

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Status: Published

Title of Module: PS: Health & Human Development 2
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Code: PARA08003	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	William Hendry		

Summary of Module

This module will deepen 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. In this module students will develop the skills through using bioscience to underpin clinical assessment and decision making.

The module will focus on the application of the following:

- Anatomy, physiology & homeostatic mechanisms
- Pathophysiology
- Pharmacology and genomics

The module will take a whole person approach to the understanding of:

- The physiological basis for assessment and investigation
- The integration of knowledge of pathophysiological processes in clinical decision making, including medicines administration.

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

Online 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 Delivery

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided
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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. Apply understanding of pathophysiological processes to the assessment and management of people's health.</p> <p>L2. Relate key concepts from the biosciences to a specific field of practice.</p> <p>L3. Explain the principles of pharmacology in relation to disease processes.</p> <p>L4. Demonstrate understanding of principles that promote decision making, concordance and management of medication.</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:
Knowledge and Understanding (K and U)	<p>SCQF Level 8.</p> <p>Developing knowledge and understanding of core anatomy, physiology, pharmacology and pathophysiological processes together with the clinical application of these concepts.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Applying knowledge, skills and understanding to discipline specific practice e.g. medicines management</p> <p>Applying understanding of pharmacology to discipline specific medicines management.</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Interpreting clinical data</p> <p>Critically analysing 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>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8.</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>
Autonomy, Accountability and Working with others	<p>SCQF Level 8.</p> <p>Taking the lead on planning and prioritisation in simulation and class based applied discussion.</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>The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes:</p> <ul style="list-style-type: none"> • Universal: Inquiring, analytical • Work-ready: Knowledgeable, digitally literate, problem solver • Successful: Creative, driven <p>The integrated model of science and health professional within the module will build skills in inquiry, analysis and critical thinking. Ultimately, Health & Human Development 2 will contribute to the co-production of paramedics who will be fit for practice, work ready and successful in any context.</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	18
Tutorial/Synchronous Support Activity	18
Laboratory/Practical Demonstration/Workshop	36
Asynchronous Class Activity	42
Independent Study	174
Personal Development Plan	12
	300 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>Betts, J.G., Desaix, P., Johnson, J.E., Korol, O., Kruse, D., Poe, B., Wise, J., Womble, M.D. and Young, K.A. 2013. Anatomy and Physiology. Openstax: Texas</p> <p>Tortora, G.J., Derrickson, B. (2017) Tortora's principles of anatomy & physiology. New Jersey: Wiley</p> <p>Hammer, G.D. and McPhee, S.J. (Eds). (2018) Pathophysiology of Disease: An Introduction to Clinical Medicine. 8th Ed. McGraw Hill: London.</p> <p>McFadden, R. 2019. Introducing pharmacology: for nursing and healthcare. Routledge: London.</p> <p>Class Professional Publishing (2021) JRCALC Plus App inc. SAS Guidelines v1.2.17 [Mobile Application Software]</p> <p>Association of Ambulance Chief Executives; Joint Royal Colleges Ambulance Liaison Committee. (2019) JRCALC Clinical Guidelines 2019. Bridgewater: Class Professional Publishing</p> <p>Till, C.(2021) Clinical ECGs in Paramedic Practice. Bridgewater: Class Professional Publishing</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](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Attendance at synchronous sessions (lectures, workshops, practical, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Supplemental Information

Programme Board	Biological Sciences and Health
Assessment Results (Pass/Fail)	No
Subject Panel	Health L7-11
Moderator	Mathilde Polonceaux
External Examiner	M Willis
Accreditation Details	This module is part of the BSc Paramedic Science programme; approved by Health & Care Professions Council (HCPC)
Changes/Version Number	2 Assessment hours updated. Learning hours updated. Equality and Attendance Statements added. Updated MC and Moderator.

Assessment: (also refer to Assessment Outcomes Grids below)

An online class test (100% weighting)

Completion of JRCALC assessment passed at 100% (0% 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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	✓	100	1.5

Component 2

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)		✓	0	1.5
Combined Total For All Components			100%	3 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

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

Please refer to the UWS Equality and Diversity Policy at the following link: [UWS Equality and Diversity Policy](#)

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