

Section One

Module Title: Gastrointestinal Anatomy & Physiology	Code: LBR6610
Credit Value: 20	Level: 6
Module Overview	
<p>This module is a standalone module that will sit within the Flexible and Work Based Learning Framework. The Framework is intended to provide a structure for the engagement of the University with external organisations from corporate, public, voluntary and SME sectors who wish to provide professional development for their staff. The Framework covers programmes offered in collaboration with UK based organisations and is not intended to apply to overseas collaborations.</p> <p>The Framework reflects the University's mission, particularly in relation to its commitment to transform the curriculum. This includes the development of flexible, practice-based learning and employability. The Framework is also intended to widen participation in higher education by broadening the learning opportunities available to students through the provision of learning opportunities in alternative settings and learning in an alternative format to that available at the University.</p> <p>This module will be accredited with the University and each successful student will obtain 20 credits at level 6.</p> <p>The aim of the module is to provide the fundamental knowledge and confidence to apply the anatomy and physiology of the gastrointestinal tract and relate this to caring for people with altered physiology.</p> <p>This module is relevant to you as a healthcare professional caring for people within the field of gastroenterology. The rationale for the gastrointestinal anatomy and physiology module is to increase your knowledge and understanding what is the normal and abnormal structure and function of the gastrointestinal tract within the primary and/or secondary setting. This module can be undertaken as a stand-alone module or as part of the BSc pathway in gastrointestinal care.</p>	

Module Learning outcomes:
1. Critically apply the anatomy and physiology of the gastrointestinal tract to a person with an altered gastrointestinal anatomy.
2. Utilising the current evidence base, critically analyse the consequences for a person with altered gastrointestinal anatomy and/or physiology in the primary or secondary care setting.
3. Critically evaluate local and national policy related to altered anatomy and/or physiology of the gastrointestinal tract.

Library & Learning Resources – available through REBUS (Reviewed Annually)
Purchase

There are no purchases of resources required for this module.

Essential (Books/Journals/Specific chapters/Journal Articles)

There is no essential reading for this module.

Recommended

Battista, E. (2015) *Crash Course: pharmacology*. London: Mosby Elsevier

Dimond, B. (2015) *Legal Aspects of Nursing*. 7th edn. Harlow: Pearson. Available at: <http://lib.myilibrary.com/Open.aspx?id=769129&src=0> [Accessed 31 July 2017].

Goldberg S (2014) *Clinical physiology made ridiculously simple*. 2nd edition. USA: Medmaster.

Griffiths, M. (2012) *Crash Course: Gastroenterology*. London: Mosby Elsevier.

Kaura, A. (2015) *Crash Course: Evidence Based Medicine: reading and writing medical papers*. London: Mosby Elsevier.

Norton, C., William, J., Taylor, C., Nunwa, A. and Whayman K. (2008) *Oxford Handbook of Gastrointestinal Nursing*. Oxford: Oxford University Press.

Smith, G. D. and Watson, R. (2005) *Gastrointestinal System*. Oxford: Wiley-Blackwell. Available at: <http://web.b.ebscohost.com.ezproxy.bcu.ac.uk/ehost/ebookviewer/ebook/bmxlYmtfXzEzNjQ4N19fQU41?sid=e2ae9067-30b0-4a6b-a69b-94617b71c920@sessionmgr101&vid=0&format=EB&rid=1> [Accessed 25 July 2017].

Steggall, M., Coutts, A. M. and Cox, C. L. (2012) *Fundamental aspects of gastrointestinal nursing*. London: Quay.

Stenhouse, L. (2012) *Crash course: Anatomy*. London: Mosby Elsevier

Whayman, K., Duncan, J. and O'Connor, M. (2010) *Inflammatory Bowel Disease Nursing*. London: Quay Books.

Xiu, P. (2012) *Crash Course: Pathology*. London: Mosby Elsevier.

Young, A., Hobbs, R. and Kerr, D. (2011) *ABC of Colorectal Cancer*. BMJ Books. West Sussex: WILEY Blackwell. Available at: <http://www.myilibrary.com?ID=327421> [Accessed 25 July 2017].

