

Session: 2022/23

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Title of Module: Integrated Human Development			
Code: NURS11154	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Nick Fuller		
Summary of Module			
<p>This is a shared module between adult and mental health fields and reflects the Biosciences In Nurse Education Framework. This module introduces and develops the student's knowledge of anatomy, physiology and health. There will be a focus on applied pathophysiology and pharmacology to develop an understanding of clinical management relevant to the student's field of practice. The partnership between biosciences and nursing in this module will develop the skills of the student, in using bioscience to underpin clinical assessment and decision making. A range of clinical skills as outlined in Annexes A and B of the NMC Standards of Proficiency for Registered Nurses will be developed through simulation to provide the student with confidence and competence prior to commencing practice learning experience.</p> <p>The Scottish Infection Prevention and Control Education pathway (SIPCEP) will be undertaken to enable students to continuously improve their knowledge and skills around infection prevention and control as part of their role in safeguarding the public.</p> <ul style="list-style-type: none">• The module content will reflect the BSc Pre-registration programmes content for Health and Human Development 1 and 2 modules and will include risk factors, immunology, vaccination, herd immunity, microbiology and genomics.• SIPCEP - Foundation level will be studied to prepare the student for their role in preventing infection. Students will also be introduced to the concept of sepsis assessment and management in this module.• Medicine management and pharmacology will also be studied and related to specific conditions. This module will include the promotion of concordance and digital health literacy. This module will include a formative safemedicate assessment which will be reviewed by the personal tutor at the end of Part 1 review.• Specific Annexe A & B skills for this module are detailed in the programme skills schedule and preload is related to assessment - technical skills and history taking communication skills such as questioning, summarising, clarification and re-framing. The application of principles of assessment with comorbidities, whole systems thinking and clinical decision making in care scenarios utilising communication and nursing process to support simulation will also be addressed.• Academic support and development will be offered as part of the Tutorial/Synchronous Support activity and Personal Development Planning.• Programme threads of Dementia, Palliative and End of Life Care and Trauma will inform the module content.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The 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)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Evidence an in-depth knowledge of human anatomy, physiology and pathophysiology, including the principles of pathogenesis and clinical manifestations across the lifespan.</p> <p>L2. Integrate key physiological and cognitive processes and their relevance to safe nursing practice.</p> <p>L3. Evidence a comprehensive understanding of the principles of microbiology and the prevention of infection.</p> <p>L4. Critically apply principles of medicine management, pharmacology, promotion of concordance and health literacy.</p>	
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:

<p>Knowledge and Understanding (K and U)</p>	<p>SCQF Level 11. The nature and purpose of scientific enquiry. Developing knowledge of life sciences and its relevance to nursing.</p> <p>Human development and physiological changes across the lifespan.</p> <p>Knowledge and understanding of core anatomy, physiology, pharmacology and pathophysiological processes together with the clinical application of these concepts.</p> <p>Concepts common to both adult and mental health fields include: pathophysiological processes caused by altered circulation and genetics. Other relevant concepts may include knowledge and understanding of the pathophysiological processes relating to the stress response and pathophysiology related to a range of common physical conditions.</p>
<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF Level 11. Application of knowledge of physiological processes to safe nursing practices.</p> <p>Application of knowledge, skills and understanding to pharmacology and medicines management.</p>
<p>Generic Cognitive skills</p>	<p>SCQF Level 11. Developing investigative problem solving and decision making skills.</p> <p>Interpretation of clinical data.</p> <p>Critical analysis of evidence, e.g. in relation to assessment, investigation or management.</p> <p>Using a range of approaches to formulate and critically evaluate evidence-based responses to common pathophysiological processes.</p>
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF Level 11. Engage with a range of technologies to enhance independent learning.</p> <p>Develop a range of communication and interpersonal skills.</p> <p>Use a range of numerical skills in relation to physiological and pharmacological processes.</p> <p>Understanding of medical and nursing terminology linked to professional communication.</p> <p>Using and evaluating numerical and graphical data in the context of clinical assessment, investigations and management.</p> <p>Using numeracy in the context of safe medicines management.</p> <p>Conveying complex information for a range of purposes.</p>
<p>Autonomy, Accountability and Working with others</p>	<p>SCQF Level 11. Developing self confidence and self efficacy.</p> <p>Developing professional accountability and an appreciation of their role within the multi-disciplinary team.</p>

	Taking the lead on planning and prioritisation in simulation and class based applied discussion.	
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>The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes as outlined in "I am UWS" See link: https://www.uws.ac.uk/current-students/your-graduate-attributes/</p> <p>Specifically, completion of the laboratory and workshop activities develop skills in critical thinking, self- reflection, collaboration, problem-solving, and communicating effectively. Completion of the SIPCEP infection control materials will contribute to employability.</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>
Lecture/Core Content Delivery	14
Tutorial/Synchronous Support Activity	14
Laboratory/Practical Demonstration/Workshop	20
Asynchronous Class Activity	35
Independent Study	110
Personal Development Plan	7
	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>Barber, P. and Robertson, D. (2015) Essentials of Pharmacology for Nurses. 3rd ed. Maidenhead: Open University Press.</p> <p>Mutsatsa, S. (2011) Medicines Management in Mental Health Nursing: Learning Matters. London: Sage Publications Ltd.</p> <p>Mwebe, H.(2018) Psychopharmacology: A mental health professionals guide to commonly used medications. Critical Publishing.</p>	

Pears, R. and Shields, G. (2019) Cite Them Right: the essential referencing guide. 11th Ed. London: Red Globe Press / Macmillan International Higher Education.

Peate, I. and Nair, M. (2017) Fundamentals of anatomy and physiology for nursing and healthcare students. 2nd ed. Chichester: John Wiley and Sons.

Waugh, A. and Grant, A. (2022) Ross and Wilson Anatomy and Physiology in Health and Illness. 13th ed. London: Churchill Livingstone.[Core text]

(**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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

Supplemental Information

Programme Board	Adult Nursing & Healthcare
Assessment Results (Pass/Fail)	No
Subject Panel	Nursing & ODP Programmes
Moderator	Iris Wilson
External Examiner	J Keeling
Accreditation Details	NMC
Version Number	1.07

Assessment: (also refer to Assessment Outcomes Grids below)

Students will write an essay informed by ePortfolio (TURAS) activities to demonstrate application of biosciences and SIPCEP knowledge to safe and effective practice. (2250 words) A minimum pass of 50% is required for this component which makes up 50% of the overall module result.

A 1.5 hour on-line life science class test. A minimum pass of 50% is required for this component which makes up 50% of the overall module result.

(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.)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Essay		✓		✓	50	0
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Class test (written)	✓		✓		50	1.5
Combined Total For All Components					100%	1.5 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

This module is appropriate for all students. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39)

The School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements.

[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)