

Module Details	
Module Title	Heart Failure and Valvular Disease
Module Code	PSI7002-C
Academic Year	2023/4
Credits	30
School	The Ridge Medical Practice
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Tutorials	4
Lectures	6
Directed Study	110
Work based learning	180

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Full Year
BDA	University of Bradford / Academic Year (Non-Standard)

Module Aims
To acquire knowledge in heart failure and valvular disease enabling the student to develop skills to work as a Practitioner with a Special Interest in Cardiology.

Outline Syllabus
Epidemiology & causes of heart failure & cardiomyopathies. Diagnosis of heart failure and the role of echocardiography & biochemical markers. Treatment of heart failure including pharmacological, non pharmacological & device therapies. Multidisciplinary approach to management. Palliative care National guidelines related to heart failure Presentation of valvular disease. Role of cardiac imaging Management of valvular heart disease medical & surgica. IPreventing complications of valvular heart disease. Surveillance and appropriate referral for a second opinion. Practice evidence-based medicine.

Learning Outcomes	
Outcome Number	Description
01	a) Differentiate between the pathophysiologies of heart failure and cardiomyopathies. b) Synthesise the varied presentations of heart failure and valvular disease. c) Synthesise the evidence for the evaluation and management of people with heart failure and cardiomyopathies. d) Synthesise the evidence for the evaluation and management of people with valvular disease.
02	a) Investigate, diagnose and manage patients with suspected or confirmed heart failure or cardiomyopathies. b) Investigate, diagnose and manage patients with suspected or confirmed valvular heart disease. c) Refer patients appropriately for a second opinion including cardiac imaging and palliative care. d) Practice evidence based medicine.
03	a) Practice critical effective problem solving skills. b) Demonstrate effective team working skills with colleagues and peers. c) Communicate effectively.

Learning, Teaching and Assessment Strategy
<p>Verification of competence and key skills as observed by mentor whilst on placement which tests LO: 1c, 2b, 2c, 2d, 3a, 3b, 3c and is supported by a learning diary of 14 cases where the student has been part of the management team, showing breadth of learning and experience, testing LO: 1c, 1d, 2a, 2b, 2c, 2d, 3a, 3c. Two reflective case studies look in detail at the management of patients seen on placement and assess LO: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 3a. Students submit their work electronically and receive a summative % mark and written feedback. A short draft may be sent to tutors for formative assessment. The preparation and presentation of the critical appraisal of a piece of published research to the student group tests LO: 1c, 1d, 2d, 3a, 3c. Students are awarded a % mark and receive both written and face to face feedback on the day.</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Clinical Assessment	Verification of clinical competence (& key skills) together with completed learning diary. PASS/FAIL	0%
Summative	Coursework - Written	A reflective assessment of case with Heart Failure (1500 words)	33%
Summative	Coursework - Written	A reflective assessment of case with Valvular Disease. (1500 words)	33%
Summative	Presentation	Presentation of Critical Appraisal of published paper. 20 min on final day inc 5 min Q&A.	34%
Referral	Clinical Assessment	Supp Ass 1: design new study plan of up to 8 clinical sessions to cover weak areas: mentor to sign off.	0%
Referral	Coursework - Written	Supplementary assessment: Assignment 2 as original	33%
Referral	Coursework	Supplementary assessment: Assignment 3 as original.	33%
Referral	Presentation	Supplementary assessment: Assignment 4 as original	34%

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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