MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Pathophysiology and pharmacology for Advanced Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>66-7607-00S</td>
</tr>
<tr>
<td>CREDITS</td>
<td>30</td>
</tr>
<tr>
<td>LEVEL</td>
<td>7</td>
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<tr>
<td>JACS CODE</td>
<td></td>
</tr>
<tr>
<td>SUBJECT GROUP</td>
<td>Health &amp; Wellbeing</td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>Nursing &amp; Midwifery</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Andrew Kirke</td>
</tr>
<tr>
<td>DATE APPROVED</td>
<td>May 2016</td>
</tr>
</tbody>
</table>

MODULE STUDY HOURS (based on 10 hours per credit)

<table>
<thead>
<tr>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>N/A</td>
<td>252</td>
<td>300</td>
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</table>

MODULE AIM

This module aims to develop your skills in the critical appraisal of pathophysiology and pharmacology, relevant to those service users presenting with often undifferentiated and undiagnosed or complex medical conditions encountered.

MODULE LEARNING OUTCOMES

By engaging successfully with this module you will be able to:

<table>
<thead>
<tr>
<th>LO Ref</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Critically appraise the pathophysiology and disease processes related to potential co-morbid presentations.</td>
</tr>
<tr>
<td>2</td>
<td>Select and judiciously apply appropriate methods to identify a range of differential diagnosis.</td>
</tr>
<tr>
<td>3</td>
<td>Critically evaluate the impact of pharmacological interventions upon the patients continuing health, safety and wellbeing.</td>
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</tbody>
</table>

INDICATIVE CONTENT

- Pharmacology, pharmacokinetics and pharmacodynamics
- Understanding & Developing Patient Group Directions (PGD's)
- Pharmacology of commonly prescribed drugs,
- Understanding the effects of polypharmacy
- Adverse drug reactions
- Pathophysiology of chronic conditions
- Differential diagnosis
- Common chronic conditions and co morbidities
- Clinical Decision Making in relation to Pharmacology
The LT strategy aims to build on theoretical knowledge and understanding to develop safe and effective practitioners. Delivery of module content will occur alongside practical experience to support the application to practice and experiential learning. Active learning, peer and tutor feedback as well as facilitated reflection are methods that will underpin delivery.

Student-directed learning is a central component of the module and is used to encourage you to explore topics in further detail and reflect upon your own practice. You will be expected to interact with the research evidence and literature, to critically reflect upon your experiences and skills development and progress your own knowledge and skills. You will also be expected to maintain a reflective portfolio of learning in which you prepare case studies and material (as directed by tutor) for discussion within seminars. This can also be used to support on-going professional development.

Essential to this is the delivery of the concepts and theories that underpin diagnostic reasoning, team working and the ability to deliver safe medical practice when working within a complex healthcare system. Relevant content will be delivered in a number of ways and/or formats, for example; via keynote lectures, interactive seminars/online resources and practical workshops.

A discursive approach will be used to explore knowledge-based content encouraging you to evaluate and challenge your practice. This will be achieved using facilitated debrief seminars in which cases are analysed to explore the application of evidence based principles, current best practice and potential sources of risk and diagnostic error. The use of problem-based learning and adaptive case scenarios will support the ongoing development of clinical reasoning, the reinforcement of positive values and application to your own practice. The ability to undertake self-assessment and reflect on your own performance within a peer group environment encourages problem solving, openness, the willingness to recognise personal limits and the essential requirement to seek guidance and supervision appropriately.

Interactive online discussions can be used to facilitate peer support, shared learning and review the application of theory within practice and how clinical competence is demonstrated through the collection of appropriate evidence.

The Virtual Learning Environment (VLE) will be used prior to the start of the module to introduce the content, structure and assessment strategy of the module. In addition, the VLE will be used as an interactive working environment in support of the module:

- to facilitate collaborative and group working
- as a repository for information
- to facilitate learning activities
- to provide links to internal and external learning resources
- to facilitate assessment activities
- to feedback information to students on assessment for learning and other activities
- to encourage learner autonomy
The Blackboard site for the module will be used for all the above points as a means of facilitating your learning and communication.

You will be supported in your learning, to achieve the above outcomes, in the following ways:

**Lectures** will identify key information and provide a means for the delivery of core information. Blended e learning, face to face lectures and seminar, with some keynote lectures to support directed self study.

