

JOINT MEDICAL PROGRAM



Bachelor of Medical Science and Doctor of Medicine Program

MEDI1101: Clinical Sciences, Scholarship and Practice 1 (Parts A and B)

The University of Newcastle (UON) - Callaghan

The University of New England (UNE) – Armidale

OVERVIEW

Course Description

The course covers the foundational aspects of the vertical themes that run throughout the medical program and inform medical practice: Science & Scholarship, Clinical Practice, Health Societies & Environment, and Professional Development.

The course presents students with a series of problem-based learning (PBL) scenarios, or working problems, which aim to trigger and develop the student's knowledge and skills in all themes as applicable to clinical practice. PBL scenarios are used to drive student learning and integrate basic science knowledge with medical practice, and to provide clinical context to other learning activities. PBL content is presented using the organising framework of the extended family and their experience of health, illness, health care and medicine. Content is organised by presenting PBL cases where the patient, family and community experience developmental or other changes in one or more body systems. Students investigate the scientific foundations underlying medical conditions and patient responses to these conditions, and explore the principles of prevention and management as they apply to the specific medical conditions. Students will learn about the principles and core concepts of biomedical science, research and evidence-based medicine, clinical assessment, health promotion and population health.

The course provides an introduction to a range of research and epidemiological concepts which will highlight the importance of research to inform clinical practice, decision-making, and the allocation of resources; and prepares students to be informed consumers of research and evidence. The course also provides an opportunity to explore the socio-cultural-environmental influences on, and determinants of health locally, nationally, and globally, through a lens of public health, health promotion, and patient-focused care. The course also introduces students to opportunities for inter-professional learning and the principles of team work and its importance to safe and effective patient care.

Clinical skills fundamental to clinical practice are taught and assessed throughout via structured clinical teaching workshops using a mix of simulated learning environments and interactions

UoN CRICOS Provider 00109J

UNE CRICOS Provider 00003G

COURSE OUTLINE

	<p>with patients. A broad overview of the body and its functions is presented. Specific content related to cardiorespiratory, alimentary tract, genitourinary, endocrine, and reproductive health is covered. Students apply basic knowledge of pharmacotherapeutics to the management of patients with conditions related to the above. Students are introduced to clinical sciences (anatomy, physiology, cell biology, biochemistry, pathology, immunology, genetics, pharmacology and the clinical behavioural sciences), history taking, physical examination and the rational use of appropriate, readily available diagnostic tests.</p> <p>This course also introduces students to the legal, ethical and governance frameworks that underpin medical practice in Australia including content related to registration as a medical student and the associated fitness to practice regime, and requirements for continuing professional development and reflective practice.</p> <p>Students will also develop a more in depth understanding of healthcare in Australia and of future career pathways and the need for doctors to remain current in their approaches to health care delivery.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>During 2023, students asked for</p>	<p>Improved physical facilities More respectful behaviour from peers (particularly asked that we address tardiness) Improved training in group dynamics for PBL facilitators Better coverage of learning points in lectures More feedback for HSE presentations More specific feedback from MCQ exams.</p>
<p>2024 changes made</p>	<p>Some tutorial rooms have been upgraded.</p> <p>Developing Professionalism and Leadership capabilities in JMP students will be a focus during 2024. Concerns regarding lapses in these capabilities will result in students being notified and given remediation opportunities utilising a more structured process.</p> <p>For tutors, there will be a focus on developing skills in group dynamics both in facilitator guides and regular facilitator meetings. We will emphasise to students at the start of the year and in the Course Outline that continued, respectful, active participation in PBL is mandatory. There will be an emphasis on encouraging students' responsibility to provide direct feedback to tutors and peers to address group dynamic concerns at an early stage, as part of developing professional skills required for future practice in health care teams. We have reviewed lecture and learning point alignment and will ensure all lecturers have access to current learning point framework.</p> <p>Feedback for presentations will be sent earlier in the semester and format of MCQ feedback will be reviewed.</p>

Program Progression Requirements	<p>This course is a compulsory program requirement for students in the following program(s):</p> <ul style="list-style-type: none"> • Bachelor of Medical Science (Bachelor of Medical Science and Doctor of Medicine) <p>Students enrolled in these program(s) must pass Part A combined with Part B of each multi-term sequence courses in order to progress in their program.</p>
Multi-term Sequence	<p>This course is part of a multi-term sequence. Both Part A and Part B must be completed within a twelve month period to meet the requirements of the sequence. Part A and Part B must be completed in consecutive terms. Students must complete Part A before completing Part B. If students complete Part A but are unable to complete Part B within the timeframe, they must re-enrol in Part A.</p>
Enrolment Requisites	<p>This course is only available to students enrolled in the Bachelor of Medical Science program.</p>
Assumed Knowledge	<p>Nil</p>
Mode of Delivery	<p>On-campus (internal)</p>
Contact Hours	<p>The list below details the face to face hours per learning activity type for Full Term (Semester) starting in week 1.</p> <p>Forum: Up to 30 hours per Term (60 hours per year; on Campus) e.g. Clinical Review Panels, and Patient Centred Forums</p> <p>Laboratory: Up to 25 hours per term (50 hours per year; on Campus) e.g. Anatomy and Histology labs</p> <p>Lectures/Seminars: Up to 8 hours per Week (112 hours per term; 224 hours per year; on Campus) e.g. Biomedical Science and Health, Society and the Environment Lectures, Professional Development Seminars, Research seminars</p> <p>Online Activity: Up to 20 hours per term (40 hours per year) e.g. Online formative quizzes</p> <p>Practical: Up to 48 hours per term (96 hours per year) e.g. Clinical Skills Workshops and Clinical Experiences</p> <p>Self Directed Learning: 18 hours per Week This is a time guide for students to allocate to their own learning, however each student is expected to adjust the number of hours each week according to individual needs.</p> <p>Tutorials: Up to 8 hours per Week (120 hours per term; 240 hours per year; on Campus) e.g. Problem Based Learning (PBL) Tutorials</p>
Workload	<p>Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit/6 point course/unit.</p>
Unit Weighting	<p>UON 80 units UNE 48 credit points</p>

