MB ChB Phase 1:
Body Logistics Unit

Interactive Workbook for Academic Year 2016-2017

Table of Contents

[Body Logistics Timetable 2](#_Toc457206374)

[Introduction 4](#_Toc457206375)

[Aims of the module 4](#_Toc457206376)

[Pre-requisites 4](#_Toc457206377)

[Summary of Intended Learning Outcomes 4](#_Toc457206378)

[Session Structure and Learning Methods 5](#_Toc457206379)

[Cross-Modular Themes 5](#_Toc457206380)

[Assessment & Assessment Methods 5](#_Toc457206381)

[List Recommended Resources 5](#_Toc457206382)

[Staff involved in the Module 6](#_Toc457206383)

[Allocation of Student Groups to Seminar Rooms 6](#_Toc457206384)

[Self-Study & Follow-up Work 6](#_Toc457206385)

[Session 1: 7](#_Toc457206386)

[Preparation for Session 1 7](#_Toc457206387)

Body Logistics Timetable

| **Session 1 Mon****Oct 17th** | Introduction to Body Systems – N. LondonInvestigative Techniques – N. London | **Week 4** |
| --- | --- | --- |
| **Session 2 Tues****Oct 18th** | Integrating Cells into Tissues – N. LondonConnective and Adipose Tissues - J. Hales |
| **Wed** **Oct 19th. NB: This is MGD session 1** | Intracellular Logistics - J. Hales/ M. LeylandIntracellular Logistics - J. Hales/M. Leyland |
| **Session 3 Thurs****Oct 20th** | Anatomical Terminology - S. JacquesImaging of Systems - Radiologist |
| **Session 4 Wed****Oct 26th** | Blood/Haemopoiesis - Fiona MilesLymphatics J. Hales/N. London | **Week 5** |
| **Session 5 Thurs****Oct 27th** | Surface and Core Anatomy – S. JacquesSurface and Core Anatomy - S. Jacques |
| **Session 6 Wed****Nov 2nd** | Epithelial Tissues and Glands – J. HalesSkin J. Hales/ Ingrid Helbling | **Week 6** |
| **Session 7 Wed****Nov 9th** | Skeletal System - Cartilage - J. HalesSkeletal System – Bone - J. Hales | **Week 7** |
| **Session 8 Wed****Nov 16th** | Muscular System – J. HalesCardiovascular System – N. London | **Week 8** |
| **Session 9 Wed****Nov 23rd** | Digestive System - J. HalesLiver – N. London | **Week 9** |
| **Session 10 Wed****Nov 30th** | Respiratory System – J. HalesBreast - Sheila Sheoki | **Week 10** |
| **Session 11 Wed****Dec 7th** | Nervous System – J. HalesEndocrine System – N. London | **Week 11** |
| **Session 12 Mon****Jan 9th 2017** | Embryology – N. London | **Week 12** |

Introduction

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer nec odio. Praesent libero. Sed cursus ante dapibus diam. Sed nisi. Nulla quis sem at nibh elementum imperdiet. Duis sagittis ipsum. Praesent mauris. Fusce nec tellus sed augue semper porta. Mauris massa. Vestibulum lacinia arcu eget nulla. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos.

* First point
* Second point
* Third point
* Fourth point
* Fifth point

Aims of the module

The aims of this module are

1. to Lorem ipsum dolor sit amet, consectetur adipiscing elit
2. to Integer nec odio. Praesent libero.
3. to Sed cursus ante dapibus diam. Sed nisi.

Pre-requisites

At the beginning of this module you should be able to:

* Prereq 1)
* Prereq 2

Summary of Intended Learning Outcomes

On completion of this academic unit, you should be able to:

* Identify and demonstrate clinically relevant features of.
* Compare the clinical
* Develop the
* Outline the
* Distinguish between.
* Organise the anatomy and.
* Demonstrate the
* Relate the
* Interpret the
* Simplify the
* Formulate the
* Combine the

Session Structure and Learning Methods

The module will run over *n* weeks

Session-specific aims have been included to provide guidance concerning depth and scope of material to be studied during each of the sessions. You are recommended to extend your learning by consulting relevant subject-specific textbooks and other resources to extend your knowledge and understanding further.

