a multidisciplinary context.</p> <p>Critically evaluating the need for interprofessional working to provide holistic care applicable to own discipline.</p> <p>Demonstrating the ability to act as a role model through academic and professional knowledge and skills applied directly at practice level.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>This module will consist of online materials delivered via virtual learning environment (VLE); this includes a variety of teaching materials to support self-directed learning. Opportunities for formative feedback and module materials will be released on a staged basis.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	10
Asynchronous Class Activity	40
Independent Study	150
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>McCance, K. and Huether, S. (2022). The Biologic Basis for Disease in Adults and Children. 9th Ed. St.Louis: Elsevier.</p> <p>Tortora, G. and Derrickson, B. (2020). Principles of Anatomy and Physiology. 16th Ed. New Jersey: Wiley</p> <p>Blows, W.T. (2016). The Biological Basis of Mental Health. 3rd Ed. Abingdon: Routledge</p>	

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery & Specialist Nursing L9-11
Moderator	Kim Moore
External Examiner	R Sandhu
Accreditation Details	N/A
Changes/Version Number	2 Summary of Module updated and minor text corrections Core texts : reviewed & updated

Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessments are available throughout the delivery of the module.

Summative assessment: online class test (100% weighting).

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	100	2
	Combined Components			Total	For All
				100%	2 hours

Footnotes

A. Referred to within Assessment Section above B.
Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality health care.

Within the module, quality of care, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective students and students.
- Promotion of confidence and knowledge of their rights as a student and employee.
- Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the module is also central to meeting commitments.

Further detail is available in the specific section of the Programme Specification.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)