CONTACTS

<p>Course Coordinators</p>	<p>The University of Newcastle, Callaghan (UON) Dr Mary Jane Dalton Ph: (02) 4985 4358 Email: Maryjane.Dalton@newcastle.edu.au</p> <p>Dr Souptik Basu Email: Souptik.Basu@newcastle.edu.au</p> <p>The University of New England, Armidale (UNE) Dr Jacqui Epps Phone: (02) 6773 1228 Room 323, Level 3 Patricia O'Shane Building Email: jepps@une.edu.au</p>
<p>Year Managers</p>	<p>The University of Newcastle, Callaghan Sara Braddock Phone: (02) 4921 5023 Email: JMP-Year1@newcastle.edu.au</p> <p>The University of New England, Armidale Jessica Monk Phone: (02) 6773 4205 Email: JMP-Year1@une.edu.au</p>
<p>Teaching Staff</p>	<p>Other academic staff and professional staff member details will be provided on the course Canvas site and in the timetable.</p>
<p>School Office</p>	<p>Callaghan – School of Medicine & Public Health CT 216 on the Callaghan Campus (Phase 1) Level 3, Education Block, John Hunter Hospital</p> <p>Armidale – School of Rural Medicine Level 3, The Patricia O'Shane Building</p>

CURRICULUM

Course Learning Outcomes (CLOs)

On successful completion of this course, students will be able to:

Science & Scholarship	CLO1	Demonstrate a foundational understanding of the normal human development through life stages, with a particular focus on biomedical concepts of structure and function relevant to control systems, circulation, respiration, energy, and excretion.
	CLO2	Demonstrate a foundational understanding of human anatomy, histology, physiology, biochemistry, immunology, microbiology, genetics, pathology, and pharmacology relevant to the practice of medicine, with a particular focus on the cardiovascular, respiratory, endocrine, gastrointestinal, renal, and neurological systems.
	CLO3	Demonstrate a foundational understanding of the social, behavioural, educational and clinical sciences relevant to the practice of medicine.
	CLO4	Describe the core concepts and rationale for evidence-based healthcare, including the roles of research and epidemiology in informing healthcare at an individual and population level.
	CLO5	Demonstrate a foundational understanding of the processes of research including study designs, principles of statistical interpretation and critical appraisal.
	CLO6	Locate, manage and evaluate appropriate scholarly resources to inform current and lifelong learning, academic writing, and decision-making, while maintaining academic integrity in learning processes and submitted work.
Clinical Practice	CLO7	Demonstrate core skills of effective patient-centred communication and teamwork in healthcare settings.
	CLO8	Demonstrate an understanding of the core principles of cultural competence and the skills for sensitively identifying patients of Aboriginal and/or Torres Strait Islander origin.
	CLO9	Demonstrate the appropriate, patient-centred gathering of a system based medical history, followed by a concise and ordered communication of findings.
	CLO10	Demonstrate introductory skills relating to personal and patient safety, infection control, and basic life support.
	CLO11	Perform basic physical examination techniques of major regions and body systems, followed by a concise and ordered communication of findings.
	CLO12	Describe, select and justify basic consultation oriented diagnostic investigations and procedures.
Health, Societies & Environment	CLO13	Demonstrate basic clinical reasoning skills of integrating information from all forms of patient assessment to reach justifiable differential diagnoses.
	CLO14	Demonstrate a basic understanding of the core concepts of health promotion and population health, with a particular focus on promoting health and wellbeing, preventing disease and injury, and identifying and modifying biological and behavioural risk factors.
	CLO15	Demonstrate an understanding of the socio-cultural-environmental determinants of health and their impact on the health of individuals and populations including sub-groups based on geographical location, age, gender, culture, spirituality, and social setting.
	CLO16	Apply fundamental tools and principles of epidemiology to identify and measure the burden of illness of major health challenges facing Australia and other countries, including the gaps in health status and outcomes of Aboriginal and Torres Strait Islander people.
	CLO17	Demonstrate a basic understanding of the factors contributing to an epidemic, and the public health strategies available as part of prevention, and response.
	CLO18	Describe the important elements of Aboriginal and Torres Strait Islander history, cultural identity and beliefs and the potential impact these have on the health of unique communities.
	CLO19	Demonstrate an understanding of the development of programs and policies to promote and protect health, as well as prevent disease, and their application through a diverse range of organisations and communities.
	CLO20	Demonstrate an introductory level of knowledge on equity of access to health care, and approaches to quality and safety in health care.

Professional Development	CLO21	Demonstrate appropriately respectful behaviour to staff, students, and members of the public in the role of a medical student.
	CLO22	Demonstrate an understanding of the broad roles of a doctor; in particular understanding the expectations of individual patients and the community; understanding and respecting the roles of other health professionals; and understanding the need to work in interdisciplinary teams.
	CLO23	Demonstrate a foundational understanding of moral thinking and the implications for medical practice.
	CLO24	Demonstrate a foundational understanding of the Australian legal framework for medical practice, with specific reference to the laws in NSW.
	CLO25	Demonstrate an understanding of the importance to medical practice of personal qualities, including truthfulness, commitment to confidentiality, fidelity, compassion and an ability to self-reflect.
	CLO26	Demonstrate knowledge of, and commitment to, the policies and procedures governing medical student conduct.
	CLO27	Demonstrate awareness of the factors that are likely to impact on the health and wellbeing of doctors and medical students, particularly with regard to mental health.
	CLO28	Demonstrate an understanding of the principles of patient-centred decision-making, including the importance of communicating risks and benefits to a competent patient; and an understanding of the ethical and legal basis for decision-making in an emergency or when a patient is not competent.

