

BSc (Hons) MEDICINE **THE SPIRAL CURRICULUM**

1. The design of modern medical curricula acknowledges that during their medical training, students must first acquire foundation knowledge which will subsequently be elaborated and extended. This type of curriculum is often described as a spiral, where concepts met at a basic level in the first turn of the spiral will be revisited later in more detail and with greater clinical focus.
2. The idea of a spiral acquisition of knowledge during medical undergraduate education also underpins the fact that professional training continues beyond qualification and registration, and will be a *lifelong* process. The medical profession requires that its members regularly update both their skills and knowledge by incorporating the latest medical research findings. Doctors are now required to maintain Personal Development Portfolios to log evidence of continuing professional development for job applications and revalidation, and students will start developing their own Portfolios at undergraduate level.
3. It is really important to understand, that at the tertiary level of education, more responsibility falls on the individual student. Medical students will be encouraged from the beginning to think of themselves as young professionals and doctors in training. This means that they must strive at all times to maintain the highest personal and academic standards.
4. Within most medical curricula some themes form a central core to the spiral of knowledge and usually include clinical and communication skills training. In MD3000 and MD4000, as in the Foundations year, the core of the clinical skills training comprises a series of practical sessions, including volunteer and simulated patient encounters. Clinical reasoning sessions and learning about patients will help to develop professional thinking skills and the way to approach diagnosis. Working in small groups interactively will increase confidence to apply prior knowledge and demonstrate that students certainly know more than they think. At Honours level, clinical reasoning and scenarios will be more complex, requiring students to draw on a wider range of knowledge and skills. Clinical placements will complement these learning opportunities.

BSc Honours Programme

5. Medical students gain direct entry into St Andrews University at the second year level. The Foundations of Medicine modules comprise the first turn of the curriculum spiral and consist of two 60 credit modules: Foundations of Medicine 1 (MD2001) in semester 1 and Foundations of Medicine 2 (MD2002) in semester 2. The Honours programme forms the second turn of the spiral and consists of an integrated review of all the body systems (modules MD3001, MD3002 and MD4001 each worth 60 credits).
6. There are two modules during the second semester of the final year of the Honours programme. Clinical Reasoning (MD4003) provides the opportunity to consolidate clinical skills and develop a scientific approach to diagnosis and management of clinical conditions. The final Honours module (MD4002) is different from all the other modules and comprises an extended student selected component. Students will have the opportunity to research a topic chosen from a number of different options from lab research, audit projects etc and submit an extended research dissertation.

Curriculum

Pre Honours		Honours	
Year 1 MD2000		Year 2 MD3000	Year 3 MD3000
Semester 1	Foundations 1 Introduction to Medicine	Cardiovascular	Nervous System
	Mid Semester 1 Assessment Week 7		
		Respiratory	Endocrine
	End of Semester 1 Assessment Week 13-14		
Semester 2	Foundations 2 Musculoskeletal	Gastrointestinal	Research Dissertation Clinical Reasoning
	Mid Semester 2 Assessment Week 6		
		Reproductive	
	End of Semester 2 Assessment Week 13-15		
Clinical Medicine Skills, Communications and Practice			
Health Psychology, Ethics, Public Health Medicine, Generic Scientific Research Skills			