Background

Gastrointestinal Nursing Journal
British Journal of Nursing Journal
Cancer Nursing Practice Journal
Royal College of Nursing

Nursing and Midwifery Council

NICE (The National Institute for Health and Care Excellence) at <https://www.nice.org.uk/guidance>

Learning Schedule (Reviewed Annually)

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)	Post-session Activity
<p>Ensure you have a basic understanding of how to:</p> <ul style="list-style-type: none"> * perform a literature search * critically analyse publications * reference <p>Consider reading Kaura – sections on identifying relevant evidence and critically appraising the evidence (chapter 1)</p>	<p><i>Assignment writing skills</i></p> <p>This face-to-face session will explore ways to develop literature searching, critiquing literature, academic writing and referencing skills</p> <p>The sessions are likely to include group work, group discussion, peer learning and questioning</p> <p>There will also be further resources available on the moodle site</p>	<p>The skills will be used and developed to produce your assignment. Consider your chosen topic and undertake a literature review, analyse the findings of the search</p>
<p>It is important to have a basic understanding of the structure of the gastrointestinal tract and accessory organs such as the gallbladder, pancreas and liver</p> <p>Consider reading Norton et al – section on the overview of the gut and its function (chapter 1)</p>	<p><i>Anatomy</i></p> <p>There will be face-to-face sessions on the anatomy of the gastrointestinal tract and accessory organs. The topics explored will include information on anatomy of the large and small bowel, gallbladder, pancreas and liver. There will be information on genetics and cells of the gastrointestinal tract. Additionally how defecation works in health.</p> <p>The sessions are likely to include group work, group discussion, peer learning and questioning</p>	<p>Consider your chosen assignment and review the reading list to explore further the structure and function of the gastrointestinal tract for your assignment.</p>
<p>It is ideal to have a basic understanding of the normal function of the gastrointestinal tract and accessory organs</p> <p>Consider reading Goldberg – digestive system (chapter 10)</p>	<p><i>Physiology</i></p> <p>There will be face-to-face sessions on the physiology of the gastrointestinal tract and accessory organs. The topics explored will include information on anatomy of the large and small bowel, gallbladder, pancreas and liver.</p> <p>The sessions are likely to include group work, group discussion, peer learning and questioning</p>	<p>Examine how the gastrointestinal system and accessory organs function in health in relation to your chosen assignment</p>

<p>It is ideal to have a basic understanding of the pathology or gastrointestinal conditions</p> <p>Consider reading Griffiths – on digestive diseases (chapter 8) and Xiu – pathology of the gastrointestinal system (chapter 8)</p>	<p><i>Altered physiology</i></p> <p>There will be face-to-face sessions on altered physiology of the gastrointestinal tract and accessory organs. The topics explored will include disease and conditions of the small bowel, large bowel and accessory organs these will include cancer of the gastrointestinal tract, inflammatory bowel disease and other gastrointestinal conditions.</p> <p>The sessions are likely to include group work, group discussion, peer learning and questioning</p>	<p>Explore the altered physiology to be discussed in your assignment in relation to your chosen assignment topic</p>
<p>It is preferable that you have some understanding of policies and guidelines related to gastrointestinal care</p> <p>Consider looking up NICE guidelines at https://www.nice.org.uk/guidance</p>	<p>The expert speakers will be imparting their knowledge of local policies, guidelines and evidence related to their presented topics in the face-to-face session.</p> <p>National guidelines related to abdominal care</p> <p>The session is likely to include group work, group discussion, peer learning and questioning</p>	<p>Examine how policy and guidelines guide your current nursing practice and examine a method of improving care using evidence-based care within your assignment</p>
<p>It is important to have knowledge about health promotion and screening related to the gastrointestinal tract.</p> <p>Consider reading Norton et al – nutrition (chapter 5)</p>	<p><i>Health promotion and screening</i></p> <p>There will be exploration around screening for bowel and anal cancers. Additionally examination of diet, medication and exercise in relation to health and altered anatomy and physiology. Furthermore there will be discussion about investigations for altered anatomy and physiology</p> <p>The session is likely to include group work, group discussion, peer learning and questioning</p>	<p>Consider your chosen assignment incorporate health promotion and screening as appropriate ensuring that the relevant literature is critically evaluated</p>

