



MODULE SPECIFICATION

| Part 1: Information | | | |
|----------------------------------|---|---------------------------|-------------------------------|
| Module Title | Nursing 2 Physiology and pharmacology and public health | | |
| Module Code | UZTK89-30-1 | Level | 1 (FHEQ Level 4) |
| For implementation from | September 2019 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | Health and Applied Sciences | Field | Continuing Care Adult Nursing |
| Department | Nursing and Midwifery | | |
| Contributes towards | BSc (Hons) Nursing (all fields) | | |
| Module type | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description | |
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| <p>This module provides an overview of the main approaches and activities encompassed in health promotion, health education and improvement including theory, practice and policy. Including the ability to explore core aspects of health in relation to underpinning anatomy, physiology and pathophysiology.</p> <p>Health education, promotion and improvement can impact at individual, community, population and global levels. This module compares the different approaches within public health, enabling students to identify, examine and gain knowledge of the wider determinants of health, inequalities in health and the impact of health outcomes locally, nationally and internationally to address health education and health improvement to include; health protection, regulation and disease prevention.</p> <p>This module will use a range of learning and teaching strategies to support student learning and will include:</p> <ul style="list-style-type: none"> • Lectures • Scenario based teaching through interaction • Group work • Self-directed learning • Digital learning delivered through Blackboard and other virtual learning platforms <p>The teaching and content will be delivered by academics, service users and carers, and external partners from across the four fields of nursing.</p> | |

The indicative content of the module will focus on the Nursing and Midwifery (NMC) Future Nursing Standards (2018) with a particular focus on the NMC standards of proficiency and annexes in exploring the nature of care and practice. Content will include:

- Being an accountable professional
- Promoting health and preventing ill health
- Assessing needs and planning care
- Providing and evaluating care
- Leading and managing nursing care and working in teams
- Improving safety and quality of care
- Coordinating care

And two annexes.

- Communication and relationship management skills
- Nursing procedures

Part 3: Assessment: Strategy and Details

Assessment will be by way of a group presentation and a seen examination to support students in achieving the learning outcomes of developing political, historical, current knowledge, and critical thinking skills required of nurses. For example, models of public health will be included in the content to support the understanding of the different developments of public health which is informed by physiological and pathophysiological knowledge.

Formative assessments:

Student groups will be given the opportunity to give a 10 minute presentation outlining their chosen topic and will be given feedback immediately following the presentation by the module team and peers. The feedback may include comments and signposting to appropriate resources.

Further opportunities for formative assessment will include on-line multiple choice questions which will provide instant feedback for students in relation to their developing knowledge of anatomy, physiology and pathophysiology. The seminars will provide opportunities for students to apply physiology and pharmacology concepts to case studies from their field of practice.

Summative assessment:

Component A: A summative written exam (timed seen case study assessment) lasting 2 hours. The focus of the case study will be an exploration of physiology and pharmacology concepts related to a core public health challenge.

Component B: Using research and epidemiological data, student groups will identify a public health concern of choice and prepare and give a maximum 30 minute presentation designed to brief students on the nature of the public health problem that demonstrates a local/ national/global response to the problem. Examples that can be presented are:

- HIV
- Childhood obesity
- Homelessness
- Adult obesity
- Type 2 diabetes
- Pollution and the impact of air quality (Increased respiratory illnesses)
- Hypertension
- Coronary heart disease
- Mental health and wellbeing
- Learning disability and the impact on families

Students will be expected to provide a reference list at the end of the presentation as per university reference guidelines.

| Identify final timetabled piece of assessment (component and element) | Component B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------------|-----------------------|--------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|
| % weighting between components A and B (Standard modules only) | A: | | B: | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 50% | | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First Sit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Component A (controlled conditions) Description of each element | | | | Element weighting | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. 2 Hour Exam | | | | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Component B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Presentation – maximum 30 minutes | | | | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Resit (further attendance at taught classes is not required) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Component A (controlled conditions) Description of each element | | | | Element weighting | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. 2 Hour Exam | | | | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Component B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Presentation – maximum 30 minutes | | | | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Part 4: Learning Outcomes & KIS Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> Show an understanding of the influence of forces on local, national and international public health issues, appraising local, national and international responses to health issues such as pandemics and childhood obesity (Component B) Discuss the role of culture in determining health beliefs and practices in different communities (Component B) Evaluate the effectiveness of public health policy in relation to meeting targets and delivering effective interventions on the chosen public health issue (Component B) Demonstrate and apply knowledge of applied physiology and pharmacology and show understanding of its relevance to public health (Component A) Describe characteristics of major medicines groups and selected 'typical' medicines in terms of the following: mechanism of action, indications for use, contraindications to use, expected therapeutic effects, common or serious side effects (Component A) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Information Sets Information (KIS) | <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center; border: 2px solid black;">30</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 style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> | | | | | Key Information Set - Module data | | | | | <i>Number of credits for this module</i> | | | | | | | | | 30 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 300 | 72 | 228 | 0 | 300 |
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| Contact Hours | <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Coursework: Group presentation. Exam: Seen exam</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> | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Assessment | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="4">Total assessment of the module:</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Presentation</td> <td></td> <td></td> <td>50%</td> </tr> <tr> <td>Exam</td> <td></td> <td></td> <td>50%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> | Total assessment of the module: | | | | | | | | Presentation | | | 50% | Exam | | | 50% | | | | 100% | | | | |
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| | | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation | | | 50% | | | | | | | | | | | | | | | | | | | | | | |
| Exam | | | 50% | | | | | | | | | | | | | | | | | | | | | | |
| | | | 100% | | | | | | | | | | | | | | | | | | | | | | |
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| Reading List | <p>https://rl.talis.com/3/uwe/lists/088BD985-C081-9AAB-CF9A-97378E336471.html?login=1</p> | | | | | | | | | | | | | | | | | | | | | | | | |

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| First Approval Date (and panel type) | 30 May 2019 | | |
| Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i> | | Version | Link to RIA |
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