



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Supporting Patients with Atopic Disease				
Module Code	UZTRWE-15-3	Level	3	Version	1
UWE Credit Rating	15 credits	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Life Sciences	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery	Module Type	Project		
Contributes towards	BSc (Hons) Nursing				
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	Supporting patients with Atopic Disease UZTRWF-15-M	Module Entry requirements	none		
Valid From	January 2015	Valid to	January 2021		

CAP Approval Date	20/11/2014
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Part 2: Learning and Teaching						
Learning Outcomes	<p>On successful completion of this module and its assessment students will be able to:</p> <ul style="list-style-type: none"> Critically discuss how the presenting signs and symptoms of common respiratory and dermatological conditions observed within clinical practice relate to altered(ing) anatomy and patho-physiology. (Component A) Consider how atopic physical disease can influence perception of self, impact upon body image and psychological wellbeing including acceptance within groups, career aspirations and the influence upon/with family and carers, across the lifespan. (Component A) Analyse and assess the clinical needs of atopic patients e.g. those with asthma, or chronic dermatitis/eczema - by referring to a case study (examples will be identified within the module) (Component A) Critically evaluate how you can influence service provision and clinical care for your client group. (Component A) Utilise a variety of assessment tools in identifying atopic patients' needs. (Component A) Apply reflective critical tools to help develop practice (or their future practice opportunities) to increase their skills required to care for atopic patients and their carers. (Component A) 					
Syllabus Outline	<p>It is anticipated that each day will have components of the following elements:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>Pathophysiology</td> <td>Assessment</td> <td>Management</td> <td>Psychology of self</td> </tr> </table>		Pathophysiology	Assessment	Management	Psychology of self
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		Skills	approaches	
Day One	Immunological expression as a concept of genetic disease, the influence of perigenetics – epigenetics, environment and development upon immunological function. Immunological systems role in inflammation, IgE immunological response – cytokines and Th receptor, Filaggrin and gene mutation.			Acknowledgement that atopic disease directly informs life choices (such as occupation, friendship groups), location of home, work, inclusion within social settings, exclusion from opportunities, future career planning, expense of managing atopic disease
Day Two	Patho-physiology of the respiratory system. The structure and function of the cardio vascular and respiratory system. Pathology of respiratory disease e.g. asthma and Allergic component of Chronic Obstructive Pulmonary Disease, cystic fibrosis, upper airway cough syndrome, allergic rhinitis.	A range of methods for assessing patients with asthma, hay fever (allergic rhinitis), rhinitis.	Adopting suitable approaches to assessment. Acknowledging that these may be influenced by patient/service user's: age, social background, cultural and religious beliefs, health care setting, other diagnosed conditions, mental wellbeing and capacity to understand and engage with treatment regimens.	
Day Three	Patho-physiology of the skin. The structure and function of the skin including its role in thermoregulation, barrier to environmental opportunistic infections. Pathology of skin disease e.g. atopic eczema, contact dermatitis, contact allergy testing for Type IV allergic disease. Triggers – allergens endogenous versus exogenous disease.	A range of methods for assessing patients with, eczema, contact dermatitis.	Adopting suitable approaches to assessment. Acknowledging that these may be influenced by patient/service user's: age, social background, cultural and religious beliefs, health care setting, other diagnosed conditions, mental wellbeing and capacity to understand and engage with treatment regimens.	
Day Four			Non-pharmacological approaches such as exercise prescription, smoking cessation, and management of breathlessness, reduction of allergens, lifestyle changes, wellbeing sessions, counselling, motivational interviewing, habit reversal, bandaging/wrapping, dust mite reduction techniques, stress reduction/relaxation, complementary therapies.	Understand how living with atopic disease can influence: concept of self, quality of life, perception of body image; influence upon physical, emotional and psychological development.

