

Due to the COVID19 pandemic, the last few years have seen some changes to how we deliver teaching within the School. As the situation seems to be more stable now, we intend to resume our delivery, as far as possible, back to pre-pandemic methods. The timetable can be viewed in detail, as usual, via Galen. Since we are in a medical school, we align some of our activity with more stringent NHS safety protocols and measures. This applies particularly to placements and clinical skills teaching.

Despite the pandemic now appearing to stabilise somewhat, there is still uncertainty, and this may mean that we have to make changes to the way we deliver the module. Any changes are minimised as far as possible and approved through due process within both the school's and, where relevant the university's, quality assurance systems. Please be flexible and work with us to provide you with the best opportunities we can by following guidance and behaving professionally. We will do our best to communicate any changes with you clearly and effectively

MD3000

1. **Junior Honours (Level 3000).** The organisation of topics within the Honours modules differs from the Foundations year in that the curriculum is systems based. Study is focussed on the normal function and structure of each system, followed by the disease processes associated with each system, and their treatment. In Junior Honours, in parallel with this core component of the module, students are involved in Clinical Medicine on a weekly or fortnightly basis. This programme aims to give a deeper understanding of the social determinants of health and experience of the different roles of health-related professionals within the NHS.

MD3001

2. This is the first of the Honours modules and covers the cardiovascular and respiratory systems in depth. The aim is to provide a solid foundation upon which the student will build their knowledge and skills in all aspects of cardiovascular and and respiratory healthcare, in preparation for the clinical phase of their medical education as well as to help them develop generic skills that can be applied to other modules.

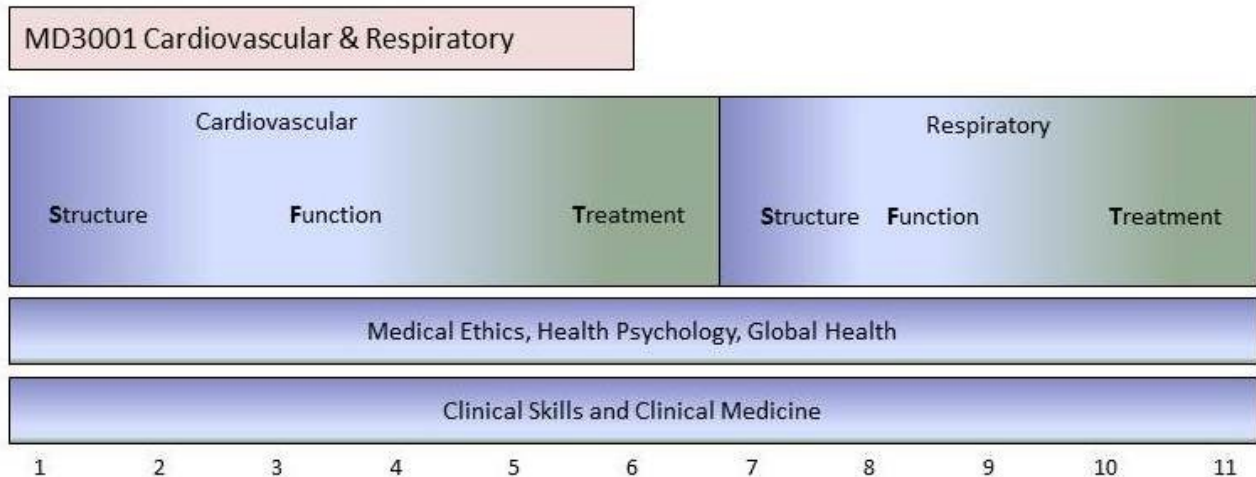
The cardiovascular system is covered in the first six weeks, and the respiratory system is taught between weeks 7 and 11. In this module, a significant proportion of the content will be given in lectures. Eight to ten lectures a week will be delivered by experts within the School or partner institutions to ensure a broad perspective of the subject is taught. Lectures will mainly be in-person though some of them may be delivered online or in dual mode. To facilitate consolidation of learning, self-sufficiency and progression, core knowledge delivered in the lectures are supplemented and supported by a range of resources in the form of guided studies, anatomical dissections, practicals, workshops and clinical skills relating to each system.

The module is taught following the general order of structure, function, disorders/diseases, and treatment. Each system starts with an introduction to that system, its components, local and neural mechanisms responsible for controlling and maintaining its functions and their interaction with other body systems. Building up on this, students will be able to apply their knowledge to understand and explain the mechanisms underlying the cardiovascular and respiratory diseases. Finally, the treatment strand equips the students with all necessary knowledge to treat a patient or know when to refer, contribute to the prevention and rehabilitation of cardiovascular and pulmonary diseases, and reduce the burden of cardiovascular and respiratory diseases on healthcare system and public funding.

University of St Andrews - School of Medicine Handbook

Throughout the module, students are also taught health psychology, communication skills and medical ethics which are not system-based. The clinical medicine placements will be a mixture of virtual and face to face placements, including GP and community hospital attachments (where possible to do so).

Full details are available via Galen and in introductory sessions in orientation week. Assessment of the module is via both written exams and a practical anatomy exam. There is a mid-semester assessment at the start of week 7 which contributes 25% to the module mark. The end of semester assessment occurs in the December diet of exams and contributes 75% to the module mark.



MD3002

3. This module is the second Honours level module. Unlike previous modules MD3002 covers three separate body systems and their interactions; they are the gastrointestinal system, the renal system and female and male reproductive systems. In line with the other Honours modules, systems are dealt with separately and begin with the normal structures associated with the system. This material is presented mostly through a series of lectures linked with closely related dissection classes. In this way the students are able to consolidate information from lectures in a practical way.

Intermingled with structure are lectures and practical classes covering the functions of the system, as well as some of the interactions between this system and others covered previously. This fundamental knowledge is used later in the module when the students begin to examine various disease states and clinical situations. The lectures and dissections are complemented by experimental practical classes.

Throughout the module is a clinical strand which provides practical experience of the clinical procedures associated with the gastrointestinal, renal and reproductive systems as well as to reinforce other skills such as communicating in a professional manner. As part of the Clinical Medicine strand students are assigned, where possible, placements in community settings, alongside virtual placements where required, where they gain valuable experience of how the knowledge and techniques they learn in the School's controlled environment translate to the real practice of clinical medicine.

Health Psychology, /...

Health Psychology, Global Health, Communication Skills and Medical Ethics are all strands which run through the whole curriculum in which material relevant to the system being taught is introduced at strategic points in the semester. These are often used to explore contemporary issues. Health Psychology explores the way patients feel about illness and their approaches to treatment, Global health provides a backdrop to the problems of selected global disease, as well as specific regional problems such as alcoholism in Scotland. Communication skills form an integral part of the clinical skills suite and Medical Ethics helps students take a balanced, evidence-based view of topics including IVF, Global Health and Complementary and Alternative medicine.

