

## Module Specification

### Module Summary Information

1	<b>Module Title</b>	Pathophysiology to Public Health: Influences on People's Health
2	<b>Module Credits</b>	20
3	<b>Module Level</b>	7
4	<b>Module Code</b>	LBR7417

5	<b>Module Overview</b>
<p><b>Rationale:</b></p> <p>This module will build upon the study skills that you developed in previous post graduate modules. It is intended that by studying this module you will increase knowledge and understanding of populations to make appropriate decisions for an advanced practice level based upon the best evidence available, this involves being able to:</p> <ul style="list-style-type: none"> <li>• Recognise challenges encountered in your advanced practice that can be resolved by understanding physiological processes in greater depth and detail.</li> <li>• Appraise and interpret results of investigations using logical, structured evidence based approaches.</li> <li>• Critically evaluate evidence from relevant health policy and public health sources.</li> <li>• Utilise specific health promotion and education approaches in collaboration with patients, family and health professional justifying decisions.</li> </ul> <p>These above rationale will support an underpinning approach to achieve an appropriate level of critical thinking and reflection to become an increasingly autonomous advancing practitioner.</p> <p><b>Alignment with Programme Philosophy and Aims</b></p> <p>The programme aims to develop your clinical practice, leadership, evidence base and educational skills as required to underpin the role and level for advanced practice. Therefore, whilst studying this module, you can expect to network and share learning with students from other healthcare disciplines and collaborate in practice with other healthcare professionals. This module has a population focus that will provide you with some of the analytical skills necessary to identify issues relevant to health in your practice setting. These will range from the physiological minutiae to the impact of public health. To achieve this you will be required to identify a population related to your speciality considering care and services from the perspective of advanced practice. This will enable you to become a self-directed master's student taking ownership of learning relating to clinical and professional development as part of the programme. The analytical skills acquired while studying this module can be transferred to other areas of the programme including informing the final dissertation element of the MSc.</p> <p><b>Learning and Teaching Strategy</b></p> <p>This module will comprise of a number of approaches to learning. Keynote lectures will introduce the main subject areas and include facilitation of comparable evidence from a global context. E.g. WHO; UN; World Bank etc. Lead session will be interspaced with group activities. Laboratory sessions will involve analysis of samples and use of microscopes. Quizzes will facilitate recap of previous teaching sessions.</p>	

Online resources will be provided via Moodle. Seminar groups and small group tutorials will also assist preparation for student presentations.

Seminar groups will consider topics/population that could be used as a starting point for identifying searchable information and how to use these in a structured search for evidence.

Tutorials will be provided to discuss an identifiable population and focus for analysis in more detail with small groups or individuals. Tutorials on literature searching will also be available via the library.

### **Assessment Strategy**

Assessment will be a 3,000 word essay.

6	Indicative Content
	<p>Relating the concepts of advanced practice to the population selected, identifying key sources of literature, including relevant policy. Facilitated student discussion of requirements for the assessment including critical thinking for academic writing.</p>
	<p>Short individual student presentations to the group defining and justifying the selected population for your professional role. Discussion and questions from the group.</p>
	<p>Librarian introductory session – how to search for key national and international sources of epidemiological, public health, health policy, health promotion and physiological literature.</p>
	<p>Epidemiology – defining key concepts and relating to populations.</p>
	<p>Using physiological principles to recognise deviations from homeostasis.</p>
	<p>Frequently used investigations; analysis and interpretation of results – to focus on U&amp;Es and blood gasses. Laboratory session.</p>
	<p>Health policy – past and current influences on the NHS</p>
	<p>A critical approach to decision making for use of antibiotics. Laboratory session and critique of antibiotic policy.</p>
	<p>Lead lecture of key areas of public health followed by application with student group discussion. Relating public health literature to relevant policy including cost effectiveness, and ethical and legal issues for advanced practitioners. Issues of consent.</p>
	<p>Physiological changes across the life span.</p>
	<p>Different facets of health promotion/education – critical analysis of models for populations</p>
	<p>Joint tutorials with lead lecturers – by appointment for individual students. Formative essay written feedback and feed forward.</p>
	<p>Shared student session with both lecturers and discussions of synopsis of research selected and critique of the research. How it relates to and can be integrated into the essay.</p>
	<p>Formative activity with facilitated group discussions of focus for essays.</p>
	<p>Joint tutorials with lead lecturers – by appointment for individual students.</p>

<b>7</b>	<b>Module Learning Outcomes</b>		
	<b>On successful completion of the module, students will be able to:</b>		
	<b>1</b>	Gain a comprehensive understanding of complex pathophysiological features that compromise homeostasis.	
	<b>2</b>	Justify the relevance of a particular approach in relation to identified conditions taking into account ethical and legal considerations in relation for example to either: <ul style="list-style-type: none"> <li>• clinical investigations OR</li> <li>• genetics OR</li> <li>• pharmacology.</li> </ul>	
	<b>3</b>	Critically evaluate relevant local, national and international public health data and/or appropriate health promotion and education approaches, to address complex problems in a specified population, using self-direction and originality.	
	<b>4</b>	Critically appraise research evidence and health policy relating to advanced practice and its potential to impact on the care of a population.	

<b>8</b>	<b>Module Assessment</b>		
<b>Learning Outcome</b>			
	<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
<b>1 – 4</b>	<b>X</b>		

<b>9</b>	<b>Breakdown Learning and Teaching Activities</b>	
<b>Learning Activities</b>		<b>Hours</b>
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		42
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		50
<b>Private Study (PS)</b> includes preparation for exams		108
<b>Total Study Hours:</b>		200