



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Foundations in Clinical Medicine 2				
Module Code	UZYRSL-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Department	Allied Health Professions	Module Type	Professional Practice		
Contributes towards	MSc Physician Associate Studies				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	24/03/2016	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate appropriate attitudes and interpersonal and inter-professional communication skills throughout clinical placement. (Component A). • Critically evaluate the diagnosis, and management options available to clinicians for an agreed range of conditions met within the particular clinical environment (Component A & B) • Critically discuss the basic and clinical sciences when interviewing patients and their families and undertaking a physical examination (Component B) • Critically evaluate the effect on healthcare of ethical and legal considerations, and the political, NHS and individual trust context (Component A & B) • Demonstrate safe, ethical and competent clinical practice in line with the clinical placement guidelines. (Component A). • Demonstrate competence in an agreed range of clinical procedures. (Component A) • Demonstrate a comprehensive understanding of patient-centred care, including the impact of various patient contexts and demographic issues (Component B)

Syllabus Outline	<p>Foundations in Clinical Medicine 2 incorporates both university learning and then initial secondary care clinical rotations of year 2 in the programme.</p> <ul style="list-style-type: none"> • This module will build on the clinical sciences, foundations in clinical medicine 1, clinical skills and clinical experiences gained so far in the year and will form the scaffolding for students to pin their multi-layered learning. • Foundations in Clinical Medicine 2 will cover the theoretical aspects of core medical specialities relevant to Physician Associate practice and is mapped to the national Physician Associate matrix specification of core clinical conditions as listed below: <ul style="list-style-type: none"> - Woman's Health - Obstetrics - Children and Young People - Mental Health - Older People - Ear, nose and throat - Dermatology <p>And People with learning disabilities</p>
Contact Hours	<p>Scheduled learning constitutes a maximum of 72 hours. It will include lectures, seminars, tutorials, demonstrations, practical classes and workshops; external visits; work based learning; supervised practice time in simulation rooms. This will include 3, three hour "Keeping In Touch" on-line sessions delivered once within each rotation (9 hours total)</p> <p>Independent learning this set at 124 hours. It will include activities such as essential reading, case study preparation, assignment preparation and completion, computer assisted learning; simulator scanning, reflection on learning.</p> <p>Placement learning: clinical practice placements for this module includes three rotations of four weeks (157 hours per rotation).</p>
Teaching and Learning Methods	<p>Academic Component</p> <ul style="list-style-type: none"> • Problem based learning (PBL) will form the basis for students to explore these system based disorders and will be introduced each week by different PBL cases in which patient presentations (mapped to the list of patient presentations in the national Physician Associate competence and curriculum framework) act as a platform to facilitate system- specific and patient-related human science learning opportunities. • Weekly PBL patient cases will be front loaded by a lecture linked to the weekly theme and then students will work in small groups to identify learning outcomes based on the case. • The case will be finalised at the end of each fortnight by a student lead facilitated consolidation session on the case in which all students will report to the group on their learning from the case. • Students will be encouraged to approach cases in a holistic patient-centred mind-set using the bio-psycho-social framework. • PBL cases will be supported by expert lectures, workshops, medical sciences teaching, clinical skills teaching and guided independent learning.

- The module enables students to develop a systematic understanding of the pathophysiology, basic medical and human sciences underpinning clinical practice, applying this knowledge to clinical practice and the clinical reasoning appropriate to their roles in clinical practice.
- The module will provide students exposure to a wide range of theoretical knowledge and clinical experiences contextualised to 'real life clinical situations' through the Problem-Based learning approach.
- The module will develop the students' clinical reasoning skills for managing undifferentiated presentations of common and important medical conditions – mapped to the core patient presentations in the national Physician Associate competence and curriculum framework, including appropriate investigation, diagnosis and management.
- The knowledge for this module is assimilated throughout all teaching and learning sessions provided in year 1.

Practice component

- Although clinical experience in the form of community medicine starts early in year 1, this is the first time students have been placed in the acute setting and also the first occasion on which clinical learning will form the major part of their experience rather than theoretical learning.
- It is important that students have learning support in the clinical setting, especially at this early stage. But it is equally important that they should become acclimatised to learning independently in the clinical area through interaction with patients and with the members of the multi-professional team. This sets up learning habits which will stand them in good stead through the remainder of their training and their professional careers.
- Learning support is provided by a named clinical supervisor and others as appropriate. It is aimed at:
 - The direct and focused provision of knowledge and skills, through bed-side teaching, tutorials etc.
 - The provision of knowledge and skills through observation of expert practice and the opportunity to ask questions/explore issues.
 - The sharing, discussion and revision/confirmation of learning through seminars, clinical practice etc.
 - The shaping of agendas for independent learning.
- Students will be expected to develop their knowledge of a range of conditions, available treatment modalities and the process by which clinical decisions (both diagnostic and management) are made.
- The range of conditions students are expected to learn about are set out in the matrix of conditions from the national Physician Associate competence and curriculum framework and will be determined largely by the patients to whom the student is exposed.
- During the placement, students will develop a portfolio of clinical cases, which will inform case based discussions at the university and will shape current and future learning for that student.