	Day Five		<p>Effective patient assessment, the nurse's role in promoting patient/service user person centered management. Including the nature of consultation, history taking, the influence of the nurse's role, such as consultation style, shared decision making, patient empowerment. Importance of holistic assessment, i.e. physical assessment, social circumstances, family history, family dynamics, occupational related factors, predisposition to allergic disease, patient's personal health beliefs. Addressing patient focused concerns, ensuring that they have an understanding of the common possible triggers.</p>	<p>A range of interventions for facilitating self-management for patients/service users with atopic disease including pharmacological protocols, delivery systems – inhalers, nebulisers and oxygen therapy, submucosal treatments, topical treatment regimens including emollient therapy, topical steroids and immune-modulatory drugs, systemic therapy, ultraviolet light treatment, patient advocacy in promoting effective prescribing.</p>	<p>Variable episodic nature of condition(s) and how this can influence daily activities, social interactions across a range of environments such as at school, work, personal private life and care provision.</p>
Contact Hours	<p>This module will be delivered using a combination of seminars, small group work, lectures, supported and guided individual learning opportunities.</p> <p>Contact time will also involve a synchronous use of email discussion groups, Blackboard discussion forums, virtual learning worlds and other virtual form rather than face-to-face contact.</p>				
Teaching and Learning Methods	<ul style="list-style-type: none"> • Each day will be a combination of formal taught sessions and clinical skill based activities. Each day can be taken separately as Master classes • You will be expected to engage with pre-reading which will be identified to you via BlackBoard and to undertake some preparatory work for some of the seminars. Participation in small group activities, presentation of case studies and discussion will be expected within the seminars. • 14 hours of your time will involve additional information finding, discussion with peers, reflection upon your professional practice and using the online resources to develop your critical reflective practice. <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p>Independent learning and E learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion, and accessing electronic resources. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>				
Key Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable</p>				

Sets Information	<p>sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="432 241 1345 633"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Coursework: project</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="544 943 1238 1173"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p>Core readings. It is essential that students read one of the many core texts available through the library. The module guide will reflect the range of reading to be carried out.</p> <p>Further readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be encouraged to read widely using the library searching strategies, bibliographic and full text data bases and internet resources. Many sources can be accessed remotely.</p> <p>Access and skills. Building upon the development of literature searching skills firmly established within the curricula in years one and two.</p>																														
Indicative Reading List	<p>Indicative Reading</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification.</p> <p>Coulter, A. (2011) <i>Engaging Patients in Healthcare</i> [online] Oxford: Oxford University Press. [Accessed 14 November 2014].</p> <p>Durham, R, S., .ed. (2015) <i>ABC of Allergies</i>. 2nd ed. Oxford: Wiley-Blackwell.</p> <p>Gawkrodger, D., and Arderm-Jones, M, R. (2012) <i>Dermatology: an illustrated colour text</i>. [online]. 5th ed. Edinburgh: Churchill Livingstone. [Accessed 14 November 2014].</p>																														

Graeme, P., Currie, John, F. and Baker, D. (2012) *Asthma*. [online]. Oxford: Oxford University Press. [Accessed 14 November 2014].

Journals

Thorax.
 British Journal Of Nursing.
 European Respiratory Journal.
 Journal of Advanced Nursing.
 The Lancet.
 New England Journal of Medicine.

Part 3: Assessment

Assessment Strategy

Strategy:

A 2000 word patchwork project based upon a case study identified within the module. This will contribute to 100% of module assignment marks. Project should include evidence considering the following:

- To include a critical discussion demonstrating how they would/could apply their knowledge regarding person centred assessment of atopic disease.
- Identifying actions that they would undertake and strategies required to support patients/families in the self -management of their condition.
- Clearly linking how some aspects of the management of the named condition relates to altered pathophysiology, and how this informs the treatment options.
- Evaluation of the importance of person centred care and meeting psychological needs.
- Critically reflecting and identifying areas for service improvement that they could implement.

To help support this patchwork project, you will be given opportunities within the module to construct aspects of your project assessment and submit them for review.

The teaching strategy develops your autonomous learning and this together with your individual preparatory work, and patchwork assessment opportunities will help you construct your project of evidence.

Identify final assessment component and element	Component A	
	A:	B:
% weighting between components A and B (Standard modules only)		
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2000 word project	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting

Description of each element	(as % of component)
1. 2000 word project	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	