

MD1B1-15 Concepts in Health and Medical Sciences.

20/21

Department

Warwick Medical School

Level

Undergraduate Level 1

Module leader

Leda Mirbahai

Credit value

15

Module duration

4 weeks

Assessment

70% coursework, 30% exam

Study location

University of Warwick main campus, Coventry

Description

Introductory description

As this is the core concepts module that starts the course, students will be introduced to a range of topics and concepts spanning health, biomedical and medical sciences.

[Module web page](#)

Module aims

This module aims to give students a basic grounding in key topics, theories, principles, language, nomenclature and learning activities which will underpin ongoing study in the health, and medical sciences. Students will develop knowledge and understanding of the different skills, techniques and perspectives that will frame ongoing study.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Throughout the module students will be introduced to new language and terminologies used by the biomedical, medical and health sciences disciplines, covering key concepts, theories and principles, and will develop the confidence and capability to use their new vocabulary appropriately.

In the medical sciences, students will be introduced to core anatomical concepts including the building blocks of the human body, including genes, cells, and tissues, and how these relate and inter-relate with functional anatomy and physiology, the normal function and regulation of the body.

In the health sciences, core concepts in health and illness including psychological and sociological perspectives will be introduced along with the concept of lifespan and health span. Incidence and prevalence are important concepts in disease and will be introduced alongside an introduction to epidemiological concepts and methods.

The concept of patient safety will be introduced and will be used to frame the introduction of health systems including an overview of the history of NHS and other health system models globally.

Concepts in medical and health sciences will invoke a consideration of the ethical and medical legal dimension of health and how important these fields are when considering equitable human health and wellbeing.

Students will be introduced to effective skills for study and case-based learning including its application as a pedagogical approach and the chief instructional method of this course.

Learning outcomes

By the end of the module, students should be able to:

- 1. Describe the key concepts, theories and principles which will underpin an understanding of health and medical sciences
- 2. Demonstrate appropriate use of standard terminology and nomenclature across a range of health care disciplines and interacting fields of interest, and appreciate the differences and similarities in scope & language through applied examples
- 3. Extract, compile and interrelate relevant information from a variety of resources
- 4. Identify the concepts underpinning case based learning (CBL) to allow engagement with real-world problems using a CBL approach

Indicative reading list

1. Alberts B., et al., (2009) Essential cell biology. 3rd edition, Taylor & Francis Inc.
2. Tortora and Derrickson (2008) Principles of anatomy and physiology volume 1 & 2. 12th edition, Wiley.
3. Marshall and Roe (2016) Health Sciences: Concepts and applications. Goodheart-Wilcox Publisher.
4. Thistlethwaite J.E., et al., (2012) The effectiveness of case-based learning in health professional education. A BEME systematic review: BEME Guide No. 23. Med Teach. 34(6): e421-44.
4. Frenk J. et al. (2010) health professionals for a new century: transforming education to strengthen health systems in an interdependent world. The Lancet, 376, 1923 – 1958.

5. Craig C. (2009) Study skills for health and social care students. SAGE publications Ltd.

Subject specific skills

Using basic health and medical sciences specific language, terms and nomenclature
Comprehending underpinning concepts of health and medical sciences, and their basic interrelationships

Showing sensitivity to socio-economic factors and interplay between factors affecting health and experience of illness and disease

Using many different communication forms/styles to work alone or with others successfully (verbal, non-verbal, written, illustration, graphical)

Transferable skills

Communication skills, integration of topics and subjects, problem solving, time management.

Study

Study time

Type	Required
Lectures	25 sessions of 1 hour (12%)
Seminars	15 sessions of 1 hour (7%)
Other activity	11 hours (5%)
Private study	99 hours (47%)
Assessment	60 hours (29%)
Total	210 hours

Private study description

Students will be expected to engage in 99 hours of self-directed learning outside other learning and teaching activities outlined above. We anticipate that 60% of this time (60h) is spend on preparation for assessment and the remaining hours on course work and background reading.

Other activity description

During the module students will also be assigned to a range of other learning activities: Technology enhanced learning, including the use of online interactive presentations and videos, quizzes.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group D

	Weighting	Study time	Eligible for self-certification
Assessment component			
Assessed Coursework	70%	40 hours	Yes (extension)
Written report on a case scenario containing glossary of terms and annotated bibliography			

Reassessment component is the same

Assessment component			
Online Examination	30%	20 hours	No
Integrates information across four modules. Questions will be single best answer and short answer questions.			

Reassessment component is the same

Feedback on assessment

Students will be offered formative feedback on their 250 words of their written assignment. In addition they will have the opportunity to practice concept maps in class and receive feedback from peers and staff . Both assignments will be marked using standardised rubrics, which will provide constructive feedback to the students (including individualised feedback) in line with WMS assessment criteria (including submission to Plagiarism software). Further verbal feedback will be available to students on request. Every student who fails an element will be offered an appointment for face to face feedback.

[Past exam papers for MD1B1](#)

Availability

Courses

This module is Core for:

- Year 1 of UMDA-B990 Undergraduate Health and Medical Sciences