**SSC MENU MODULE EXEMPLAR**

Please note that the red text below denotes instructions while black text illustrates an exemplar

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| **2.Breast Cancer: who lives and who dies? NO MORE THAN 10 WORDS** | |
| **SSC Supervisor:** | **Mr John Meechan** |
| **Hospital/Organisation:** | **Queen Elizabeth University Hospital** |
| **Specialty:** | **Surgery** |
| **Available in:** | **Year 3 (Phase 4)** |
| **Number of students:** | **8** |

**Overall Aim**: **1 or 2 BULLET POINTs**

The overall aims of the module should encapsulate the intentions of the SSC supervisor (i.e., overall purpose).

* The student will gain a broad experience of breast cancer. This will include all aspects of care from diagnosis and staging through to both the surgical and oncological treatment of the disease.
* The student will further their knowledge of the pre-clinical aspects of the disease through reading of current research and spending time in affiliated laboratories in the Institute of Cancer Sciences.

**Objectives/Outcomes**: **4 OR MORE BULLET POINTS**

Educational objectives should inform the students of what they ought to be able to *do* as a result of the SSC learning experience/activities. Verbs should be in the active case (e.g., explain, identify, describe, analyse, communicate, demonstrate). Avoid the passive case (e.g., understand, be aware of, appreciate, recognise) and should *avoid* being statements of belief or philosophy.

Also please note objectives should be assessable/examinable and further examples are in the Appendix at the end.

* To identify the salient scientific and clinical issues from a review of the literature on breast cancer
* To describe the clinical presentation of breast cancer and describe how it is investigated and staged
* To explain the surgical and oncological treatments offered and decision-making employed in choosing breast cancer treatment
* To describe the impact of a diagnosis of breast cancer on the patient
* To analyse a specific area of current research from the breast cancer database
* To demonstrate a professional attitude/behaviour throughout the SSC module

**Module Description/Outline: ONE OR TWO PARAGRAPHS PROVIDING AN OVERVIEW**

This module will allow the students to gain a comprehensive grounding in the current surgical treatment of patients with breast cancer as well as obtaining some insight into potential future developments. The students will also learn first-hand how breast cancer patients are managed by the multi-disciplinary team and explore other aspects of current breast cancer management. In parallel, using data from the Department of Surgery's breast cancer database, the students will undertake a small audit in investigating the challenge in predicting outcome in breast cancer.

Assessment will be in the form of a written report (on a topic which will be mutually decided), a departmental oral presentation and supervisors assessment which will be based on interest, motivation, reliability and attendance etc.

**Timetable of Events:**

* Week 1 & 2: Attend outpatient clinics, ward rounds, theatre sessions and start literature review
* Week 2/3: Mid-block meeting with supervisors to discuss progress
* Week 3 & 4: Continue to attend clinical sessions, have one-to-one sessions with allied specialists (e.g., nurses, oncologists, pathologists) and examine clinical data using appropriate statistical analysis
* Week 5: Oral presentation and write up report for submission before 5pm on Friday

**OR**

Weekly attendance at the following:

* 1 clinic, 1 lumpectomy/mastectomy theatre list, 1, 1 departmental and MDT meeting, with ward rounds interspersed
* Mid-block meeting with supervisors to discuss progress
* Throughout the five-week block, sessions with breast care nurse specialists, radiologists, oncologists, and pathologists will be arranged
* A short audit will be undertaken during week 3 of the block
* Time not attending clinical sessions will be spent either in Institute of Cancer Sciences or self-learning
* Time in the final week will be dedicated to a departmental oral presentation and submission of the final report

**Resources:**

Online journals, textbooks, National guidelines, databases, hospital clinics. ward rounds, theatre list, case notes, Department educational meetings, tutorials on breast cancer, pathology sessions, Doctors, nurses, and other healthcare staff.

**Assessment**: COMMON EXAMPLES OF ASSESSMENT BREAKDOWNS ARE SHOWN BELOW

Supervisors Assessment/Judgement 20%

Oral Presentation (15mins including answering questions) 20%

Individual Written Report (3000 words) 60%

**OR**

Supervisors Assessment/Judgement 20%

Individual Written Report (4000 words) 80%

**OR**

Supervisors Assessment//Judgement 20%

Two Case with Reflection (2000 words) 40%

Individual Written Report (2000 words) 40%

Of course, other types of assessment instruments can be used such as lab book, literature review, reflective portfolio, blog, website, learning resource etc. For these, like the above regular used methods the **weighting suggestion is 1000 words for every 20% of written work.**

Please note, that it is good practice for all SSCs to use at least two assessment techniques and the methods used be appropriate for assessing the learning outcomes of the SSC. Supervisor’s assessment of 20% should be considered for clinical placements to ensure that an element of professionalism is assessed in the modules although we appreciate that; this may not be possible in modules that take large numbers of students. At least 60% of the assessment must be in a form accessible to the External Examiners (e.g., written report, case reports with reflections, lab books, etc.). Ideally, the main assessment tool should be a properly referenced report/dissertation/essay/audit (3000-4000 words depending on the other assessment weighting). If case reports are used, then each must be accompanied by a reflective commentary with a suggested word count of 1000 words in total for each.

**Contact:**

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**Appendix**

**How to write aims and objectives**

**What are ‘Aims’?**

The ‘aim’ of a PBL. laboratory, tutorial exercise, or lecture states the *intentions* of the ‘teacher’ or designer of the exercise. For any one element it should be possible to convey the aim in a sentence.

**What are ‘Objectives’?**

Objectives should inform the students of what they ought to be able to *do* as a result of the learning experience/activities.

(i.e., verbs should be in the active case. Avoid the passive case e.g., understand, be aware of, know (a fact), appreciate, recognise).

Objectives should *not* be statements of belief/philosophy/fact.

Objectives should be assessable (examinable) and that which is assessed should be clearly stated as an objective.

Examples of ‘good’ constructions for objectives:

*analyse* data/information --

*argue* the pros and cons of –

*calculate* the caloric intake –

*communicate* with the block leader through the internet

*demonstrate* how to resuscitate a patient

*describe* the purpose of

*design* an improved case record sheet

*dissect* out the nerve from Tom’s thumb

*draw* a diagram/paint a picture

*dress* a wound

*examine* a slide to determine whether tissue is normal

*explain* the safety implications

*identify* a specimen/tissue

*interview* a patient to establish ---

*list* the complications of diabetes

*measure* blood pressure

*observe* and report upon the behaviour/reaction

*outline* the main features of ----

*prepare* an agenda/spreadsheet

*research* the library catalogues for information

*sterilise* the environment

*summarize* the findings in a paper/report

2 Sept 2023