



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Essentials of Health and Disease				
Module Code	UZTSLJ-30-1	Level	1	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	Foundation Science Degree in Health and Social Care Practice (FdSc HSCP)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2016		Valid to	September 2019	

CAP Approval Date	19 November 2015 (v1.1)
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate and apply an understanding of basic anatomy and physiology (Component A, element 1; Component B, element 1). • Locate and identify key structures in different anatomical planes from related surface anatomy (Component A, element 1; Component B, element 1). • Describe the structure and function of cells, tissues and physiological systems and the complex nature of their interactions (Component A, element 1; Component B, element 1). • Explain the concept of homeostasis and its relationship with health (Component B, element 1). • Identify the physiological needs and key processes necessary for maintaining homeostasis at different stages of the human life cycle (Component A, element 1; Component B, element 1). • Explain the basis of disease response mechanisms such as inflammation, necrosis and cell death (Component B, element 1). • Demonstrate an understanding of the physiological processes involved in pathologies commonly seen in practice (Component B, element 1). <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Demonstrate competence in basic life support, manual handling, and hand washing. • Demonstrate awareness and understanding of clinical observation skills used in practice. • Outline the normal physiological processes that inform essential clinical skills.


Syllabus Outline	<p>Introduction</p> <ul style="list-style-type: none"> ○ Regions of the body and surface anatomy, anatomical terms and language. ○ Overview of the organs and systems of the body. ○ Integrated functioning of organ systems. <p>Cells and tissues</p> <ul style="list-style-type: none"> ○ Cell structure and function. ○ Cell cycle and mitosis. ○ Classification of tissues. <p>Nutrition</p> <ul style="list-style-type: none"> ○ Principles of nutrition. ○ Anatomy and physiology of the digestive and urinary systems. ○ Regulation of eating, feeding, drinking and fluid balance including metabolism. <p>Transportation and defence</p> <ul style="list-style-type: none"> ○ Cardio-vascular, respiratory systems, and lymphatic systems, the integumentary system ○ Physiology and control of circulation and blood pressure ○ Physiology of respiration, gas exchange and control of breathing ○ Introduction to micro-organisms ○ Introduction to immune response ○ Acute and chronic inflammation – fluid, cellular and systemic aspects of inflammation ○ Patterns of inflammation ○ Toxicity and infection ○ Vaccination <p>Movement</p> <ul style="list-style-type: none"> ○ Anatomy and physiology of the muscular and skeletal systems ○ Function and movement of joints ○ Introduction to posture and its control <p>Reproduction</p> <ul style="list-style-type: none"> ○ Male and female reproductive systems ○ Reproductive physiology and birth <p>Control systems and regulation</p> <ul style="list-style-type: none"> ○ Anatomy of the endocrine system and roles of hormones ○ Anatomy of the central and peripheral nervous systems ○ Synapses and neurotransmission ○ General function of the control systems in maintaining homeostasis <p>Development and ageing</p> <ul style="list-style-type: none"> ○ Life cycle stages and changes ○ Impact of development and ageing on the systems of the body <p>Pathologies</p> <ul style="list-style-type: none"> ○ Common pathologies linked to specific practice areas, key systems and body functions.
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	<p>Essential Clinical Skills</p> <ul style="list-style-type: none"> ○ Infection control and hand washing ○ Drug administration ○ Manual handling ○ Basic life support ○ Clinical observations ○ Documentation and record keeping
Contact Hours	<p>300 hours in total</p> <ul style="list-style-type: none"> • 80 hours scheduled learning/ contact time • Lectures 18 x 3 hours • Individual tutorials 2 x 1 hour • Practical Workshops 6 x 3 hours • Clinical Skills demonstrations 2 x 3 hours • Group tutorials 18 x 1 hour (Programme wide as part of GDP provision, not classed within individual module contact hours) <p>NB the above breakdown of learning hours is an indicative example only, and is subject to change dependent on delivery location</p>
Teaching and Learning Methods	<p>This module will use a total of 300 hours of study time of which an average of 80 hours will represent scheduled learning, and 220 hours will represent independent learning.</p> <p>Scheduled learning includes lectures, practical workshops, individual tutorials, and assignment supervision. Introductory lectures are supported by practical workshops where appropriate, for example initial theoretical lectures on the cardiovascular and respiratory systems and their development, gross and fine anatomy, and functional physiology, would be followed in the course structure with a practical workshop reviewing this functional physiology and looking at the application of this in relation to circulation, respiration, blood pressure, pulse monitoring and changes, and associated changes, observation, and assessment. This would therefore incorporate an aspect of clinical skills learning using appropriate blood pressure monitors, spirometers etc... Students will bring clinical examples from their own practice to further consider application of content and exploration of linked pathologies. Clinical skills demonstrations can be used to deliver theoretical and practical training in manual handling, basic life support and relevant aspects of infection control, e.g., hand-washing. Scheduled sessions may vary slightly depending on the college of delivery however the use of anatomical models, structured workbooks and online learning tools such as 'Anatomy TV' will be encouraged.</p> <p>Independent learning includes hours engaged with essential reading, case example preparation, completion of guided study workbooks, and assessment preparation. Students will be guided to topic areas for specific lecture and practical workshop preparation, and independent study related to the module content. It is suggested that session preparation will take on average 2 hours per week.</p> <p>NB the above breakdown of learning hours is an indicative example only, and is subject to change dependent on delivery location.</p>
Key Information Sets 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 sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data

Number of credits for this module

30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	80	220	0	300	

NB the above breakdown of learning hours is an indicative example only, and is subject to change dependent on delivery location.

