

Course title	Polymorbidity			
Course code	GEMD-304			
Course type	Required			
Level	Undergraduate			
Year / Semester	Year 3, Semester 6			
Teacher's name	Joseph Joseph and Anastasis Sioftanos			
ECTS	13	Teaching Periods per Week		
		Large Group Learning	Small Group Learning	Clinical Practice
		5	6	24
Course purpose and objectives	<p>The aim of the course is to:</p> <ul style="list-style-type: none"> • Allow students to integrate, synthesise and revise much of the knowledge, skills and attitudes that they will have acquired in earlier parts of the course • Show how health breakdown often involves multiple organs and body systems • Demonstrate the rationale for a holistic approach to the management of health breakdown, particularly when this involves the complex amalgam of physical, mental, functional and social dimensions • Highlight the importance of a multi-disciplinary team (MDT) in dealing with complex multi-system illness • Highlight the role of various MDT members and the role of the doctor within the MDT 			
Learning outcomes	<p>At the end of the course, the student will be able to:</p> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> 1. Explain that health breakdown often involves a complex amalgam of physical, psychological, mental, functional, social and spiritual dimensions 2. Describe how multisystem illness can occur with both acute and chronic disease states 3. Explain why optimal patient care often involves balancing competing clinical priorities 4. Explain why therapeutic strategies which aim to alleviate a problem in one body system can cause or exacerbate a problem in another system 5. Explain that the optimal management of complex clinical problems requires input from a multi-disciplinary team (MDT) that may include an array of medical (general, specialist, sub-specialist), nursing and allied health staff 6. Outline the specific roles of various MDT members, including Physiotherapists, Occupational Therapists, Speech & Language Therapists, Dietitians, Podiatrists, Social Workers, Clinical Psychologists, etc. <p><i>Skills</i></p>			

	<p>7. Outline the different skills bases of various MDT members</p> <p>8. Discuss the importance of good communication within the MDT</p> <p>9. Outline the principles of good clinical leadership</p> <p>10. Evaluate what makes for good team dynamics</p> <p>11. Discuss the nature of conflict within a team environment and suggest how such conflict should be managed</p> <p><i>Professional competencies</i></p> <p>12. Explain why, by definition, chronic diseases cannot be cured and that the focus of care is therefore on management</p> <p>13. Explain why the patient has a central role in the management of his/her chronic illness</p> <p>14. Explain why a holistic approach to patient care involves the prioritisation of the patient with the illness as much as the illness in the patient</p> <p>15. Describe the psychological aspects of health breakdown</p> <p>16. Outline the physical and psychological supports that might be required by people with chronic multi-system disease</p> <p>17. Describe the role of patient education in the management of chronic disease.</p> <p>18. Evaluate the role of spirituality in health care</p> <p>19. Describe the principles of management of polymorbidity</p>																						
Prerequisites	None	Required	None																				
Course content	<ul style="list-style-type: none"> • The integration, synthesis and revision of the knowledge, skills and attitudes acquired in earlier parts of the course • Demonstration of the multi-organ and multi-system nature of health breakdown • Demonstration of the rationale for a holistic approach to health breakdown, particularly when this involves the complex amalgam of physical, mental, functional and social dimensions • Clinical scenarios which exemplify the importance of a multi-disciplinary team (MDT) in dealing with complex multi-system illness • Clinical scenarios which highlight the role of various MDT members and the role of the doctor within the MDT 																						
Teaching methodology	The course is delivered largely through clinical placements with some lectures, tutorials, case studies and group discussions.																						
Bibliography	<p>Required textbooks/reading</p> <table border="1" data-bbox="373 1637 1390 2049"> <thead> <tr> <th data-bbox="373 1637 568 1693">Authors</th> <th data-bbox="568 1637 799 1693">Title</th> <th data-bbox="799 1637 911 1693">Edition</th> <th data-bbox="911 1637 1123 1693">Publisher</th> <th data-bbox="1123 1637 1217 1693">Year</th> <th data-bbox="1217 1637 1390 1693">ISBN</th> </tr> </thead> <tbody> <tr> <td data-bbox="373 1693 568 1856">Mercer SW, Fortin M, Salisbury C (Eds.)</td> <td data-bbox="568 1693 799 1856">ABC of Multimorbidity. (ABC Series Book 247)</td> <td data-bbox="799 1693 911 1856">1st</td> <td data-bbox="911 1693 1123 1856">BMJ Books. Wiley-Blackwell</td> <td data-bbox="1123 1693 1217 1856">2014</td> <td data-bbox="1217 1693 1390 1856">ISBN: 978-1118383889</td> </tr> <tr> <td data-bbox="373 1856 568 2049">France EF, Wyke S, Gunn JM, et al.</td> <td data-bbox="568 1856 799 2049">Multimorbidity in primary care: a systematic review of prospective cohort studies.</td> <td data-bbox="799 1856 911 2049"></td> <td data-bbox="911 1856 1123 2049">Br J Gen Pract. 62(597):e297-e307</td> <td data-bbox="1123 1856 1217 2049">2012</td> <td data-bbox="1217 1856 1390 2049"></td> </tr> </tbody> </table>					Authors	Title	Edition	Publisher	Year	ISBN	Mercer SW, Fortin M, Salisbury C (Eds.)	ABC of Multimorbidity. (ABC Series Book 247)	1st	BMJ Books. Wiley-Blackwell	2014	ISBN: 978-1118383889	France EF, Wyke S, Gunn JM, et al.	Multimorbidity in primary care: a systematic review of prospective cohort studies.		Br J Gen Pract. 62(597):e297-e307	2012	
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France EF, Wyke S, Gunn JM, et al.	Multimorbidity in primary care: a systematic review of prospective cohort studies.		Br J Gen Pract. 62(597):e297-e307	2012																			

	King DE, Xiang J, Pilkerton CS.	Multimorbidity trends in United States adults, 1988-2014.		J Am Board Fam Med. 31(4):503-513.	2018	
	National Institute for Health and Clinical Excellence	https://www.nice.org.uk/guidance	Last one		Current year	
Recommended textbooks/reading						
	Authors	Title	Edition	Publisher	Year	ISBN
	Mangin D, Heath I, Jamouille M.	Beyond diagnosis: rising to the multimorbidity challenge.		Br Med J. 344:e3526.	2012	
	Marengoni A, Angleman S, Melis R, et al.	Aging with multimorbidity: a systematic review of the literature.		Ageing Res Rev. 10(4):430-9.	2011	
	Salive ME.	Multimorbidity in older adults.		Epidemiol Rev 35:75-83	2013	
Assessment	The course will be assessed at the end of Semester 6 with a Summative Final Examination consisting of Single Best Answer MCQs (SBAs) and Short Answer Questions (SAQs). Clinical and consultation skills will be assessed in an OSCE					
Language	English					