



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

UNIVERSITY OF WALES: TRINITY SAINT DAVID
PRIFYSGOL CYMRU: Y DRINDOD DEWI SANT

School of Sport, Health and Outdoor Education
Faculty of Business and Management
London Campus

Introduction to Physiology
BMHP5003

MODULE CODE: BMHP5003

TITLE: Introduction to Physiology

LEVEL: 5

CREDITS: 20

AIM(S)

The aim of this module is to provide a holistic overview of the structure and functioning of the human body as appropriate for those working in health and social care.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Examine the structure and functioning of the human body
- Analyse the relationship between body functioning and relevant detailed anatomy and physiology
- Analyse how routine data collected in health and social care informs the planning of care for individuals

INDICATIVE CONTENT

- Main anatomical features: gross features e.g. trunk, limbs, head, abdomen, pelvis; skeleton e.g. names of limb bones, pelvis, regions of vertebral column, bone groups, principles of joints, support, blood cell functions and calcium reservoir of bone
- Body systems: main structures and functions of e.g. cardiovascular, respiratory, digestive, excretory, nervous, endocrine, locomotor, integumentary, sensory, reproductive
- Functioning: to maintain life (respiration, feeding, excretion); for other activities (sensory perception, movement, coordination, reproduction)
- Metabolism: chemical nature of body activity, rate at which energy used; changes in metabolic rate e.g. during exercise, over lifespan
- Everyday activities: breathing, eating, excreting, physical activity
- Detailed anatomy: selected tissues e.g. muscle, bone, epithelia; cellular structures as appropriate e.g. cell membrane, chromosomes
- Detailed functioning: physiology e.g. gaseous exchange in lungs, absorption of nutrients,
- Regulation of internal activities: regulation of e.g. body temperature, heart rate, respiration rate, blood sugar, urine output

- Homeostasis: principle of feedback loops to raise or lower relevant parameters
- Measures: as relevant
- Care: monitoring course of health/disorder/disease, care planning, care routines, Professionals involved, reporting data to professionals, recognising need for emergency responses
- Ethical considerations: when taking measures and using data e.g. individual rights, dignity, policy

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to present (individually and/or in small groups) delivering the findings of research and reflections of agreed cohort interest to the student group, stimulating discussion and debate and formative feedback. The module will be augmented by lectures, tutorials, reviews, articles, application to case studies, media resources, presentations and seminars and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam

☐ Coursework

× ☐ Practical

Mode of assessment	Volume	Weighting
Undertake a test which will include outline the main anatomical features of the human body and displays an understanding of the relationship between body functioning and relevant anatomy and physiology	Practical Test	50%

Assessment Component 2

(Tick one)

☐ Written exam

× ☒ Coursework

☐ Practical

Mode of assessment	Volume	Weighting
Write an assignment which explains routine measures and information gathering related to body functioning in health and social care. Include information which examines how information about body functioning may inform care planning for individuals.	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Using the University's VLE as a repository for resources will reduce use of paper resources and enable staff to share resources to avoid duplication. The module will raise students' awareness of therapeutic responses to sustain the health of individuals, in order for students to develop the skills required for health care practices in their future employment, which will better meet the needs of a range of service users. This will enable students to develop innovative and creative ideas to ensure sustainable person centred care are strategies delivered to enable them to meet the preferred health care choices of service users.	

READING LIST

Module Code	BMHP5003	
Module Title	Introduction to Physiology	
Classification	Reading List entry	Electronic*
Essential	Waugh, A. & Grant, A. (2014) Ross and Wilson <u>Anatomy and Physiology in Health and Illness</u>: (12th Edition) London: Churchill Livingstone Peate, I, and Nair, M. (2011) <u>Fundamentals of Anatomy and Physiology for Student Nurses</u>. Chichester: Wiley Blackwell	

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Essential	Tucker, L. (2011) <u>An Introductory Guide to Anatomy and Physiology</u> . (5th Edition). London: Ems Publishing	
Further	McKinley. M., O'Loughlin. V. & Bidle. T. (2013) <u>Anatomy & Physiology: An Integrative Approach</u> . Maidenhead: McGraw Hill	☐
Further	www.getbodysmart.com www.bbc.co.uk/science/humanbody www.innerbody.com www.visiblebody.com/index.html	