Course Learning Points (LPs)

Course Learning Outcomes are deconstructed into more detailed Learning Points for each working problem and learning activity. Learning Points for the course are made available on Canvas as a Learning Point Framework.

Course Materials

Recommended Resources are posted on Canvas for discipline topic areas. These are prepared as a guide only, to aid student learning. Students should continue to find and evaluate their own learning resources. There are no compulsory texts for this course.

The Recommended Resources are those which have been found to be most suitable overall for student use over time. You are advised, however, not to buy any textbook until you are certain that you need a book on the subject and that it is the best book for your particular needs. Most students do not find it necessary to purchase reference texts, and you should consider purchase of introductory texts only if you have difficulty with the subject or find you have inadequate access to the introductory texts in the Medical Reserve or on the Medical Subject guide via the library websites:

- <http://libguides.newcastle.edu.au/medicine>
- <http://une.au.libguides.com/medicine>

If looking for further suggestions please consult discipline staff, the texts in the Medical Reserve or medical students in later years. Cheap student editions of some texts are available. Consult the student bookshop about the availability of these.

Required Reading

Preparation materials for learning activities such as labs, clinical sessions, forums, and other tutorials are posted on Canvas in the relevant location.

Self-directed learning activities will be regularly generated from tutorials e.g. Problem Based Learning tutorials.

Lectures, Forums and Seminars: Associated learning resources and recordings will be posted on Canvas

ASSESSMENTS AND COURSE REQUIREMENTS

In this course, to ensure that students develop appropriate knowledge, skills, and professional attitudes, requirements are categorised as summative assessments (marked items with a minimum standard of performance required) and compulsory course requirements (unmarked but completion is mandatory). Course requirements are further categorised as:

1. Summative examination – Multiple Choice Question (MCQ)
2. Summative examination – Objective Structured Clinical Examination (OSCE)
3. Written assignments and presentations
4. Professionalism and Engagement

Formative assessments are those where performance scores do not contribute to the course grade. These types of assessment provide additional learning opportunities and act as a mechanism to identify strengths and weaknesses, to provide feedback, and to best prepare for summative assessments that do contribute to course grade.

The following is a summary of requirements to pass the combined Parts A and B of MEDI1101. Details of each item can be found on the following pages.

Summative Assessments: Students must achieve a satisfactory result in these items to pass		
Categories		Week open Due date
Summative examination – MCQ	1.1 Summative MCQ	Summative MCQ exams given during end of semester assessment period. Schedule to be released by Exams Branch.
	Exam 1 - Part A	
	Exam 2 - Part B (covers Parts A and B)	
	1.2 Summative Anatomy and Histology Practical MCQ:	
	Exam 2 - Part B (covers Parts A and B)	
Summative examination - OSCE	2.0 Summative OSCE examination:	Summative OSCE exams as timetabled during the semester and/or the assessment period.
	Exam 1 - Part A	
	Exam 2 - Part B (covers Parts A and B)	
Written assignments and presentations	3.1 Research Assignment	As timetabled (approx. Week 11)
	Research Assignment 1 (Part A)	
	Research Assignment 2 (Part B)	
Professionalism and Engagement	3.2 Presentation – Health Societies and Environment	As timetabled in week of 08/07/24
	4.1 PBL Tutorial Participation and Contribution (rating forms completed by facilitator)	Ongoing
	4.2 Structured Clinical Skills Participation (rating forms completed by facilitator)	Ongoing
Compulsory Requirements: Students must attempt and/or complete ALL of these items		
Professionalism and Engagement	4.3 Formative MCQ Exams^{*^} (midsemester in A and B)	As timetabled in Week 9 As timetabled in Week 24
	4.4 Formative OSCE Exams^{*^} (prior to summative OSCEs in both A and B)	As timetabled
	4.5 Formative Online quizzes^{*^}	Weekly beginning in week 2
	4.6 Attendance at mandatory sessions	As timetabled
	4.7 Online Interactive Task - Academic Integrity Module^{^^}	08/03/2024 (Week 3)
	4.8 Online Interactive Task - Professional Behaviour Module^{^^}	15/03/2024 (Week 4)
	4.9 Aboriginal Health Online Module^{^^}	22/03/2024 (Week 5)
	4.10 Hand Hygiene Online Module^{^^}	22/2/2024 (Week 1)
	4.11 Pre-placement verification, First Aid Certificate^{^^}	8/04/2024 (Week 7)
	4.12 Mental Health First Aid Certification^{^^}	As timetabled
	4.13 PBL facilitator one-on-one feedback meetings^{^^}	As arranged with facilitator
	4.14 Professional behaviour reflections[^]	Weeks 14 and 29

Key for Assessments and Course Requirements table

[^] = must attempt

^{^^} = must complete

^{*} = Formative assessments

In order to achieve an overall satisfactory (ungraded pass) result in the course, students must achieve a satisfactory result in each category of assessment. **Assessment in each category in MEDI1101A contributes a proportion (as specified below) of students' overall assessment for that category, with the remaining proportion completed in MEDI1101B.** In order to pass the course overall (Parts A and B), each student must satisfactorily complete **ALL** of the categories in the table below.

