

Module Details	
Module Title	Applied Pathophysiology and Pharmacology in Acute and Long Term Conditions for Advanced Practitioners
Module Code	NUR7078-C
Academic Year	2024/5
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Lectures	15
Work based learning	150
Tutorials	25
Directed Study	110

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
To develop and evaluate knowledge of general principles of pathophysiology and pharmacology that can be applied to your area of specialist practice, and to develop and evaluate knowledge of common conditions that may co-exist with conditions of your specialist area. To synthesise theory and knowledge in pathophysiology and pharmacology to critically appraise the assessment and management of patients within your area of specialist practice.

Outline Syllabus
Key pathophysiological processes such as inflammation and infection will be studied. The pathophysiology and pharmacology of respiratory diseases (COPD and asthma), cardiovascular diseases (coronary artery disease, heart failure), diabetes, mental health conditions, acute kidney injuries, chronic kidney disease, and sepsis will be examined.

Learning Outcomes	
Outcome Number	Description
01	Apply, critically analyse, and evaluate the literature related to the underlying pathophysiology of identified conditions.
02	Apply, critically analyse, and evaluate the literature related to the pharmacological management of identified conditions.
03	Justify the assessment, planning and management of patients with complex conditions through a critical application of pathophysiology and pharmacology in your area of practice.
04	Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs to develop clinical practice.
05	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing care.

Learning, Teaching and Assessment Strategy
<p>Research-informed key lectures be delivered to provide students with the opportunity to acquire knowledge and develop conceptual understanding (LOs 1, 2 and 3).</p> <p>Seminars and group learning will be used to facilitate teacher/learner/peer dialogue, interprofessional discussion, and further develop and challenge conceptual understanding (LOs 1, 2, 3, 5 and 6).</p> <p>Directed Study provides students with the opportunity to undertake reading, participate in enquiry-based learning, address individual learning needs, and contextualise learning to the students own area of practice (LOs 1, 2, 3, 4, 5).</p> <p>The Virtual Learning Environment will be used to provide access to online resources, lecture notes and external links to websites of interest.</p> <p>Work-based learning consists of opportunities to participate in practice, enhance acquisition of skills.</p> <p>Formative assessment and feedback will be provided at individual seminars to facilitate reflection and student self-assessment.</p> <p>Formative quizzes will cover weekly topics and team-based learning will support preparation for assessment by offering students an opportunity to develop and test their knowledge prior to submitting summative assessment.</p> <p>LOs 1 and 2 are assessed by the MCQ assessment.</p> <p>LOs 1, 2, 3 and 4 are assessed by the coursework assignment.</p> <p>LOs 4 and 5 are assessed by the Clinical Competency assessment.</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Written	2500 word assignment to critically evaluate a case history taken from the an appropriate clinical environment Must Pass	70%
Summative	Examination - MCQ	MCQ exam (Must Pass)	30%
Summative	Clinical Assessment	Completion of competency outcomes as defined in practice (Must Pass)	0%

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.

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