UNIVERSITY of BRADFORD

# Module Descriptor

| Module Details | |
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| Module Title | Integrated Medical Sciences 1 |
| Module Code | PHA7060-C |
| Academic Year | 2024/5 |
| Credits | 30 |
| School | School of Pharmacy and Medical Sciences |
| FHEQ Level | FHEQ Level 7 |

| Contact Hours | |
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| Type | Hours |
| Seminars | 246 |
| Practical Classes or Workshops | 44 |
| Lectures | 5 |
| Online Lecture (Asynchronous) | 5 |

| Availability | |
|---|---|
| Occurrence | Location / Period |
| BDA | University of Bradford / Academic Year |

## Module Aims

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).

## Outline Syllabus

Integrated teaching of core clinical conditions
The module covers elements such as: anatomy, physiology, biochemistry, histology, immunology and microbiology, pathology, pathophysiology, 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 Physician Associate Registration Assessment (PARA) Content Map and the UK GMC PA curriculum.
Clinical decision making and problem solving in diagnosis and management planning.
Pharmacology and medications - pharmacology, systems based drugs, antibiotics, risks, side effects, interactions, contraindications, adverse drug reactions,; calculations
Public Health - the role of health and wellbeing promotion; public health and long term conditions, disease awareness, screening, lifestyle factors.
Independent and group learning as well as multidisciplinary learning.

| Learning Outcomes | |
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| Outcome Number | Description |
| 01 | 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. |
| 02 | 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. |
| 03 | 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. |
| 04 | Explain the principles of drug action including pharmacology, interactions, risks, side effects, calculations and contraindications for a range of widely used medication. |
| 05 | .Monitor response to treatment, modify treatment and refer appropriately, taking into account patient education, self-help strategies and lifestyle modifications |
| 06 | Appraise various health promotion strategies for public health preservation in order to promote and maintain health and wellbeing and facilitate preventative care |

## Learning, Teaching and Assessment Strategy

The learning and teaching strategy will reflect a blended approach to teaching, meaning that delivery modes will include a mixture of face to face teaching sessions along with some teaching delivered online via the virtual learning environment (Canvas) and MS Teams.
Face to face teaching will be delivered in the form of in class seminars involving case based discussion relevant to the taught unit, along with practical workshops and tutorials. Role plays, and in class multiple choice questions will also make up the classroom delivery.
Some sessions may be delivered via a modified version of team-based learning (TBL) and other forms of enquiry-based learning, including problem based learning.
TBL is a flipped approach to learning that requires students to study course content out-of-class. Students are put into groups of 4-6 and the groups will contain a variety of backgrounds and in turn promote diversity and richness in experience. To motivate students to study, students take an individual readiness assurance test (iRAT). Students retake the test as a team (tRAT), discussing and agreeing on a team answer, and receiving immediate feedback on their responses. Selected units of study will be delivered using a modified TBL approach. Independent and group learning as well as multidisciplinary learning.
Completion of relevant Fair Health modules
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 modified TBL teaching (LOs: 1, 2)
A formative 50 Single Best Answer MCQ exam (LOs: 1, 2, 3, 4, 5, 6)
A formative calculations MCQ exam (LOs: 3, 4)

Summative assessments will include:
At least 5 end of unit SBA exams (LOs: 1, 2, 3, 4, 5, 6)
A 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%

| Mode of Assessment | | | |
|---|---|---|---|
| Type | Method | Description | Weighting |
| Summative | Online MCQ Examination | Drug Calculations Paper (1 Hr) (PASS/FAIL) - (MUST PASS AT 80%) | 0% |
| Summative | Examination - MCQ | End of module Single Best Answer MCQ exam (3 Hrs) (100 questions) (MUST PASS at 55%) (LOs: 1-6) | 75% |
| Summative | Examination - MCQ | Ongoing End of Unit Single Best Answer MCQ exam ('A total of 5 hours) (MUST PASS AT 40%) (LOs: 1-6) | 25% |
| Formative | Examination - MCQ | Ongoing formative assessment of team readiness assurance tests (tRATs). 1 hour each including time for tests to be done in a team and feedback | N/A |
| Formative | Examination - MCQ | 50-question formative Single Best Answer MCQ exam. 1.5 hours | N/A |
| Formative | Examination - MCQ | Ongoing formative assessment of individual readiness assurance tests (iRATs) 1 hour each including time for test to be done in a team and feedback | N/A |
| Formative | Examination - MCQ | Drug calculations paper | N/A |

| Reading List |
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| 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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