Assessment breakdown between MEDI1101A and MEDI1101B

Assessment	MEDI1101A		MEDI1101B	
Summative examination	MCQ - 32%	Anatomy/Histology - 8%	MCQ - 48%	Anatomy/Histology - 12%
	Total MCQ - 40%		Total MCQ - 60%	
OSCE	Up to 9 required stations must be satisfactorily performed.			
Written assignments / presentations	Assessed across all tasks			
Professionalism and engagement	Assessed across all activities			

Students must be Satisfactory in all assessment categories including completion of all Parts A and B of Course/Unit requirements to pass the course/unit. A student who is Not Satisfactory in an assessment item or category may be deemed to have passed the Course/Unit if, in the opinion of the Year Assessment Decision Committee, their performance overall has reached a satisfactory standard. The recommendation to do this will be made by the Year Assessment Decision Committee.

Assessment and Course Requirement Details

More details on each assessment item and its marking criteria will be available on the course Canvas site.

<p>Category 1: Summative Examination (MCQ)</p>	<p>1.1 Summative Multiple Choice Question (MCQ) Exams (80% of category weighting)</p> <p>Students will undertake an MCQ paper in both Part A and Part B, testing the recall and application of knowledge covered during their studies to date. Questions are linked to weekly learning points, as addressed in weekly learning activities including lectures, PBL tutorials, and by student self-directed learning. Questions may cover any of the learning in the preceding weeks of MEDI1101A and B. These will be closed book examinations.</p> <p>Up to 120 questions, Up to 180 minutes in each of MEDI1101A and B 1.5 minutes is allocated for each question with an additional 10mins reading time at the start of the assessment.</p> <p>1.2 Summative Anatomy and Histology Practical MCQ Exams (20% of category weighting)</p> <p>Students will undertake a practical multiple choice examination in both Part A and Part B, giving students the opportunity to apply, test and reinforce their learning from the Anatomy and Histology laboratories throughout the course undertaken during the studies to date. The exams are consist of 50 MCQs which may relate to physical triggers such as images, models, or specimens.</p> <p>Up to 50 questions, 60 minutes in each of MEDI1101A and B</p>
<p>Category 2: Summative Examination (OSCE)</p>	<p>2.0 Summative OSCE Exams</p> <p>Students will undertake up to eight Objective Structured Clinical Examination (OSCE) stations, each of up to 20 minutes in length, in each of MEDI1101A and B. OSCE stations require students to perform a clinical consultation (history-taking) or physical examination while being observed and marked by an assessor or simulated patient. Each OSCE station will primarily assess learning from structured clinical skills sessions but may relate to ANY area of learning. OSCEs will assess learning points covered during students' studies to date. This will be closed book examinations.</p> <p>Students must satisfactorily perform all required OSCE stations in order to progress to the next year. If students are unsatisfactory in a station, they may be permitted to repeat it once remediation is completed, until a satisfactory performance is attained. Summative OSCE timetable to be made available on Canvas approximately one week before exams</p>
<p>Category 3: Written Assignment & Presentation</p>	<p>3.1 Research Assignment</p> <p>The written assignments are focussed on developing knowledge around study design and methodology in health research.</p> <p>Research Written Assignment 1 (during MEDI1101A): After completion of a workshop in study design, students will undertake an in-class written assessment that requires them to evaluate and answer questions about a series of examples of research studies.</p> <p>Short Answer Paper, open book (no electronic resources) Up to 10 questions, up to 2 hours</p> <p>Research Written Assignment 2 (during MEDI101B): After introductory lectures, students will search for and identify research articles that use a specified study design to address a clinical question and write summaries for two selected articles.</p> <p>500-600 words Submitted electronically via Turnitin (on Canvas)</p>

	<p>3.2 Presentation - Health Societies and Environment</p> <p>The task is focussed on Health Promotion in Aboriginal and Torres Strait Islander Communities. The task is designed to assess course objectives and learning points and allow students to better understand Aboriginal and Torres Strait Islander health promotion programs and initiatives.</p> <p>The task will be introduced in semester one (week 9) and will be completed in small groups of 2-4 students from your PBL group. Each small group will be allocated one community and one age group (maternal, childhood, adolescent / youth, adult mid 20's onwards or older adults) to consider. The group will need to research the community to expand on the information given and evaluate the health promotion initiative.</p> <p>At the beginning of semester two, students will present their work to the group in the form of an oral presentation supported by PowerPoint slides.</p> <p>20-minute presentation per group (15 minutes of presentation followed by 5 minutes questions and discussion, approximately 15 slides).</p> <p>A copy of each group's PowerPoint slides needs to be submitted via turn-it-in before their timetabled presentation day.</p>
<p>Category 4: Professionalism and Engagement</p>	<p>4.1 PBL Tutorial Participation and Contribution</p> <p>Students are assessed by their PBL tutors on their participation and contribution to the PBL group. Tutors will assess the group on a fortnightly basis beginning in week 2. Students are assessed against criteria which relate to preparation, conduct, reasoning, critical thinking, organisation, teamwork, ethical sensitivity, verbal communication, and autonomous learning. Feedback is provided to students via the PBL Tracking site on Canvas. It is expected that students will engage with this feedback and work towards improvement. Students who do not adequately engage with this process will be referred to the course coordinator for review.</p> <p>PBL facilitator assessments, beginning in week 5 and for the remainder of the academic year, together with a student's attendance record will be taken into account when determining whether a student is satisfactory for the PBL component of MED11101A and MED11101B.</p> <p>Note that attendance will be monitored at all PBL tutorials including open, middle and close sessions in all 29 weeks.</p> <p>4.2 Structured Clinical Skills feedback reflecting adequate participation and contribution</p> <p>Students are required to prepare for, attend and engage with clinical skills tutorial sessions. Students are assessed by clinical skills facilitators against criteria which relate to preparation (engagement with pre-reading materials), their ability to follow instructions and perform tasks in an organised manner, their teamwork, and their professional behaviour.</p> <p>Clinical skills tutors will provide direct feedback to students during skills sessions. Concerns regarding a student's performance will be discussed with the course coordinator.</p>

