

<b>Module Details</b>	
<b>Module Title:</b>	Integrated Medical Sciences 1
<b>Module Code:</b>	PHA7060-C
<b>Academic Year:</b>	2019-20
<b>Credit Rating:</b>	30
<b>School:</b>	School of Pharmacy and Medical Sciences
<b>Subject Area:</b>	Pharmacy
<b>FHEQ Level:</b>	FHEQ Level 7 (Masters)
<b>Pre-requisites:</b>	
<b>Co-requisites:</b>	

<b>Contact Hours</b>	
<b>Type</b>	<b>Hours</b>
Lectures	18
Seminar	201
Practical classes and workshops	18
Directed Study	63

<b>Availability</b>	
<b>Occurrence</b>	<b>Location / Period</b>
BDA	University of Bradford / Academic Year (Sept - May)

<b>Module Aims</b>
To develop students' knowledge and understanding of the diagnosis, treatment and management of the Core Clinical Conditions defined by the Faculty of Physician Associates (FPA).

<b>Outline Syllabus</b>
Integrated teaching of core clinical conditions, to include: anatomy, physiology, biochemistry, histology, immunology and microbiology, pathology, aetiology, epidemiology, natural history, clinical features, interpretation of findings, determining need for investigations plus applied pharmacology in therapeutic management of conditions, with reference to the UK Physician Associate Curriculum and the Matrix of Common Conditions for Physician Associates.

Clinical decision making in diagnosis and management planning. Problem solving.

Medicines - Legislation on safe medicines use in relation to independent and supplementary prescribing of basic therapeutics (including pharmacology, risks, side effects and contraindications).

Public Health - behaviour change, health education and healthcare policy and the role of health and wellbeing promotion.

### Learning Outcomes

1	Appraise the aetiology, epidemiology, natural history, clinical features, relevant biological, psychological and social factors of a variety of conditions in order to recognise, diagnose and manage symptoms of disease.
2	Interpret a range of examination findings and investigative results, including basic blood results, peak flows, spirometry, ABGs, ECGs, urinalysis and radiographical images, to guide disease management.
3	Understand the principles of prescribing appropriate interventions from the full range of available prescriptions in a clinical setting using the British National Formulary and other appropriate resources.
4	Explain the principles of drug action including pharmacology, risks, side effects and contraindications for a range of widely used medication.
5	Monitor response to treatment, modify treatment and refer appropriately, taking into account self-help strategies and lifestyle modifications.
6	Appraise various health promotion theories of change in relation to public health in order to promote and maintain health and wellbeing and prevent illness.

### Learning, Teaching and Assessment Strategy

The learning and teaching strategy will include some keynote lectures and some online study packages. However, the majority of the module will be delivered using team-based learning (TBL) and other forms of enquiry-based learning, including problem based learning.

Students will be allocated to teams of 5 students to ensure diverse and balanced team resource, and class time will predominately be dedicated to collaborative learning. TBL is a flipped approach to learning that requires students to study course content out-of-class. To motivate students to study, students will take an individual readiness assurance test (iRAT). Students will retake the test as a team (tRAT), discussing and agreeing on a team answer, and receiving immediate feedback on their responses. At the end of each unit of study students will undertake an individual summative mini-SBA (Single Best Answer) exam covering material from that unit.

Various forms of assessment will be used to assess students' performance in meeting the learning outcomes. These include:

Formative iRATs and tRATs and peer review via the TBL teaching (LOs: 1, 2)

A formative 75 Single Best Answer MCQ exam (LOs: 1, 2, 3, 4, 5, 6)

Summative assessments will include:

At least 10 end of unit mini-SBA exams (LOs: 1, 2, 3, 4, 5, 6)

100 Single Best Answer MCQ exam (LOs: 1, 2, 3, 4, 5, 6) - MUST PASS AT 55%

Drug Calculations paper (LO: 3) - PASS/FAIL - MUST PASS AT 80%

<b>Mode of Assessment</b>				
<b>Type</b>	<b>Method</b>	<b>Description</b>	<b>Length</b>	<b>Weighting</b>
Formative	Examination - MCQ	Ongoing formative assessment of team readiness assurance tests (tRATs) - 10 in total	1 hour each including time for test to be done in a team and feedback	%
Formative	Examination - MCQ	50-question formative Single Best Answer MCQ exam	1.5 hours	%
Formative	Examination - MCQ	Ongoing formative assessment of individual readiness assurance tests (iRATs) - 10 in total	1 hour each including time for test to be done in a team and feedback	%
Summative	Examination - MCQ	Drug Calculations Paper (LO:3) (PASS/FAIL - MUST PASS AT 80%)	1 hour	%
Summative	Examination - MCQ	End of module Single Best Answer MCQ exam (100 questions) (LOs: 1-6) (MUST PASS AT 55%)	3 hours	75%
Summative	Examination - MCQ	Ongoing End of Unit mini Single Best Answer MCQ exams (10 in total) (LOs: 1-6)	15 minutes	25%
Formative	Classroom test	Peer Evaluation	Ten 1-hour sessions, to be completed with iRAT and tRAT	%

### **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.*