**Group work** – small group work to facilitate further research and understanding of pathophysiology and assessment in the format of problem based service user case studies.

**Student-directed learning** activities include helping you to undertake further work in areas you find challenging. There will also be opportunity for you to work on your own personal exploration of issues relevant to the module content.

**Formative Assessment activities** will assist you in identifying knowledge and concepts that you understand, as well as those areas that require further research. These will include e-tivities, mini case studies & drug calculations etc., for which timely feedback will be provided.

### ASSESSMENT TASK INFORMATION

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration**</th>
<th>In-module retrieval available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Case Study</td>
<td>CW</td>
<td>100%</td>
<td>3000 words</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>OSCE</td>
<td>PR</td>
<td>Pass/Fail</td>
<td>30 Min</td>
<td>Y</td>
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</table>

Task 1: Case study - This case study will enable you to critically analyse and reflect upon the management of a case study given to you. You will be asked to focus upon relevant pathophysiology and disease processes and where your enhanced skills will play a part in the holistic assessment, diagnosis and treatment of this patient.

Task 2: Objective Structured Clinical examinations - Your OSCE's will be structured around your case study following a further development in the patients’ presentation. You will be assessed on your assessment and planed management of this patient.

### FEEDBACK

The feedback that you receive on the results of your work provides a further learning opportunity. You will receive feedback on your performance in the following ways;

- In course peer and tutor feedback when you are involved in group tasks.
- Post submission of assignment via a written format with annotations on your assignment with an additional electronic feedback sheet.
- You will receive further comments on formative and summative assessment activity in either a verbal, electronic or written form.

The feedback you will receive will be constructive, timely and aimed at further developing your learning. It will provide information about your performance in relation to each assessment criterion and indicate what you may need to do to address particular issues. It will:
• provide information about your performance in relation to each assessment criterion
• indicate what you may need to do to address particular issues

Assignments will normally be marked and moderated within the universities current regulations.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Suggested reading


CENTRE FOR WORKFORCE INTELLIGENCE (CFWI). (2012). Workforce risks and Opportunities. Woking, Mouchel management Consulting Limited.


http://www.nhsemployers.org/The-Francis-Inquiry/Pages/Francis.aspx


**Web Resources**


Clinical Knowledge Summaries - NICE [online] http://cks.nice.org.uk/

Summery of Product Characteristics [online] https://www.medicines.org.uk/emc/

Patient Group Directions [online] https://www.nice.org.uk/guidance/mpg2
The NICE BNF and BNFC apps [online]  https://www.nice.org.uk/about/what-we-do/nice-apps-for-smartphones-and-tablets

ELFH (e learning for health) [online]  http://www.e-lfh.org.uk/home
SECTION 2  MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>NEW MODULE</td>
<td>Y</td>
</tr>
<tr>
<td>EXISTING MODULE - NO CHANGE</td>
<td>N</td>
</tr>
<tr>
<td>Title Change</td>
<td>N</td>
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<tr>
<td>Level Change</td>
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</tr>
<tr>
<td>Credit Change</td>
<td>N</td>
</tr>
<tr>
<td>Assessment Pattern Change</td>
<td>N</td>
</tr>
<tr>
<td>Change to Delivery Pattern</td>
<td>N</td>
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</table>

Date the changes (or new module) will be implemented

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module.
If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

<table>
<thead>
<tr>
<th>Course Intake 1</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tbody>
<tr>
<td></td>
<td>03/03/2017</td>
<td>23/05/2017</td>
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Is timetabled contact time required for this module?  Y

Are any staff teaching on this module non-SHU employees?  N

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?

MODULE ASSESSMENT INFORMATION
Indicate how the module will be marked

| *Overall PERCENTAGE Mark of 50% | Y |
| *Overall PASS / FAIL Grade     | N |

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS
Will any sub-tasks (activities) be used as part of the assessment strategy for this module?  N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK
According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)  Task No. 2

NON-STANDARD ASSESSMENT PATTERNS
MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 50%.

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.

REVISIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
</tr>
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<tbody>
<tr>
<td>May 2016</td>
<td>Confirmed in MSc Advanced Clinical Practice validation</td>
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