4.3 Formative MCQ Exams

In semester one, this exam will be held under conditions similar to those that will be experienced in the summative MCQ exam at the end of the semester, giving students an opportunity for exposure to both the format and the content. Test conditions for semester two will be advised in semester two.

Each exam will contain 60 questions that cover content from any of the prior weeks of learning.

60 questions, 90 minutes in each of MEDI1101A and B

1.5 minutes is allocated for each question with an additional 10mins reading time at the start of the assessment

4.4 Formative OSCE Exams

Students will practise history taking and physical examination skills during clinical and communications skills tutorials.

4.5 Formative Online MCQ quizzes

There will be weekly MCQ quizzes covering recent course content in each of MEDI1101A and B. Each quiz is approximately 20 minutes long and is intended to help consolidate learning. The weekly quizzes are mandatory and must be completed by the Monday of the following week.

There will also be a small number of preparatory quizzes associated with the research assignment. These must be completed before submitting the assignment. Relevant due dates for each quiz are available on Canvas.

4.6 Attendance at mandatory sessions

100% attendance is expected of all students at MED1101A timetabled learning activities.

As such attendance is monitored and recorded at:

1. Problem Based Learning (PBL) tutorials
2. Clinical Skills sessions
3. Anatomy & Histology labs
4. Patient Centred Forums
5. Clinical Review Forums and Seminars

If a mandatory teaching session is missed, students are required to notify the absence address with the reason for their absence.

JMP students at UON should notify UONJMPAbsenceY1@newcastle.edu.au

JMP students at UNE should notify UNEJMPAbsenceY1@une.edu.au

Students are allowed up to three non-consecutive absences per semester without additional documentation to allow for personal circumstances. Any additional absences should be supported with documentation such as a medical certificate. For documenting unavoidable absences, please follow the procedure outlined in the Attendance section of the following *Additional Information* table.

As attendance is mandatory, fulfilment of attendance requirements will have an impact on the completion or otherwise of the course/unit. That is, inadequate attendance in MEDI courses/units may result in an unsatisfactory course/unit result and the awarding of a Fail (FF) grade.

	<p>4.7 Online Interactive Task - Academic Integrity Module</p> <p>The Academic Integrity Module (AIM) is an educational tool designed to help students avoid plagiarism by understanding referencing style and hence improve formal academic performance. It is JMP policy that all students complete this module as part of MEDI1101A.</p> <p>Please note, there are other university AIMS students may be required to complete. The AIM for MEDI1101A is located within the Year 1 Canvas site.</p>
	<p>4.8 Online Interactive Task - Professional Behaviour Module</p> <p>The Professional Behaviour Module is an interactive teaching and learning resource that covers areas of professional behaviour and the expectations of students in regard to professionalism as medical students, and practitioners.</p> <p>The JMP Professional Behaviour Module for MEDI1101A is located within the Year 1 Canvas site.</p>
	<p>4.9 Aboriginal Health Online Module</p> <p>This activity aims to ensure student learning on the key aspects of Aboriginal History and culture, as well as other influences on health for Aboriginal and Torres Strait Islander Australians (influences on individual health, community health, and cross-cultural health including colonisation, transgenerational trauma and social determinants of health).</p> <p>This online Aboriginal Cultural Orientation package is designed for health professionals, health science students and people working in various health care settings. It aims to help participants deepen their understanding of Aboriginal cultural values, beliefs and practises and subsequently enhance their delivery of culturally appropriate health services. It consists of five self-directed learning modules:</p> <ul style="list-style-type: none"> • Culture, self and diversity • Aboriginal history • Working with Aboriginal people • Providing clinical services • Improving cultural security <p>The package includes learning activities, quizzes and a professional development plan.</p> <p>5 modules, 100 minutes</p> <p>Online - The 5 modules should be completed before completing the final quiz to earn a certificate of completion.</p>
	<p>4.10 Hand Hygiene Online Module</p> <p>This activity provides learning opportunities on correct techniques for hand hygiene. This online activity is initiated in Week 1 and relates to physical demonstration by each student in Clinical Skills sessions spread across the delivery period for Part A.</p>
	<p>4.11 Preplacement Verification, First Aid Certificate</p> <p>Students must meet the NSW Health requirements for verification to attend clinical placement prior to placement.</p> <p>Students undertaking the JMP are required to have completed a WorkCover Approved First Aid course, preferred courses are:</p> <ul style="list-style-type: none"> • Provide cardiopulmonary resuscitation (HLTAID009) • Provide basic emergency life support (HLTAID010) • Provide first aid (HLTAID011)

