

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	PATHOPHYSIOLOGY AND PHARMACOLOGY IN THE OLDER ADULT
Unit ID:	HEALA6400
Credit Points:	30.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060311

Description of the Unit:

The purpose of this unit is to prepare health care professionals with an in-depth understanding of the natural pathophysiological changes that occur as a function of the ageing process. The unit will explore the major body systems, the changes as a result of ageing and associated implications for practice. Pharmacology, including the implication for ageing on pharmacokinetics, pharmacodynamics and the concept of polypharmacy, are examined in the context of pathophysiological alterations.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	✓	■	■

Learning Outcomes:

On successful completion of the unit, students are expected to be able to:

Knowledge:

- K1.** Critically examine and explain the pathological effects of ageing and selected disease process at a cellular and systemic level and their associated manifestations in the older adult.
- K2.** Identify appropriate and inappropriate response to pharmacological therapy as a result of alterations in physiology associated with ageing.
- K3.** Analyse and describe the characteristics of physiological alterations or disease within each of the physiological systems and identify the etiological factors associated with the ageing process.

Skills:

- S1.** Critically evaluate the effect of physiological mechanisms of ageing and how they manifest in physical presentation.
- S2.** Identify and discuss the physiological factors that impact on the older adult at both a cellular and systemic level.
- S3.** Critically analyse the physiological and pathological changes associated with ageing and the possible beneficial and adverse outcomes of pharmacotherapy in the older adult through comprehensive assessment

Application of knowledge and skills:

- A1.** Interpret the epidemiology, physiologic changes, physical and psychological conditions commonly seen in older adults in the development of a coordinated approach to reducing drug related problems through the process of comprehensive geriatric assessment.
- A2.** Demonstrate a fundamental knowledge of how age related physiological changes in older adults can affect the pharmacokinetics and pharmacodynamics of common medications.

Unit Content:

Topics may include:

- Examination of each body system including the pathophysiology of normal ageing, common changes associated with ageing and their pharmacological management.

Graduate Attributes

Federation graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Students will be equipped with advanced level knowledge of the determinants of health health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, S2, S3, A1, A2	AT1, AT2, AT3, AT4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3, S1, S2, S3, A2	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, S1, S2, S3, A1, A2	AT1, AT2, AT4
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S2, S3, A1, A2	AT2, AT3, AT4
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3, S1, S2, A1, A2	AT2, AT4

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, A1, A2	Critical analysis of contemporary issues associated with the physiological changes common in the older adult	Essay	40 - 60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, S1, S2, S3, A1, A2	Application of advanced pathophysiology and pharmacology in the context of ageing	Case study	30 - 50%
K1, K2, K3, S1, S2, A1, A2	Assessment of principles of advanced pathophysiology and pharmacology in the older adult.	Online Quizzes	10 - 30%
K1, K2, K3, S1, S2, S3, A1, A2	Satisfactory demonstration of clinically relevant knowledge associated with the advanced pathophysiology and pharmacology in the older adult	Assessment of key clinical knowledge within a workplace practice.	S/U Hurdle

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)