Section Two – Assessment (Reviewed Annually)

Assessment method	3000 word written assessment
Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy	This assessment will give you the opportunity to develop and showcase your critical awareness of your chosen topic. This assessment measures whether you have met all of the learning outcomes which are intended to stimulate deeper consideration of current issues. In doing so it reflects the aim of the Flexible Work Based Learning Programme to offer learning and teaching which is responsive to the challenges of practice, and which is focused on knowledge which can be applied in practice.
Assessment outline Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.	<p>Within the assessment you need to choose one aspect of altered gastrointestinal anatomy or physiology to explore as a case study.</p> <p>You will need to formulate an in depth analysis of the anatomy and physiology in relation to person with altered gastrointestinal anatomy. You will also need to apply the literature and policies related to the consequences for people with altered gastrointestinal anatomy and/or physiology within the primary or secondary setting.</p> <p>Harvard referencing Pass mark is 40%</p>
Assessment Scope Explanation of the scope and range of the assessment.	The 3000 word written assessment will be 100% of the summative marks.
Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc.	<p>During the face-to-face sessions it is expected that all students will contribute to the discussions within the session.</p> <p>There is no essential formative work but submission of a 300 word draft assignment plus a reference list is strongly recommended.</p> <p>Feedforward from the assignment draft will be within 5 working days (unless students are advised differently).</p> <p>The feedback from the summative work will be 20 working days after the submission.</p>
Plagiarism	<p>You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from iCity.</p> <p>The final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating.</p> <p>You must also ensure that you acknowledge all sources you have used. Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits.</p>

	If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.
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Assessment submission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work (Date not 20 days)
Course dates 05-07 July 2021 Submission date 05 October 2021 (midday)	moodle	02 November 2021
Exceptional Circumstances explanation		
Assessment resubmission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work
14 December 2021 (midday)	moodle	11 January 2022
* Resubmission deadline(s) are only relevant if you are unsuccessful in your first attempt – please see University Regulations on resubmission policy and procedure.		

Marking Criteria

Undergraduate bands

	0 – 39%	40 – 49%	50 – 59%	60 – 69%	70 – 79%	80 – 100%
	Fail	Third	2:2	2:1	First	First
Criterion 1	Critically apply the anatomy and physiology of the gastrointestinal tract to a person with an altered gastrointestinal anatomy.					
Mark:	You provide insufficient application of the anatomy and physiology of the GI tract.	You provide an adequate application of the anatomy and physiology of the GI tract	You provide a clear application of the anatomy and physiology of the GI tract.	You provide a thorough application of the anatomy and physiology of the GI tract.	You provide an excellent application of the anatomy and physiology of the GI tract.	You provide exceptional application of the anatomy and physiology of the GI tract.
Criterion 2	Utilising the current evidence base, critically analyse the consequences for a person with altered gastrointestinal anatomy and/or physiology in the primary or secondary care setting					
Mark:	You fail to analyse the consequences for a person with altered GI anatomy and/or physiology in the primary or secondary care setting	You adequately critically analyse the consequences for a person with altered GI anatomy and/or physiology in the primary or secondary care setting	You clearly critically analyse the consequences for a person with altered GI anatomy and/or physiology in the primary or secondary care setting	You show a thorough critical analysis of the consequences for a person with altered GI anatomy and/or physiology in the primary or secondary care setting	You show an excellent critical analysis of the consequences for a person with altered GI anatomy and/or physiology in the primary or secondary care setting	You show an exceptional critical analysis of the consequences for a person with altered GI anatomy and/or physiology in the primary or secondary care setting
Criterion 3	Critically evaluate local and national policy related to altered anatomy and/or physiology of the gastrointestinal tract					
Mark:	You fail to show critical evaluation of local and national policies.	You adequately show critical evaluation of local and national policies.	You clearly show critical evaluation of local and national policies.	You thoroughly show critical evaluation of local and national policies.	You present an excellent and accurate critical evaluation of local and national policies.	You present a novel and innovative critical evaluation of local and national policies.