	<p>Details about where to submit the First Aid Certificate are available within the Year 1 Canvas site. Note, the First Aid Certificate does not need to be submitted to NSW Health.</p> <p>Failure to meet these requirements will prevent students from accessing compulsory teaching and learning opportunities required for the successful completion of Part A combined with Part B and progression to Year 2 of the program.</p>
	<p>4.12 Mental Health First Aid</p> <p>Mental Health First Aid (MHFA) is course designed as a mental health version of a basic first aid course. Students are required to complete an online module (expected to take 4-5 hours) and after completion of the online module, attend a 4 hour face-to-face seminar. Vouchers to enable access to the online module will be provided, and required face-to-face seminars will be timetabled during MEDI1101A and B.</p>
	<p>4.13 PBL facilitator one on one feedback meetings</p> <p>Students must attend two (2) face to face meetings with the PBL tutor during the academic year; one in MEDI1101A and one in MEDI1101B. At the facilitator's request, students may be required to attend additional face to face meetings. Students may also request additional meetings.</p>
	<p>4.14 Professional behaviour reflection</p> <p>Students are required to engage in a reflection activity in each of MEDI1101A and B. Tasks will have both an individual and group component, with a discussion or presentation component as part of a PBL activity.</p>

Additional expectation: Contribution to monitoring and evaluation

Monitoring and evaluation is a vital part of curriculum implementation, and a professional responsibility in health and education settings. All feedback that students provide passes through a de-identification procedure and is anonymised. **Students are required to engage with at least two surveys per semester.** Toward the end of each semester there is the Joint Medical Program Experience Survey. The JMPES has 3 parts A, B & C. Part A asks students for feedback on the course. Part B asks for feedback on PBL Tutors and Part C asks students for feedback on clinical skills facilitators. Further opportunity to give anonymous feedback (positive, negative, or otherwise) will be available each week through an open survey link provided on Canvas.

Additional Requirements

Students will be required to access learning remotely and will require equipment that meets minimum technical specifications for reliable internet and telecommunications access. They are also required to purchase personal equipment required for clinical activity (e.g. stethoscope), and personal laboratory safety equipment (lab coat and safety glasses if needed).

GRADUATE OUTCOMES

Bachelor of Medical Science

<http://www.newcastle.edu.au/degrees/bachelor-of-medical-science-doctor-of-medicine-joint-medical-program/handbook>

Doctor of Medicine

<http://www.newcastle.edu.au/degrees/bachelor-of-medical-science-doctor-of-medicine-joint-medical-program/doctor-of-medicine-handbook>

ADDITIONAL INFORMATION

Students are required to comply with the policies and procedures in the JMP Manual and should be familiar with the directions and provisions in the manual.

UNE enrolled JMP students – See JMP Manual in the online UNE Policy Library (search under J for JMP)
<https://www.une.edu.au/policies>

UON enrolled JMP students – See JMP Manual in the online UON Policy Library (search under J for JMP)
<https://policies.newcastle.edu.au/>

<p>Graduate Outcomes</p>	<p>Bachelor of Medical Science http://www.newcastle.edu.au/degrees/bachelor-of-medical-science-doctor-of-medicine-joint-medical-program/handbook</p> <p>Doctor of Medicine http://www.newcastle.edu.au/degrees/bachelor-of-medical-science-doctor-of-medicine-joint-medical-program/doctor-of-medicine-handbook</p>
<p>Grading Scheme</p>	<p>Grading Basis = Pass/Not Pass)</p> <p>MEDI1101A +MEDI1101B is graded according to the following scheme at the end of MEDI1101B:</p> <p>Ungraded Pass (UP) - The requirements to pass the course have been met.</p> <p>Fail (FF) - Failure to satisfactorily achieve assessment objectives or compulsory course components. A fail grade may also be awarded following disciplinary action.</p> <p>MEDI1101A (Part A) will be recorded on transcripts as a result of N/A (not applicable) at UON and RY (result yearlong) at UNE.</p>
<p>Professionalism</p>	<p>The JMP adopts the following definition of Professionalism: Professionalism encompasses the moral attributes, standards of behaviour / practice, and clinical competence that the community and the profession expects of a developing doctor.”</p> <p>In keeping with this, students are expected to consistently attend on time all teaching and learning activities. They must display professional behaviours, including respectful and civil communications. Students are expected to understand the importance of being well-skilled in all discipline areas of teaching and placement offered, in order to be safe and professional graduates. Students must consistently display - and have a comprehensive understanding of - ethically sound conduct. They are expected to display moral values consistent with those expected of a medical doctor, and act in a safe, responsible and accountable manner.</p> <p>The development of professional behaviour and formation of a professional identity is supported by specific learning regarding expectations including remediation in this course. Remediation should provide ongoing support of the student who is identified as having an area of clinical conduct requiring improvement, or demonstrates a lapse in professional behaviour. Where a remediation activity has been triggered, a student is required to engage in, and complete the remediation activity in order to pass the course. Remediation is part of a positive culture around professionalism, encouraging and empowering students to act professionally (“Professionalism and professional identity of our future doctors”, MDANZ, 2021). Successful remediation is mandatory in order to pass ANY Clinical Skills & Professional Conduct Report that raised “<i>some concerns</i>” or “<i>significant concerns</i>”.</p> <p>Students are reminded to behave professionally and respectfully including:</p> <ol style="list-style-type: none"> 1. Attend all scheduled sessions

