

Module Details	
Module Title	Integrated Medical Sciences 1
Module Code	PHA7060-C
Academic Year	2020/1
Credits	30
School	School of Pharmacy and Medical Sciences
Subject Area	Pharmacy
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
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, 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

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, risks, side effects and contraindications for a range of widely used medication.
05	Monitor response to treatment, modify treatment and refer appropriately, taking into account self-help strategies and lifestyle modifications.
06	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 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 Zoom.

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

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)

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%

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Examination - MCQ	Drug Calculations Paper (PASS/FAIL) - (MUST PASS AT 80%)	1 hour	0%
Summative	Examination - MCQ	End of module Single Best Answer MCQ exam (100 questions) (MUST PASS at 55%) (LOs: 1-6)	3 hour	75%
Summative	Examination - MCQ	Ongoing End of Unit mini Single Best Answer MCQ exams (10 in total) (LOs: 1-6)	15 mins	25%
Formative	Examination - MCQ	Ongoing formative assessment of team readiness assurance tests (tRATs)	1 hour each including time for test 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

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.

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