Scheduled Learning. This constitutes 72 hours and includes lectures, seminars, tutorials, problem-based learning session supervision, practical classes and simulations

Independent Learning. Within this module the student will be expected to undertake 124 hours independent learning. This will include hours engaged with essential reading, assessment presentation, involvement in problem based learning groups.

Placement Learning. There are 590 associated placement hours. Prior to placement there is the delivery of clinical documentation (including Professional code of conduct) and clinical skills sessions (e.g. Intermediate Life Support and Manual Handling). Whilst on placement there are support visits by a link liaison lecturer. Students will engage in a 12 week clinical practice placement. This will include a single "Keeping in Touch

afternoon” every four weeks whereby material will be delivered in the on-line environment.

A learning contract will be negotiated between the student, a member of academic staff and the work based mentor for each rotation.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	124	471	667

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written Exam assessment percentage	0%
Coursework assessment percentage	Pass/Fail
Practical Exam assessment percentage	100%
	100%

Reading Strategy

Core reading

Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.

Further reading

	<p>Further reading will be required to supplement the set text and other printed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>
<p>Indicative Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook.</p> <p>Barness, L.A., Gilbert-Barness, E. and Fauber, D. (2009) <i>Handbook of Paediatric Physical and clinical Diagnosis</i>. 8th ed. London: Oxford University Press</p> <p>Brown, E., Collis, W., Leung, T. and Salmon, A. (2008) <i>Heart Sounds Made Easy</i>. 2nd ed. London: Churchill Livingstone.</p> <p>Davey, P. (2014) <i>Medicine at a Glance</i>. [online] 4th ed. Chichester: Wiley. [Accessed 18 January 2016].</p> <p>Eekhof, J.A.H., Knuistingh Neven, A., Verheij, T.J.M., and Hopcroft, K. eds. (2005) <i>Minor Ailments in Primary Care: An Evidence-Based Approach</i>. Oxford: Butterworth Heinemann.</p> <p>Epstein, O., Perkin, G., Cookson, J. and de Bono, D. (2008) <i>Clinical Examination</i>. 4th ed. Edinburgh: Mosby</p> <p>Fuller, G. (2013) <i>Neurological Examinations Made Easy</i>. 5th ed. London: Churchill Livingstone.</p> <p>Hopcroft, K. and Forte, V. (2014) <i>Symptom Sorter</i> 5th ed. Milton Keynes: Radcliffe Publishing</p> <p>Johnson, G., Hill-Smith, I., Ellis, C., Kelly, A. and Rollings, R. (2012) <i>The Minor Illness Manual</i>. 4th ed. Milton Keynes: Radcliffe Publishing.</p> <p>Longmore, M., Wilkinson, I., Baldwin, A. and Wallin, E. (2014) <i>Oxford Handbook of Clinical Medicine</i>. [online] 9th ed. Oxford: Oxford University Press. [Accessed 18 January 2016]</p> <p>Peters, M. (2013) <i>The British Medical Association Illustrated Medical Dictionary</i>. 3rd ed. London: Dorling Kindersley Ltd.</p> <p>Raine, T. and Dawson, J. (2014) <i>Oxford Handbook for the Foundation Programme</i>. 4th ed. Oxford: Oxford University Press.</p> <p>Seidel, H., Ball, J., Dains, J. and Benedict, W. (2011). <i>Mosby's guide to physical examination</i>. 7th ed. St. Louis: Elsevier</p>

Part 3: Assessment

Assessment Strategy	<p>Component A:</p> <p>Practice-Based Clinical Portfolio to demonstrate competency in the clinical objectives and case studies.</p> <p>Rationale: An opportunity for the student to demonstrate clinical competence through formative and summative assessment. The portfolio is assessed in practice and marked as pass / fail as students need to meet a minimum requirement to practice safely at this level. The academic team will oversee the marking of the clinical evaluations of the case studies. There is opportunity for students to receive formative feedback throughout the placement.</p> <p>The practice-based assessment is marked as a PASS/FAIL. All elements are equally weighted. Further details are in the clinical portfolio handbook.</p> <p>Component B:</p> <p>SOPE- a Structured Oral and Practical Examination (SOPE). Up to 90 minutes</p> <p>This will include a physical examination in simulation, followed by the completion of patient notes and critical questioning of both the consultation and notes completed. This is in keeping with the format of the external national examination for Physician Associates.</p> <p>Formative Assessment:</p> <p>Formative assessment opportunities will be available through skills supervision and feedback and also tutorial support. In addition, students will be provided with the opportunity to engage in formative SOPE activities, quizzes, and multiple-choice questions.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: -	B: -
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Practice-Based Clinical Portfolio	PASS/ FAIL	
Component B Description of each element	Element weighting (as % of component)	
1. SOPE with Critical Questioning. Up to 90 minutes	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Practice-Based Clinical Portfolio	Pass/ Fail	
Component B Description of each element	Element weighting (as % of component)	

1. SOPE with Critical Questioning Up to 90 minutes	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	