

JOINT MEDICAL PROGRAM



Bachelor of Medical Science and Doctor of Medicine Program

MEDI2101: Clinical Sciences, Scholarship and Practice 2 (Parts A and B)

The University of Newcastle (UON) – Callaghan & Central Coast Clinical School

The University of New England (UNE) - Armidale

OVERVIEW

COURSE OUTLINE

Course Description

This course will build on the foundational research, epidemiology and public health concepts introduced in MEDI1101. Students will further develop their understanding of inter-professional communication and its importance to safe and effective patient care. Students will continue to develop an understanding of the legal, ethical and governance frameworks that underpin medical practice in Australia including research ethics, informed consent in adults and minors, competency (for decision making), advance care planning, termination of pregnancy, medical errors and professional behaviour.

This course builds on foundational skills and knowledge gained in MEDI1101 to examine specific content related to endocrinology; the musculoskeletal and nervous systems; ear, nose and throat; ophthalmology; reproduction; emotion and behaviour; clinical haematology; biochemistry; pharmacology; immunology; microbiology; genetics and cell pathology; anatomy and histology. The course presents students with a series of problem based learning (PBL) scenarios in order to further develop students' knowledge and skills for clinical practice. PBL scenarios are used to drive student learning and begin the student's integration of the sciences that inform medical practice. PBL content continues to be presented using the organising framework of the extended family and their experiences of health, illness and medicine. Skills that are related to clinical practice are taught and assessed throughout the course using simulation. Students are also exposed to early clinical placement experiences in this course, subject to NSW Health regulations. Students apply more complex knowledge of pharmacotherapeutics to management of the patient with conditions related to the above. Students apply the concept of diagnostics through the integration of history taking, physical examination and use of appropriate, readily available diagnostic tests. Elements of the course have a particular focus on the elements of medical practice related to the role of doctors as advocates for the health and wellbeing of individuals and communities.

UON CRICOS Provider 00109J

UNE CRICOS Provider 00003G

Program Progression Requirements	<p>This course is a compulsory program requirement for students in the Bachelor of Medical Science (Bachelor of Medical Science and Doctor of Medicine).</p> <p>Students enrolled in this program must pass Part A combined with Part B of each multi-term sequence course 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 who have satisfactorily completed (received an ungraded pass in) MED11101 (Parts A and B).</p>
Assumed Knowledge	<p>MED1101A and MED1101B</p>
Mode of Delivery	<p>On-campus (internal)* and Online</p>
Contact Hours	<p>The list below details the contact and non-contact hours expected based on an average across the 16 week semester.</p> <p>Forum: Up to 22 hours per Term (44 hours per year; on Campus and online*) e.g. Clinical Review Panels, and Patient Centred Forums</p> <p>Laboratory: Up to 30 hours per term (60 hours per year; on Campus*) e.g. Anatomy and Histology labs</p> <p>Lectures/Seminars: Up to 10 hours per Week (160 hours per term; 320 hours per year; on Campus or online*) e.g. Biomedical Science and Health, Society and the Environment Lectures, Professional Development Seminars</p> <p>Online Activity: Up to 30 hours per term (60 hours per year) e.g. Online formative quizzes, research skills content, discussion board participation</p> <p>Practical: Up to 55 hours per term (110 hours per year*) e.g. Clinical Skills Workshops and Placement 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 (128 hours per term; 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>

<p>During 2023 students asked for</p>	<ul style="list-style-type: none"> • Continuation of mid-semester OSCEs to redistribute some exams away from the assessment period • More formative MCQs to practice with • Better integration of online research quizzes with online learning modules. • Research revision tutorials
<p>Changes made as a result in 2024</p>	<ul style="list-style-type: none"> • Minimum of one mid-semester OSCE day per semester to ease exam load during assessment period • Integration of Peerwise (MCQ data base) activities as formative tasks into semester with academic feedback opportunities • Updated research quizzes aligned with online learning modules • Research revision tutorial offered prior to assessment period

*subject to NSW Health regulations

CONTACTS

<p>Course Coordinators</p>	<p>The University of Newcastle, Callaghan Dr Jessica Bergmann (UON) Ph: (02) 4985 4986 Email: JMP-Year2@newcastle.edu.au</p> <p>The University of Newcastle, Callaghan Dr Esther Robinson (UON) Ph: (02) 4055 3393 Email: JMP-Year2@newcastle.edu.au</p> <p>The University of New England, Armidale Prof Stuart Wark (UNE) Ph: (02) 6773 2204 Email: swark5@une.edu.au</p>
<p>Year Managers</p>	<p>The University of Newcastle, Callaghan Campus Ms Emma Surowka Ph: (02) 4921 5683 Email: JMP-Year2@newcastle.edu.au</p> <p>The University of New England, Armidale Campus Mrs Jenny Smith Ph: (02) 6773 4295 Email: JMP-Year2@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 Offices</p>	<p>Callaghan – School of Medicine & Public Health JHH-6125, Level 3, Education Block</p> <p>Armidale – School of Rural Medicine C013, The Pat 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, excretion, defence, repair, movement, sensation, reproduction, growth, emotion, and behaviour.
	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, immune, dermatological, musculoskeletal, reproductive, neurological and neuropsychological 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, whilst 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 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.
	CLO13	Demonstrate basic clinical reasoning skills of integrating information from all forms of patient assessment to reach justifiable differential diagnoses.
Health, Societies & Environment	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 and in weekly versions of such.