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

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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	100%
Coursework assessment percentage	0%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Essential Reading will be clearly indicated at the point of need or with notice for preparation, with the method by which it can be accessed. Students will not be asked to purchase a set text for this module due to the wide variety of anatomy and physiology and health and disease texts available (format and style), but printed study packs and electronically available texts may be used, and clear guidance as to the required level of depth of detail in terms of reading will be given.

Further Reading will be encouraged and students will be advised and encouraged to access and make use of the library catalogue, a range of bibliographic and full text databases, and other internet resources. This will ensure that students become familiar with the library systems, database searching methods and a variety of relevant literature (including current research in the appropriate fields) specific to the module and their own areas of interest. Wherever possible works will be accessible remotely via the library systems.

Access and Skills

Students will have access to both UWE library and their college library facilities and on-line systems. The module handbook will include suggested key texts for the module and guidance as to how literature can be accessed. All students will be encouraged to make use of the extensive print and electronic resources available to them through membership of UWE and the associated college libraries and to which they will be introduced at the start of their course, including an introduction to the UWE library web-pages which provide access to a wide range of resources and the full library catalogue available across a number of sites. Ongoing library support will be available through the library 'my skills' study area via the Library web pages, telephone

	enquiries line, and through library attendance and workshops.
Indicative Reading List	<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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Texts</p> <p>Alcamo, E. (1997) <i>Anatomy Colouring Workbook</i>. New York: Random House</p> <p>Cohen, B. J. and Taylor, J.J (2009) <i>Memmler's the Human Body in Health and Disease</i>. 11th ed. London: Wolters Kluwer/Lippincott Williams</p> <p>McGuinness, H. (2010) <i>Anatomy and Physiology Therapy Basics</i>. 4th ed. London: Hodder Arnold</p> <p>Sanders, T. and Scanlon, V. (2007) <i>Student Workbook for Essentials of Anatomy and Physiology</i>. 5th ed. Philadelphia: F. A. Davis Company</p> <p>Tortora, G. J. and Derrickson, B. H. (2008) <i>Principles of Anatomy and Physiology</i>. 12th ed. New York: Wiley</p> <p>Waugh, A. and Grant, A. (2010) <i>Ross and Wilson's Anatomy and Physiology in Health and Illness</i>. 11th ed. Edinburgh: Churchill Livingstone Elsevier</p> <p>Online</p> <p>Primal Pictures (2006) <i>Anatomy TV</i>. Available from: http://www.anatomy.tv/new_home.aspx [Accessed 14 June 2012]</p> <p>You Tube (2009) <i>University of California: Integrative Biology 131</i>. Available from: http://www.youtube.com/watch?v=S9WtBRNyds0&feature=related [Accessed 14 June 2012]</p> <p>BBC Science and Nature (2009) <i>Human Body and Mind: Interactive Body</i>. Available from: http://www.bbc.co.uk/science/humanbody/ [Accessed 14 June 2012]</p>

Part 3: Assessment	
Assessment Strategy	<ul style="list-style-type: none"> • Approximately 2/3 through the module a 1 hour multiple-choice examination of 50 multiple choice questions will be used to assess knowledge and understanding of content delivered and taught to date. This would allow the second component of assessment to focus more widely on application of knowledge. • At the end of the module a 2 hour examination will be held. This would be in two parts; <ol style="list-style-type: none"> 1. Short answer questions- A set of short answer questions will be used to assess knowledge and understanding of anatomy and physiology and its application to health and disease, including homeostasis and associated life-cycle changes and disease response mechanisms. This paper can also be used to assess knowledge and understanding of basic anatomy and physiology through pictorial forms, such as labelling a diagram of a nephron, for example, or annotating a diagram of the digestive system to give a brief overview of the processes related to different structures and organs.

	<p>2. Seen essay question: A seen essay question will be provided. This will have three options and will have been given to students from the module start date to allow preparation in advance. This would allow constructive learning and could for example consist of the student discussing the structure and function of one of three key bodily systems, and the impact of a specified linked pathology on the system with consideration on how this may impact upon homeostasis of the body as a whole.</p> <ul style="list-style-type: none"> • Opportunities for formative assessment will exist for the assessment strategy used, including the use of technology such as turning-point for formative multiple-choice assessments, and group presentations on specific subject matter. Students will be formatively assessed during their engagement in practical workshops and clinical skills training. Formative feedback will be available from peers and/or tutors in verbal and/or written form depending on the formative methods used. • Students will receive a group assignment tutorial session where the assessment strategy and requirements will be explained and explored. Students will be given sample questions for group and individual practice opportunities. • All students will engage with personalised tutorials held as part of the programme design and GDP process. These can be used to focus on the development of student skills relevant to the assessment method.
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 1 hour examination under controlled conditions	100%	
Component B Description of each element	Element weighting (as % of component)	
1. 2 hour examination under controlled conditions	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 1 hour examination under controlled conditions	100%	
Component B Description of each element	Element weighting (as % of component)	
1. 2 hour examination under controlled conditions	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		