2012/13 BATCH
INTEGRATED HUMAN BIOLOGY MODULE (Year 2 Semester II)

GUIDELINES

The student should develop the following **COMPETENCIES**

1. To revise/recall, to refer and give a summary description of the anatomy and the physiological basis of common symptoms, signs, conditions and diagnoses encountered in primary care clinical practice
2. To lay the foundation of understanding of the core concepts of pathology, to start learning about deranged anatomy and physiology using common clinical situations
3. To be able to explain the anatomical and physiological basis of common diseases to a target population – ideally an 'educated' patient or relative – at a primary care setting
4. To illustrate key issues using written descriptions, printed hand-outs, line diagrams as relevant to the situation

The student should attempt to develop the following **SKILLS**

1. To identify/list the key basic sciences issues in a given clinical situation
2. skills of reading, referencing as well as interviewing resource persons
3. writing, illustrating and presentation skills
4. to summarise and simplify medical knowledge to cater to the general public

LEARNING STRATEGY

1. Divide the batch into groups of 5
2. Allocate 4 clinical problems from the list of problems to each group
3. Develop a learning strategy (gathering/referencing and recalling knowledge) to cover the essential elements
4. Develop short and simple presentations that can be useful to the patient/general public in a clinic setting

STUDENT PRESENTATIONS

Team will be given a 15 minute slot to make their presentation to the whole batch under supervision of an appointed facilitator (clinical teacher or basic sciences teacher). The 'panel' of 5 students will be questioned by the batch and/or the facilitator. Irrelevant information is eliminated – the role of the coordinator is to focus the team and the listeners on the core issues as relevant to primary care practice.

The team will be awarded marks for the **SOURCES** of information and the **REFERENCES**, as well as the ability to **PRESENT** simple descriptions with text, diagrams etc.

The use of Power-Point, printed texts/photo-copies and articles are strongly discouraged – they are not available for use in clinics and cannot be used to give patient information. Power-Point can be used if the group wishes to show original photographs of dissected specimens, models made or visits to radiology, pathology, etc.

Hand-drawn illustrations (using overhead projector slides), patient information leaflets and resources that can be used at a primary care hospital using minimal computer technology and that which can cater to people from different backgrounds are encouraged.

WRITTEN REPORT

Each student must prepare a hand-written and hand illustrated presentation on his/her allocated topics (each student will have 2 topics to report on). This dissertation consisting of two reports has to be handed in at the end of the appointment and will be awarded marks.

Printed reports are not accepted. Hand drawn simple diagrams that can be useful in explaining/giving information to the patient are encouraged.

The length of each report should not exceed 4 pages. The full dissertation should not exceed 8 pages. Remember that what you cannot explain to a patient in 5-10 minutes or write/illustrate in 15-20 minutes is unlikely to be useful in clinical practice.

ASSESSMENT

A formative assessment will be made at the time of each presentation. Feedback will be provided by the facilitator. A mark will be awarded to each presentation.

A summative assessment will be made on the written report. Marks will be awarded on the quality, simplicity and the practical usefulness of the information given.

THE ULTIMATE AIM/OUTCOME

1. Each student should be able to reference/recall or find out from a resource person, the key basic sciences issues pertaining to some of the more important clinical problems
2. Each student should develop the skill to give this information in simplified form to subordinate staff and patients from varied social and cultural backgrounds
3. Each student should develop the skill to write, explain and illustrate key basic sciences principles using limited technological resources
4. Students should develop the ability to actively learn from the hospital/clinical and laboratory environment.
5. Students should develop the ability to learn from reflective practice

Dr. M. Peiris
Module Coordinator
Integrated Human Biology Module (Y2S2)

02nd July, 2015

2012/13 BATCH

INTEGRATED HUMAN BIOLOGY MODULE (Year 2 Semester II)

INSTRUCTIONS TO THE FACILITATOR(S)

BACKGROUND

The students are in the process of completing the Year 2, Semester 2 Integrated Human Biology Module.

They have come to the end of the lecture/tutorial/practical courses conducted by the Departments of Anatomy, Physiology and Biochemistry.

They have had very limited or no exposure to the lectures/tutorials/practical sessions to be done by the Departments of Pathology, Microbiology, Parasitology, Pharmacology. They have had no exposure to clinical medicine in a hospital setting.

Even if some information presented by the students with regard to basic pathology/para-clinical subjects/clinical subjects may be incomplete or incorrect, they will have plenty of opportunities to rectify their knowledge base at a later date. What they present is what they have attempted to learn for themselves. Conversely, the anatomical and physiological basis of disease that the students present, should have been accurately revised, recalled, or referenced.

STUDENT PRESENTATIONS

Each group of students will consist of five members.

Each group will make a 15 minute presentation on the allocated topic, followed by the next group, and so on till up to 4 topics are covered during a session.

After each topic is presented, there is a 15 minute question/feedback session that will be directed at the panel.

The facilitator may choose to question, comment on each presentation and/or critically analyse the content. The feedback should not exceed the 15 minutes allocated, and should focus on strategies of information delivery rather than factual data. It is expected that the discussion will not digress or divert into irrelevant or redundant information.

The presentations should be short, clear and concise, and should be understood by laymen.

The main aim of the activity is to revise/recall/reference important basic sciences aspects of the common clinical scenarios, and to explain the anatomical/physiological basis of clinical condition to the patient.

The students should be encouraged to use a minimum of technological/IT inputs for their presentations – to use only the resources that are available in a primary patient care setting. All written information should be original and not 'cut and pasted' from the internet, etc.

Team-work within the group should be encouraged. All members of each team should contribute to the discussion.

The presentations should cater to a wide range of social and cultural backgrounds and where possible, individuals speaking a varied range of languages.

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