**CORPORATE AND ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1: Basic Data | | | | | | |
|---|---|---|---|---|---|---|
| Module Title | Supporting patients with atopic disease | | | | | |
| Module Code | UZTRWF-15-M | | Level | M | Version | 1 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No | |
| Owning Faculty | Health and Applied 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 | UZTRWE-15-3 Supporting patients with atopic disease | | Module Entry requirements | none | | |
| Valid From | June 2016 | | Valid to | | | |

| CAP Approval Date | |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br>• Challenge and identify areas for personal/ practice development in relation to working with those who have atopic disease (Component A)<br>• Critically demonstrate understanding of the impact of atopic disease across the lifespan, (Component A)<br>• Critique the principal theories, concepts, policies and practices that influence delivery of health and social care for those with atopic disease. (Component A)<br>• Discuss and apply their understanding and knowledge of the pathophysiological changes that result in atopic disease and how this affects care, treatment options, partnership working and clinical decision making. (Component A)<br>• Critically appraise the evidence base that encourages a partnership approach with the person and their family / carers, to develop effective, innovative and collaborative practice. (Component A)<br>• Identify their role and personal development needs in evaluating, managing, analysing, assessing and planning the clinical care of a range of atopic patients. (Component A) |
| Syllabus Outline | **Pathophysiology**<br><br>Immunological expression as a concept of genetic disease, Immunological system's role in inflammation |

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| | Patho-physiology of the respiratory system, pathology of atopic respiratory disease<br>Patho-physiology of the skin, pathology of atopic skin disease<br>Endogenous versus exogenous disease.<br>Awareness of novel pathology affecting understanding of the immune system and its role in atopic conditions.<br><br>**Assessment skills**<br><br>Holistic patient/client assessment<br>A range of methods for assessing patients/clients with atopic conditions.<br>Identifying risk factors for the development of atopic conditions.<br><br>**Management approaches**<br><br>Nurses' role in promoting patient/client centred self-management of atopic conditions<br>Pharmacological management.<br>Non-pharmacological management.<br>Novel management approaches.<br>Awareness and application of guidelines, policy, research and service related factors that influence management.<br><br>**Psychological issues.**<br>Awareness of the psychological issues associated with variable episodic lifelong conditions.<br>Awareness of the impact of atopic conditions upon personal, emotional and psychological development and life choices. |
| Contact Hours | This module will be delivered using a combination of seminars, small group work, lectures, supported and guided individual learning opportunities.<br><br>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. |
| Teaching and Learning Methods | **Scheduled learning** includes lectures, seminars, tutorials, demonstration, practical classes and workshops.<br><br>**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion, and accessing electronic resources. |
| Key Information Sets Information | 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 sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. |

**Key Information Set - Module data**

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| *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 |

The table below indicates as a percentage the total assessment of the module which constitutes a -

| | **Coursework**: project |
| --- | --- |
| | 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: |

| 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 | **Core reading**<br><br>Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.<br><br>**Further reading**<br><br>Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.<br><br>**Access and skills**<br><br>The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. |
| Indicative Reading List | **Indicative reading list**<br><br>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. However, as indicated above, *current* advice on readings will be available via the module handbook.<br><br>Coulter, A., (2011) ebook Engaging patients in health care. Oxford: Oxford University Press<br><br>Durham, R, S., Editor. 2nd Edition, (2015) *ABC of Allergies.* Oxford: Wiley-Blackwell.<br><br>Gawkrodger, D., and Arderm-Jones, M, R., 5th Edition ebook (2012) *Dermatology: an illustrated colour text.* Edinburgh: Churchill Livingstone<br><br>Graeme, P., Currie, John, F., Baker, D., ebook (2012) Asthma. Oxford: Oxford University Press. |

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

| **Part 3:  Assessment** |
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| Assessment Strategy | **Strategy**: |
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| | A 2000 word project based upon a case study or client group from their own professional practice or identified within the module. Project should consider  the following: |
| | 1. A considered critique of the relevant policies, theories and evidence base relating to atopic disease. |
| | 2. Clearly linking how some aspects of the management of the named condition relates to altered pathophysiology, and how this informs the treatment options. |
| | 3. Critically evaluating and identifying areas for service improvement that they could implement together with suggestions/outline timeframe plus additional development/resources that they would need for these improvements to be made. |
| | 4. A discussion of how they would evaluate the service improvement strategy once implemented. |
| | To help support this project you will be given opportunities within the module run to construct aspects of your assessment and submit them for formative review. |

| Identify final assessment component and element | **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) |
|---|---|
| 2000 word project. | 100% |

| **Resit (further attendance at taught classes is not required)** |
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| **Component A**  (controlled conditions) **Description of each element** | **Element weighting** (as % of component) |
|---|---|
| 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. |
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