

## MODULE DESCRIPTOR

### Module Title

Sciences 2

Reference	NU2303	Version	1
Created	November 2019	SCQF Level	SCQF 8
Approved	June 2020	SCQF Points	30
Amended		ECTS Points	15

### Aims of Module

To enable the student to apply understanding of the sciences in relation to all fields of nursing across the lifespan.

### Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Explain the epidemiology and aetiology of prevalent physical, mental, behavioural and cognitive health conditions across the lifespan.
- 2 Identify the pathophysiology, psychopathology and related clinical features of prevalent physical, mental, behavioural and cognitive health conditions across the lifespan.
- 3 Apply knowledge of pharmacological, physical and psychological interventions in the management of prevalent physical, mental, behavioural and cognitive health conditions across the lifespan.
- 4 Relate genetics to prevalent physical, mental, behavioural and cognitive health conditions across the lifespan.
- 5 Explain the impact of prevalent physical, mental, behavioural and cognitive health conditions on individual and their families.

### Indicative Module Content

Epidemiology, aetiology, pathology, pathophysiology, psychopathology, anatomy, physiology, pharmacology, polypharmacy, virology, bacteriology, parasitology immunology, biophysics, biochemistry and radiology genetics, classification systems, Impact of health conditions and treatments on individuals and their families. Impact of Social Structures, Social Systems, Social Class. Social Functions. Psychological and psychiatric perspectives - aetiology, diagnosis and treatment of a range of health conditions across the lifespan; contemporary debates e.g. reductionism v's holism; nomothetic v's idiopathic.

**Module Delivery**

Blended learning approach including: lectures, tutorials, online learning. Design and delivery of indicative content will include key, contemporary, field specific information in relation to the content and skill/ procedures identified.

**Indicative Student Workload**

	Full Time	Part Time
Contact Hours	70	N/A
Non-Contact Hours	230	N/A
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	300	N/A
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

**ASSESSMENT PLAN**

If a major/minor model is used and box is ticked, % weightings below are indicative only.

**Component 1**

Type:	Examination	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4, 5
Description:	Written exam				

**MODULE PERFORMANCE DESCRIPTOR****Explanatory Text**

Unseen written exam.

Module Grade	Minimum Requirements to achieve Module Grade:
<b>A</b>	C1=A
<b>B</b>	C1=B
<b>C</b>	C1=C
<b>D</b>	C1=D
<b>E</b>	C1=E
<b>F</b>	C1=F
<b>NS</b>	Non-submission of work by published deadline or non-attendance for examination

**Module Requirements**

Prerequisites for Module	None in addition to SCQF 8 entry requirements or equivalent.
Corequisites for module	None.
Precluded Modules	None.

**INDICATIVE BIBLIOGRAPHY**

- 1 BARBER, P. and ROBERTSON, R., 2015. *Essentials of pharmacology for nurses*. 3rd ed. Maidenhead: Open University Press.
- 2 GATES, B., FEARN, D. and WELCH, J., eds., 2014. *Learning disability nursing at a glance*. 1st ed. Chichester: John Wiley & Sons.
- 3 GLASPER, A., RICHARDSON, J. and RANDALL, D., eds., 2021. *A textbook of children's and young people's nursing*. 3rd ed. Edinburgh: Elsevier.
- 4 LINDEN, D., 2019. *The biology of psychological disorders*. 2nd ed. London: Red Globe Press.
- 5 McCANCE, K. et al., eds., 2019. *Pathophysiology: the biologic basis for disease in adults and children*. 8th ed. St Louis, MO: Mosby.
- 6 NURSING AND MIDWIFERY COUNCIL (NMC), 2018. *Future nurse: standards of proficiency for registered nurses*. London: NMC.
- 7 SCOTTISH GENETICS EDUCATION NETWORK (ScotGEN), 2015. *Scottish Genetics Education Network (ScotGEN)*. Edinburgh: ScotGEN.
- 8 WELSH, C.J., 2021. *Hole's essentials of human anatomy and physiology*. 14th ed. New York, NY: McGraw Hill.