

Module Details	
Module Title:	Menopausal issues, gynaecological cancers, incontinence & prolapse
Module Code:	PSI7007-C
Academic Year:	2019-20
Credit Rating:	30
School:	The Ridge Medical Practice
Subject Area:	Practitioners with a Special Interest
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	6
Work based learning	180
Tutorials	4
Directed Study	110

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)
BDA	University of Bradford / Semester 3 (June - Oct)

Module Aims
To acquire knowledge in menopausal issues, gynaecological cancers, incontinence and prolapse enabling the student to develop skills to work confidently as a Practitioner with a Special Interest in Gynaecology.

Outline Syllabus
Menopause: premature menopause; diagnosis & management of the menopause; HRT - indications & contraindications, types, modes of administration, side effects, risks & benefits;

alternative therapies; abnormal bleeding on HRT; when to refer for specialist advice; osteoporosis prevention, diagnosis & treatment; use of other treatments; SERMS, Bisphosphonates.

Incontinence/Prolapse: history, examination & making a clinical diagnosis, treatment options in primary care - stress incontinence, the overactive bladder; the role of appropriate physiotherapy, conservative management of prolapse including ring pessaries, what, who & when to refer, urodynamics, surgery for urodynamic stress incontinence & prolapse, secondary care management of the overactive bladder; the difficult bladder, e.g. voiding disorders, sensory bladder problems, pads/catheters.

Gynaecological cancers; indications for fast track referral for suspected gynaecological malignancies; palliative care; overview of the management of gynaecological cancers; knowledge of further specialist investigations and/or when to refer appropriately.

Learning Outcomes

1	a. Synthesise the evidence for the pathophysiology of Pre-Menstrual syndrome, the menopause and menopausal issues. b. Substantiate and make sound judgements based upon a systematic understanding of the epidemiology and current management of gynaecological cancers. c. Assess the evidence for the epidemiology and pathophysiology of urinary incontinence, genio-urinary prolapse and more complex urinary problems.
2	a. Identify patients for referral for Bone Mineral Densitometry and manage the results. b. Assess, diagnose, investigate and manage (pharmacologically and non pharmacologically) patients presenting with menopausal symptoms and pre-menstrual syndrome. c. Assess, diagnose, investigate and manage (conservatively and medically) patients presenting with urinary incontinence and prolapse. d. Assess, investigate and make appropriate fast track referrals for suspected gynaecological cancer. e. Identify and refer patients appropriately. f. Practice evidence based medicine.
3	a. Practise critical effective problem solving. b. Utilise effective team working skills with colleagues and peers. c. Communicate effectively.

Learning, Teaching and Assessment Strategy

Teaching and learning methods include: Face-to-face tuition is delivered by a mixture of advanced clinicians. Knowledge required to underpin working at a higher level in gynaecology is addressed by LO: 1a, b, c, 2a, b, c, d. Work-based learning occurs via clinical placement under the supervision of a consultant mentor in the student's locality. It includes at least 14 sessions of relevant clinical experience and LO: 1a, b, c, 2a, b, c, d, e, f. 3a, b, c. Self-directed learning & guided study is identified through discussion with mentor and the construction of an individual learning programme addresses LO: 1a, b, c, 2a, b, c, d, e, f. 3a, b.

Assessment is in the form of: Verification of competence and key skills as observed by mentor whilst on placement which tests LO: 2a, b, c, d, e, f. 3a, b, c and is supported by a learning diary of 12 cases seen on placement showing breadth of learning and experience, testing LO: 1a, b, c, 2a, b, c, d, e, f. 3a, b, c. Two written reflective case studies and one case study presented orally to look in detail at the management of patients seen on placement and assess LO: 1a, b, c, 2a, b, c, d, e, 3a. Students submit their work electronically and receive a summative % mark and

written feedback. A short draft may be sent to tutors for formative assessment

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Presentation	Presentation of prepared case assessment (20 minutes + 10 minutes Q&A session).	0 hours	34%
Referral	Presentation	Presentation of prepared case assessment (20 minutes + 10 minutes Q&A session).	0 hours	34%
Summative	Coursework	Written reflective case assessment (1500 words) from a given list.	0 hours	33%
Referral	Coursework	Written reflective case assessment (1500 words) from a given list.	0 hours	33%
Summative	Coursework	Written reflective case assessment (1500 words) from a given list.	0 hours	33%
Referral	Coursework	Written reflective case assessment (1500 words) from a given list.	0 hours	33%
Summative	Clinical Assessment	Verification of clinical competence (& key skills) together with completed learning diary.	0 hours	%
Referral	Clinical Assessment	Further 8 clinical sessions	0 hours	%

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.