Cross-Modular Themes

Content taught through this academic unit will relate to:

* The
* The
* Teaching

Assessment & Assessment Methods

ESA1 will comprise unit-specific and cross-unit questions testing knowledge, understanding and application of the subject material covered here and its relevance and significance within clinical contexts.

List Recommended Resources

Staff involved in the Module

**Unit Lead** Professor Nick London

**Deputy Unit Leads**

**Academic Staff &Clinical Teaching Fellows**

| Professor Nick London | Dr. Laura Mongan |
| --- | --- |
| Dr Steve Jacques | Dr. Lisa Quinn |
| Dr Jonathan Hales |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Allocation of Student Groups to Seminar Rooms

Room allocations for small group work in this module are not fixed but varied depending upon pressures on teaching space from other sources. As such, room allocations for all small group work are listed on a sessional basis under each relevant teaching session. Please note that in some cases, the Dissection Room may be used concurrently with seminar rooms.

Self-Study & Follow-up Work

You are strongly advised to use self-study time to fully meet the intended learning outcomes of the module by working through the follow-up work included in this Unit’s workbook. The aim is to enable you to apply your knowledge and understanding of the subject material learnt in this academic Unit in a clinical and functional context. Additional resources, such as prosections, potted specimens, anatomical models, charts, audio-visual aids and technology-enhanced packages, illustrating structural, functional and clinical interrelationships will be available and accessible by arrangement.

Session 1:

Preparation for Session 1

Why wait to start the official course. Start your life-long learning now!

Please **view**

* [Homeostasis](https://www.youtube.com/embed/5HS66q_OA8g?start=0&end=847)
* [Immune system podcast](https://www.youtube.com/embed/z3M0vU3Dv8E?start=5&end=826)
* **and one of the following three videos** [Monoclonal antibodies 1](https://www.youtube.com/embed/Gykx5FrQbvU)[Monoclonal antibody 2](https://www.youtube.com/embed/0A99pk6kpS4) **or** [Monoclonal antibody 3](https://www.youtube.com/embed/YjpvbhgYIMU)
* [microtubules](https://www.youtube.com/embed/5rqbmLiSkpk?start=18&end=255)

Please **read**

* Pages 010 to 037 of ‘The Complete Human Body’ by Professor Alice Roberts.
* [Why are ova bigger than spermatozoa?](http://theconversation.com/male-female-ah-whats-the-difference-12786)
* [Photograph 51](http://www.theguardian.com/film/2015/sep/05/nicole-kidman-stage-return-rosalind-franklin-photograph-51)
* [How ultrasound works](http://www.howequipmentworks.com/ultrasound_basics/)

***Preparation for small group learning***

***Prepare broad-based answers to:***

How does the body regulate its temperature?

You should consider:

What is normal body temperature?

How can body temperature be measured?

What is meant by core temperature?

Below what temperature is considered hypothermia?

How does the body generate heat?

How does the body lose heat?

What are the regulatory mechanisms for controlling body temperature?

What are the consequences of abnormal hypo and hyperthermia?

Are there any therapeutic uses of hypothermia and hyperthermia?

What are the health benefits of “cooling it in the bedroom”?

Why are the testicles stored at 2° C less than body temperature?

Infection is one cause of a pyrexia. How does infection cause a pyrexia? Is the temperature rise protective? Is it a good idea to lower the temperature with drugs?

What is a febrile seizure?

***Prepare broad-based answers to*:**

We use the phrase ‘eagle eyed’. What allows eagles to have such amazing vision?

You now know that bats use ultrasound to find strawberries. But if there are 20,000 bats in a cave why don’t they get confused by each other’s ultrasound beams (echolocation jamming)?

Why are ova bigger than spermatozoa?

Where does the iodine in our diet come from? How has EU legalisation reduced our iodine intake?

What does the word ‘goitre’ mean? What is the commonest cause of goitre globally? Which parts of the world have a high prevalence of goitre and why? What is a Derbyshire neck? Which aquatic organisms use iodine for their defence?

What is the difference between prevalence and incidence?

Some say Rosalind Franklin suffered a terrible injustice. What strategies are in place in the UK to improve the profile of women in science? Why is equality and diversity so important for doctors?

Why aren’t monoclonal antibodies ‘rejected’ (i.e induce an immune response) by humans

What examples are there of monoclonal antibodies dramatically improving the treatment of rheumatological, dermatological, gastroenterological and oncological diseases?

What do patients not like about MRI scanning?