	<p>2. Dress professionally and appropriately (e.g. closed-in shoes, collared shirts, long skirts, no jeans and no casual shoes for clinical placements)</p> <p>3. Actively participate in all sessions</p> <p>4. Behave respectfully during all sessions</p> <p>5. Observe professional videoconferencing etiquette</p> <p>6. Wash your hands every time (infection control, WHS)</p> <p>7. Take care of yourself (personal health and safety)</p> <p>8. Take care of your patients (meet ethical and legal requirements)</p> <p>Students must treat their own notes on patient histories and examination findings as confidential medical records and dispose of these in accordance with the Medical Council of NSW guidelines at each clinical site.</p> <p>Attendance will be recorded for the Course Requirements. Unless it is stated otherwise in the course outline, any absence from an individual compulsory teaching session must be explained with supporting documentation, such as a medical certificate.</p> <p>Students must notify the JMP of absence from a compulsory teaching session by email to address the advice in the Course Outline. There are specific email addresses for each year of the course and each campus (UON and UNE) so students should ensure that the correct address is used. JMP students at UON should notify UONJMPAbsenceY1@newcastle.edu.au JMP students at UNE should notify UNEJMPAbsenceY1@une.edu.au Notifications are due no later than three (3) calendar days after the date of the session not attended.</p> <p>Students can be asked to supply similar supporting documentation for missing a teaching session as would be required in applying for special consideration of adverse and special circumstances impacting performance in a formal assessment. Supporting documentation as specified in Clause 3.8 of the JMP Adverse and Special Circumstances Affecting Assessment Procedure must be submitted in support of absence from a teaching session within six (6) calendar days of the date of any compulsory teaching session not attended, to the same email address as absence is notified.</p> <p>Students will receive confirmation of receipt of their absence notification and/or documentation submission. Reasons for absence will be considered by the Course Coordinators and will contribute to information provided to the Year Assessment Decision Committee.</p> <p>NB. In the case of absence from a formal assessment, please refer to the Adverse Circumstances information in the JMP Manual</p>
<p>Placement Requirements</p>	<p>JMP Student Placement Policy Students undertaking placements are required to comply with the policies and procedures in the JMP Manual and should be familiar with the directions and provisions in the manual.</p> <p>IMPORTANT</p> <ul style="list-style-type: none"> • Clinical Placement is a mandatory component of the MD. • Students will not graduate if they cannot satisfactorily complete clinical placement. • Students will not be able to undertake a placement unless they have completed the pre-placement requirements. • Students will not be able to enter a NSW Health facility unless they have completed the pre-placement requirements. <p>Pre-placement requirements Mandatory requirements include gathering and certification of certain personal information. These documents must be presented to Ministry of Health staff for verification before you can be allocated a placement.</p>

	<p>Students should make themselves familiar with the document “Good Medical Practice – A Code of Conduct for Doctors in Australia” available on the Medical Board of Australia website: http://www.medicalboard.gov.au/Codes-Guidelines-Policies/Code-of-conduct</p> <p>All Students – see also the NSW Health verification guidelines for further details</p> <ul style="list-style-type: none"> • National Police Certificate (from NSW or Australian Federal Police) • signed NSW Health Code of Conduct Agreement • signed NSW Health Student Declaration • all specified immunisations and evidence of immunity (from a GP) • completed NSW Health Form 2. – Tuberculosis (TB) assessment tool • completed NSW Health Form 3. – Student Undertaking/Declaration <p>International Students (additional requirements)</p> <ul style="list-style-type: none"> • Police Certificates from all previous countries of residence <p>The University of Newcastle’s College of Health, Medicine and Wellbeing Placement web page provides essential information on placement preparation and requirements relevant for all JMP students. It is the students’ responsibility to adhere to the pre-placement requirements. https://www.newcastle.edu.au/faculty/health-medicine/placement-essentials</p> <p>IMPORTANT: All original documents should be carried with you to ALL clinical placements and copies are to be provided if requested by the facility. For additional information click on the link Ministry of Health information for all students on the Faculty pages.</p>
<p>Enrolment and Withdrawal from Placement Course</p>	<p>Enrolment It is each student’s responsibility to ensure they are correctly enrolled. Students should ensure they are enrolled prior to the commencement of the course/unit. Students who are not enrolled will not be permitted to undertake any clinical placements.</p> <p>JMP students must enrol in courses/units that conform to the requirements of the Bachelor of Medical Science and Doctor of Medicine. A student who wishes to undertake more than 40 units (UON) or 24 credit points (UNE) in any semester must obtain permission from the Dean of Medicine – JMP or nominee.</p> <p>Students may not add a course to their enrolment after the end of the second week of term. To change enrolment online, please refer to:</p> <p>University of Newcastle http://www.newcastle.edu.au/current-students/learning/enrolment-and-course-information/changing-your-enrolment</p> <p>University of New England www.une.edu.au/studentcentre</p> <p>Withdrawal Permission from the Dean of Medicine-JMP is required for a student to withdraw without penalty from a course containing a clinical placement after Friday 17 March 2023 (Semester 1) and Friday 11 August 2023 (Semester 2).</p>
<p>Communication Methods</p>	<p>Canvas is the primary tool for communication throughout the semester. All announcements and files required by students are available through Canvas. Students are advised to log in to Canvas daily to ensure they have access to the latest information as it becomes available.</p> <p>NUmail (University of Newcastle email system) and myUNE (University of New England email system), are the formal lines of communication to students. Students are advised to check email accounts daily. Prompt reply to emails from academic and professional staff of the JMP is considered an important aspect of professionalism.</p>

