<table>
<tr><td>Course title</td><td colspan="4">Polymorbidity</td></tr>
<tr><td>Course code</td><td colspan="4">GEMD-304</td></tr>
<tr><td>Course type</td><td colspan="4">Required</td></tr>
<tr><td>Level</td><td colspan="4">Undergraduate</td></tr>
<tr><td>Year / Semester</td><td colspan="4">Year 3, Semester 6</td></tr>
<tr><td>Teacher’s name</td><td colspan="4">Prof. Joseph Joseph</td></tr>
<tr><td rowspan="3">ECTS</td><td rowspan="3">13</td><td colspan="3">Teaching Periods per Week</td></tr>
<tr><td>Large Group Learning</td><td>Small Group Learning</td><td>Clinical Practice</td></tr>
<tr><td>5</td><td>6</td><td>24</td></tr>
<tr><td>Course purpose and objectives</td><td colspan="4">The aim of the course is to:
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</td></tr>
<tr><td>Learning outcomes</td><td colspan="4">Due to the nature of Problem Based Learning (PBL), the full list of objectives will be available at the end of each PBL week.</td></tr>
<tr><td>Prerequisites</td><td colspan="2">None</td><td>Required</td><td>None</td></tr>
<tr><td>Course content</td><td colspan="4">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</td></tr>
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Teaching methodology	The course is delivered largely through clinical placements with some lectures, tutorials, case studies and group discussions.
Bibliography	Required textbooks/reading

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	9781118383889
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	
E-book permalink https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3310037/pdf/bjgp62-e297.pdf					
King DE, Xiang J, Pilkerton CS.	Multimorbidity trends in United States adults, 1988-2014.		J Am Board Fam Med. 31(4):503-513.	2018	
E-book permalink https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6368177/pdf/nihms-986047.pdf					
National Institute for Health and Clinical Excellence	NICE guidelines	Last one		Current year	
E-book permalink https://www.nice.org.uk/guidance					

Recommended textbooks/reading

Authors	Title	Edition	Publisher	Year	ISBN
Mangin D, Heath I, Jamoulle M.	Beyond diagnosis: rising to the multimorbidity challenge.		Br Med J. 344:e3526.	2012	
E-book permalink https://www.bmj.com/content/344/bmj.e3526.long					
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	
E-book permalink https://doi.org/10.1016/j.arr.2011.03.003					
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