University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Pathophysiology and Diagnostic Reasoning for Advancing Practice					
Module Code	UZWRWX-20-M		Level	M	Version	1
UWE Credit Rating	20	ECTS Credit Rating	10	WBL module?	NO	
Owning Faculty	Health and Applied Sciences		Field			
Department	Nursing and Midwifery		Module Type	Standard		
Contributes towards	MSc Advanced Practice MSc Specialist Practice MSc Professional Development MSc Advanced Clinical Practice Postgraduate Certificate Specialist Practice Postgraduate Diploma Professional Development Graduate Diploma Professional Development					
Pre-requisites	none		Co-requisites	*none*		
Excluded Combinations	Diagnostic Reasoning for Advanced Practice (UZWS4Y- 20- M) UZWSRP-30-M Pathophysiology and diagnostic reasoning for Advanced Practice Biological Principles of Disease Processes UZWS5L-20-M UZWS5M-20-3		Module Entry requirements	Registered professional in a position of Advanced Practice or aspiring to such a position.		
First CAP Approval Date	19th June 2013		Valid from	September 2015		
Revision CAP Approval Date	24th March 2016		Valid from	1st April 2016		

Review Date	September 2021

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Critically appraise the aetiological factors and relevant risk factors which contribute to processes of disease (Component B)

	• Critically evaluate current theories relating to a series of pathophysiological states (Component B). • Construct a rationale for diagnostic reasoning, using knowledge of the pathophysiological basis of the signs and symptoms associated with a range of disease processes (Component A, B). • Obtain, interpret and synthesise information from a range of sources and use it to generate a critical understanding of the specific disease and pathophysiological processes (Component A, B). • Use clinical argument to enhance critical evaluation of diagnostic findings, including clinical haematology, radiology, immunology, microbiology and biochemistry (Component B). • Debate personal and organisational accountability related to the process of diagnostic reasoning (Component A, B). • Critically apprise ethical and legal issues which impact on diagnostic reasoning and the inter-professional team (Component B).
Syllabus Outline	**An introduction to the mechanisms of disease and general pathophysiological processes related to clinical examples:** - cell biology - cell growth and its disorders including neoplasia - inflammation including atheroma - infection - Immunology / immunopathology - Thrombosis / Thrombolysis - shock - genetic contribution to disease - Essential principles of biochemical, haematological, microbiological, radiological and immunological testing including sensitivity and specificity. Principles of interpretation of diagnostic tests and referral systems Range of diagnostic investigations and relevance to practice **Autonomous decision making** Use of tools for effective diagnostic reasoning Use of frameworks for diagnostic reasoning Risk assessment Working with and developing new protocols Requesting and interpreting radiographs **Resource management** Context of Diagnostic Reasoning Evidence based practice Clinical Governance Protocol development Law and ethics Informed consent Legal frameworks
Contact Hours	48 contact hours. These will take the form of lectures, group activities, case study, and on-line activities.
Teaching and Learning Methods	A variety of approaches will be used which may include E-learning including Blackboard, Lectures, Seminars, Experts from practice, Analysis of case studies.

Reading Strategy	**Core readings** Any essential 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 guides will also reflect the range of reading to be carried out. **Further readings** Further reading will be required to supplement the set text and other printed readings. 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. **Access and skills** 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 Services 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** 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 guide. Braun, C.A. and Anderson, C.M. (2011) *Pathophysiology: a clinical approach* 2nd ed. Philadelphia: Lippincott Williams and Wilkins Cohen, B,J (2013) *Memmler's. The Human Body in Health and Disease.* 12th ed. Philadelphia: Lippincott Williams and Wilkins McPhee, S.J. and Hammer. G.D (2010), *Pathophysiology of disease: an introduction to clinical medicine* 6th ed. New York: McGraw-Hill Porth, C.M and Matfin, G (2009) *Pathophysiology: concepts of altered health states* 8th ed. Philadelphia: Lippincott Williams and Wilkins Tortora, G.J and Derrickson, B. (2011) *Principles of anatomy and physiology*. 13th ed. New Jersey: John Wiley and Sons **Journals:** The British Medical Journal The Journal of Advanced Nursing The Journal of Pathology

Part 3: Assessment	
Assessment Strategy	Component A – An examination paper consisting of Short Answer Questions & Multiple Choice Questions to demonstrate depth of

	knowledge across a wide range of pathophysiological principles that underpin diagnostic reasoning. Component B – poster presentation with an oral defence demonstrating depth of knowledge and critical appraisal of the clinical application of pathophysiology and diagnostic reasoning. This approach will minimise the effect of plagiarism – it is impossible to plagiarise the exam, and the oral defence will expose gaps in knowledge versus what is on the poster. The poster enables the student to produce a piece of work that they can take with them and will be beneficial for practice.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	**A:** **50**	**B**: **50**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Exam 2 hours	100
Component B **Description of each element**	**Element weighting (as % of component)**
1.Poster with Oral defence	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting (as % of component)**
1. Exam 2 hours	100
Component B **Description of each element**	**Element weighting (as % of component)**
1. Poster with oral defence	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.	
Students must pass BOTH components at 50% to pass the module.	