	Students enrolled at UNE must have student email accounts with BOTH universities to access all materials and receive all emails.
Academic Integrity and Misconduct	<p>Student Conduct and Misconduct Rules</p> <p>The Joint Medical Program (JMP) is committed to promoting the highest standards of academic and research integrity, scholarship, safety and welfare for students and staff. Students are required to comply with the policies and procedures in the JMP Manual The Manual provides directions and provisions relating to Academic Integrity.</p> <p>In accordance with University rules regarding plagiarism, all students will be required to submit a signed Assignment Cover Sheet (available through the Assessment area of Canvas) for all assessments required to be submitted in hard copy. All students will be required to electronically acknowledge the Plagiarism Main Policy for all assessment items submitted via Canvas. Unless advised otherwise, students will be required to submit all written assignments and reports in electronic format through Canvas. Details will be posted on Canvas.</p> <p>Students who falsify signatures or other records will be referred to the relevant Investigating Officer for disciplinary action. The penalty may result in a Fail grade for the course or could result in exclusion or suspension from the program.</p> <p>Please note that repeating students must repeat all compulsory activities in this course, and any resubmission of previous work is not permitted. The rules for determining originality will apply for assignments, including comparisons with any previously submitted work.</p>
Adverse and Special Circumstances	Students are required to comply with the policies and procedures in the JMP Manual and should be familiar with the directions and provisions in the manual.
Re-marks and Moderations	Students are required to comply with the policies and procedures in the JMP Manual and should be familiar with the directions and provisions in the manual.
Appeal Against a Final Result	Students are required to comply with the policies and procedures in the JMP Manual and should be familiar with the directions and provisions in the manual.
Supplementary exams	<p>Students who feel their exam performance has been affected by certain circumstances can apply for special consideration under the Adverse and Special Circumstances policy. Students are required to comply with the policies and procedures in the JMP Manual and should be familiar with the directions and provisions in the manual.</p> <p>https://policies.newcastle.edu.au/document/view-current.php?id=327#section10</p> <p>Students who have had an accepted application for special consideration may be offered a supplementary assessment. Note that supplementary assessments are not offered as a means of remediation.</p>
Resit examinations	<p>In contrast to supplementary exams granted as an outcome of an adverse circumstances application, resit exams may be offered to any student for whom the Year Assessment Decision Committee cannot be entirely confident that the original exam result is a true reflection of the students' ability. This provides an additional opportunity for the student to demonstrate their knowledge or skills in an assessment component. Students cannot apply for re-sit examinations.</p> <p>Following the completion of all summative assessment items in a course, the Year Assessment Decision Committee will consider the following criteria when determining eligibility for a resit examination:</p> <ol style="list-style-type: none"> 1. Students who have achieved an FF result in a course on the basis of one category of assessment only (i.e. a student who would receive an FF result due to their MCQ score OR OSCE outcome alone but not both). 2. Students whose results are close enough to the passing score that the true result is uncertain, for instance, they fall no more than an agreed measure of

	<p>error (e.g. 1 standard error of measurement (SEM)) below the final pass mark for an assessment item.</p> <p>3. Students must have demonstrated satisfactory attendance and professional behaviour in order to be considered for a resit examination.</p> <p>Re-sit examinations are only available to students deemed to be in the above criteria and who either did not apply or who have not been granted special consideration as an outcome of an adverse circumstances application.</p> <p>It is important to remember that re-sit examinations will be scheduled during the supplementary assessment period (where possible), and therefore students are advised to not make any unchangeable travel plans during that period. Students who have been granted a re-sit will be advised on the JMP grade release date or as soon as practicable.</p>
<p>Access, Ability & Inclusion</p>	<p>Students with a disability or medical condition are expected to meet the requirements for the JMP courses/units in which they are enrolled. Alternative reasonable arrangements to accommodate special needs will be considered where appropriate documentation is supplied.</p> <p>The details concerning the nature of the support available and the policies that apply in relation to receiving support, are facilitated by dedicated central teams at the relevant University of enrolment. Students must be registered with their University Student Support Service to receive this type of support.</p> <p>As some forms of support can take a few weeks to implement, it is extremely important that students in this situation discuss their needs with a course coordinator or program convenor, and Student Support Service staff at the beginning of each semester.</p> <p>University of Newcastle Appointments can be made with an adviser Phone +61 2 4921 6622 Email: AccessAbility@newcastle.edu.au Website: https://www.newcastle.edu.au/current-students/support/personal/accessability</p> <p>University of New England Appointments can be made with an adviser on +61 2 6773 2897 Email: accessinclusion@une.edu.au Website: https://www.une.edu.au/current-students/support/student-support/student-access-and-inclusion</p>
<p>Counselling Services</p>	<p>Counselling Services Counselling Services are available to students free of charge on a confidential basis. Counselling Service staff are available to clarify and resolve a range of issues which might otherwise interfere with academic or personal effectiveness.</p> <p>Further information about Counselling Services can be found at:</p> <p>University of Newcastle Email: counselling@newcastle.edu.au Website: https://uonblogs.newcastle.edu.au/counselling Telephone: 02 4921 6622</p> <p>The UON Counselling Service is also available at Ourimbah: Telephone: 02 4348 4060 Email: student-support-ourimbah@newcastle.edu.au</p> <p>University of New England Location: Student Assist, Building C37 Telephone: 02 6773 2897 Website: http://www.une.edu.au/current-students/support/student-support/counselling</p>

Other Information	<p>JMP Student Support for Professional Practice (SSPP) Framework Students in the JMP are able to self-refer or refer others to the JMP Student Support for Professional Practice Framework. Students may identify that they require extra support, or be referred by a peer, staff member or family member. All referrals are treated as confidential. If extra support is confirmed as required, a case management team is established to liaise with the student and others (as needed) and develop recommendations for support.</p> <p>Enquiries regarding SSPP Framework Phone: +62 2 4921 5583 Email: JMPStudentSupport@newcastle.edu.au</p> <p>SSPP Guideline: https://www.newcastle.edu.au/joint-medical-program/policies</p> <p>SSPP Procedure: https://www.newcastle.edu.au/joint-medical-program/policies</p>
--------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------