

Module Details	
Module Title	Applied Pathophysiology and Pharmacology for Paramedics
Module Code	PAS6004-C
Academic Year	2024/5
Credits	30
School	School of Nursing and Healthcare Leadership
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Lectures	15
Work based learning	150
Tutorials	25
Directed Study	110

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year

Module Aims
<p>To develop knowledge of general principles of pathophysiology and pharmacology that can be applied to your area of clinical practice and to common conditions that may co-exist with conditions in your clinical area.</p> <p>Analyse theory and knowledge in pathophysiology and pharmacology to appraise the assessment and management of patients within the student's clinical setting.</p>

Outline Syllabus
<p>Acute and chronic inflammation and their application to COPD and asthma.</p> <p>Pathophysiology and pharmacology of diabetes, ischaemic heart disease and related cardiovascular disease, common bacterial infections, cancer, kidney disease and mental health conditions</p>

Learning Outcomes	
Outcome Number	Description
01	Demonstrate a systematic understanding of current knowledge related to the pathophysiology of identified conditions through justifying approaches to care.
02	Critically evaluate research and evidence-based findings related to the pharmacological management of identified conditions.
03	Critically analyse the assessment and management of patients in your own area of practice through a critical application of pathophysiology and pharmacology.
04	Develop skills of reflection to identify own learning needs.
05	Use appropriate arguments and exercise initiative and personal responsibility when making decisions in complex and unpredictable contexts.
06	Retrieve, analyse and apply appropriate information to inform and develop clinical care.

Learning, Teaching and Assessment Strategy
<p>Research informed key lectures will be delivered in an interactive, format; providing students with the opportunity to acquire knowledge and develop conceptual understanding(LO1,2,3).</p> <p>Tutorials and group learning will be used to facilitate teacher/learner/ peer dialogue and inter-professional discussion and further develop and challenge conceptual understanding (LO1,2,3,5,6). Tutorials and group learning will be delivered in an interactive, format.</p> <p>Directed Study and workbased learning provides students with the opportunity to undertake reading, participate in enquiry based learning, address individual learning needs and contextualise learning to the students own area of practice (LO1,2,3,4,5,6).</p> <p>VLE will be used to provide access to online resources, lecture notes & external links to websites of interest. Labs and practicals will be held, if appropriate, to acquire new skills. 'Work-based learning' consists of opportunities to participate in practice, enhance acquisition of skills and gain competence.</p> <p>Formative assessment and feedback will be provided electronically at individual online tutorial meetings will facilitate reflection and student self-assessment.</p> <p>Learning outcomes 1,2, and 4 are assessed by the MCQ exam. Learning outcomes 3, 4, 5, and 6 are assessed by the coursework.</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Written	2500 word assignment to critically evaluate a case history from an appropriate clinical environment Must Pass	70%
Summative	Examination - MCQ	MCQ (Must Pass)	30%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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