



**STUDENT AND ACADEMIC SERVICES
MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Foundations in Clinical Medicine 1				
Module Code	UZYRSK-15-M	Level	M	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Department	Allied Health Professions	Module Type	Standard		
Contributes towards	MSc Physician Associate Studies				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	20 July 2017 (v2)		Valid from	September 2016 September 2017 (v2)	

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 a systematic understanding of the knowledge base around anatomical, physiological and biomedical principles relating to human health and disease (Component A) • Apply a systematic understanding of the psychosocial principles influencing clinical presentations of illness (Component B) • Critically discuss knowledge of the principles and practice of disease prevention, Public Health and health promotion including screening, needs assessment and health care planning (Components A and B) • Critically apply the ability to interpret findings from the consultation (history, physical examination and mental state examination) to determine the need for, select and act upon further investigation and/or the appropriate direction of patient management, and in doing so show flexibility in dealing with complex clinical problems (Component A) • Critically evaluate a formulation of the most likely diagnosis from an appropriate differential diagnosis, using application of basic science knowledge, clinical judgment, objective and subjective data with an awareness of the safety implications of incomplete information (Component A) • Demonstrate appropriate knowledge and application of the legal frameworks for Mental Capacity Act, Consent and Deprivation of Liberties (Component B) • Demonstrate a comprehensive understanding of how to formulate and implement a management plan involving the patient, carers and other healthcare professionals, utilising appropriate therapeutic interventions using the British National Formulary (BNF) and other local formularies (Component B)

Syllabus Outline	<p>This module will build on the clinical sciences, clinical skills and clinical experiences gained so far in the year and will form the scaffolding for students to pin their multi-layered learning, covering the following:</p> <ul style="list-style-type: none"> • Anatomical, physiological and biomedical principles relating to human health and disease • Core elements of adult general clinical medicine mapped to the national Physician Associate matrix specification of core clinical conditions as listed below: <ul style="list-style-type: none"> - Cardiovascular - Respiratory - Gastrointestinal - Neurology - Musculoskeletal - Ophthalmology - Endocrine - Haematology/Oncology • Psychosocial principles • Disease prevention • Patient assessment and management- principles, diagnosis, practice and planning • Legal frameworks and ethical considerations
Contact Hours	<p>Typically 4 hours per week during teaching weeks, which will include facilitated tutorials. This will include simulation session hours.</p>
Teaching and Learning Methods	<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 PBL 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.

Scheduled Learning 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 114 hours independent learning. This will include hours engaged with essential reading, taught session and assessment preparation, preparation for and involvement in problem based learning groups.

Placement Hours. This will be 56 hours (7 days on placement. 8 hours per day) of time spent in a clinical setting to support the learning in this module.

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.

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	56	38	56	150	✓

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	30%
Coursework assessment percentage	0%
Practical exam assessment percentage	70%
	100%

<p>Reading Strategy</p>	<p>Core reading</p> <p>Any core reading will be indicated clearly, along with the method for accessing it, eg 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.</p> <p>Further reading</p> <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>Bickley, L.S., Szilagyi, P.G. and Bates, B. (2013) <i>Bates' Guide to Physical Examination and History Taking</i> . 11th ed. London: Lippincott Williams & Wilkins</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>Douglas, G., Nicol, E.F. and Robertson, C. (2013) <i>MacLeod's Clinical Examination</i> [online] 13th ed. London: Elsevier Health Sciences. [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>Goodheart, H.P. (2008) <i>Goodheart's Photoguide of Common Skin Disorders: Diagnosis and Management</i>. 3rd ed. Philadelphia: Lippincott, Williams & Wilkins.</p>

Hopcroft, K. and Forte, V. (2014) *Symptom Sorter* 5th ed. Milton Keynes: Radcliffe Publishing

Johnson, G., Hill-Smith, I., Ellis, C., Kelly, A. and Rollings, R. (2012) *The Minor Illness Manual*. 4th ed. Milton Keynes: Radcliffe Publishing.

Kumar, P.J. , and Clark, M.L. (2012) *Kumar & Clark's clinical Medicine*. [online] 8th ed. London: WB Saunders. [Accessed 18 January 2016].

Longmore, M., Wilkinson, I., Baldwin, A. and Wallin, E. (2014) *Oxford Handbook of Clinical Medicine*. [online] 9th ed. Oxford: Oxford University Press. [Accessed 18 January 2016].

Moore, K. L., Agur, A. M. R. and Dalley, A.F. (2014) *Essential Clinical Anatomy*. 5th Ed. London: Lippincott Williams & Wilkins.

Neal, M. J. (2015) *Medical Pharmacology at a Glance* [online] 8th ed. Chichester: Wiley. [Accessed 18 January 2016].

Peters, M. (2013) *The British Medical Association Illustrated Medical Dictionary*. 3rd ed. London: Dorling Kindersley Ltd.

Seidel, H., Ball, J., Dains, J. and Benedict, W. (2011). *Mosby's guide to physical examination*. 7th ed. St. Louis: Elsevier

Springhouse Series (2010) *Diagnostic Tests Made Incredibly Easy*. 2nd ed. Philadelphia: Lippincott, Williams & Wilkins.

Tortora, G.J. and Derrickson, B. (2014) *Principles of Anatomy and Physiology*. 14th ed. New York: Wiley.

Part 3: Assessment	
Assessment Strategy	<p>Component A will constitute a 1.5 hour Multiple Choice Question examination. This is in keeping with the format of the external national examination for Physician Associates.</p> <p>Component B will constitute an Objective Structured Clinical Examination (OSCE) maximum 1.25 hours. This is in keeping with the format of the external national examination for Physician Associates and enables the assessment of practice skills, application of knowledge and understanding to practice scenarios, and the critical consideration and evaluation of associated consultation processes and principles.</p> <p>Both the components of assessment must be passed at a minimum of 50% or more in each component in order to successfully pass the module.</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 OSCE activities, quizzes, and multiple-choice questions.</p>

Identify final assessment component and element	Component B	
	A:	B:

	30	70
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 1.5 hour Multiple Choice Question Examination	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Objective Structured Clinical Examination - Maximum 1.25 hours	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 1.5 hour Multiple Choice Question Examination	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Objective Structured Clinical Examination - Maximum 1.25 hours	100%	
<p>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.</p>		

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First CAP Approval Date	24 March 2016			
Revision CAP Approval Date	20 July 2017	Version	2	Link to RIA 12402