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 – MCQ
2. Summative examination - OSCE
3. Written assignments and presentations
4. Professionalism and Engagement

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 MEDI2101A contributes a proportion (as specified below) of students' overall assessment for that category, with the remaining proportion completed in MEDI2101B.** In order to pass the course overall (Parts A and B combined), each student must satisfactorily complete **ALL** of the categories in the table below.

Categories	Summative Assessment Students must achieve a satisfactory result in these assessment items to pass the combined A and B course	Wk Open	Due Date	Compulsory Requirements Students must attempt [^] /complete ^{^^} ALL of these items to pass the combined A and B course	Wk Open	Wk Due
1. Summative Examination – MCQ	1.1 Summative MCQ Exam 1 (Part A) and MCQ Exam 2 (Part B)	Summative MCQ exams to be delivered during end of semester assessment period. Schedule to be released by Exams Branch				
	1.2 Summative Anatomy and Histology Practical MCQ Exam 1 (Part A) and Practical MCQ Exam 2 (Part B)					
2. Summative Examination - OSCE	2.1 Summative Examination - OSCE (Part A) and (Part B)	Summative OSCE exams as timetabled during the semester and/or the assessment period.				
3. Written Assignments and Presentations	3.1 Research Assignment	12	06/08/2024			
	3.2 GP Case Report and Presentation	1	27/09/2024			
	3.3 Health, Law and Ethics Video Task	1	18/10/2024			
4. Professionalism and Engagement	4.1 PBL Participation and contribution 1 (Part A) and 2 (Part B)	1	Part A: 07/06/2024 Part B: 01/11/2024	4.7 PBL facilitator one on one feedback meetings [^]	As arranged with PBL Facilitator	
	4.2 Structured Clinical Skills feedback reflecting adequate participation and contribution 1 (Part A) and 2 (Part B)	1	Part A: 07/06/2024 Part B: 01/11/2024	4.8 Attendance at mandatory sessions ^{^^}	1	Ongoing
	4.3 Professional Behaviour Reflection Task	1	07/06/2024	4.9 Formative* script concordance test ^{^^}	As timetabled during MEDI2101B	
	4.4 General Practice Supervisor Report(s) reflecting adequate professional engagement ^{**}	1	27/09/2024	4.10 Pre-placement verification [^]	16/02/2024	
	4.5 General Practice Log Book ^{**}	1	27/09/2024	4.11 Formative* MCQ exam ^{^^}	Part A: 17/04/2024 Part B: 04/09/2024	
	4.6 SHOPED/Community Placement with Older People - Supervisor report(s) reflecting adequate professional engagement ^{**}	3	25/10/2024	4.12 Online Formative* MCQ quizzes ^{^^}	Part A: 07/06/2024 Part B: 01/11/2024	

				4.13 Online Formative* research skills quizzes and discussion forum post^^	Part A: 07/06/2024 Forum post: 26/4/2024
				4.14 Formative* Group MCQ writing task^^	Part A: To be advised Part B: To be advised
Additional expectation: contribution to monitoring and evaluation					

Details of each of these items are provided below.

^ Students must complete ALL of these items to pass the combined A and B course

^^ Students must attempt ALL of these items to pass the combined A and B course

* Formative assessments

** Subject to NSW Health regulations and/or local service organisation requirements

Summative Assessments

An assessment item submitted after the due date, without an approved extension of time, will be awarded Not Satisfactory for the assessment item.

Formative Assessments

Are assessments 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 the course grade.

Assessment breakdown between MEDI2101A and MEDI2101B

Assessment	MEDI2101A		MEDI2101B	
	Summative examination	MCQ 32%	Anatomy/Histology 8%	MCQ 48%
	Total MCQ 40%		Total MCQ 60%	
OSCE	Up to 15 required stations must be satisfactorily performed			
Written assignments	All tasks			
Professionalism and engagement	All tasks			

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 a single 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 MCQ Examinations (80% of category weighting)</p> <p>Students will undertake a multiple choice question (MCQ) paper in both Part A and Part B, testing the recall and application of knowledge covered during their studies to date including MEDI1101A and MEDI1101B. These are closed book examinations.</p> <hr/> <p>1.2 Summative Anatomy and Histology Practical MCQ Exams (20% of category weighting)</p> <p>Students will undertake a multiple choice paper in both Part A and Part B, giving students the opportunity to apply, test and reinforce their learning from the Anatomy and Histology laboratories undertaken during the studies to date including MEDI1101A and MEDI1101B.</p>
<p>Category 2: Summative Examination (OSCE)</p>	<p>2.1 Summative Examination OSCE</p> <p>Students will undertake up to 15 Objective Structured Clinical Examination (OSCE) stations of up to 20-minutes in length, in MEDI2101A 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 including MEDI1101A and MEDI1101B. These will be a closed book examinations.</p> <p>In the instance that a student receives a non-satisfactory result on any physical examination OSCE station, they will be given one opportunity to reattempt this assessment. This will occur either in MEDI2101A or MEDI2101B and may occur outside of the designated assessment periods.</p> <p>Summative OSCE timetable to be made available on Canvas before the exam.</p>
<p>Category 3: Written Assignment & Presentation</p>	<p>3.1 Research Assignment</p> <p>This task requires students to conduct a modified literature review in preparation for a literature review in Phase 2. This task involves: locating articles for evidence justifying a given research question; development of selection criteria for choosing articles from a list provided to answer the given question; extraction of relevant data and critical appraisal of the articles selected to answer the given question; summarising the information from the selected articles; identifying both the findings in respect to the given question and the remaining gaps in knowledge; and development of a question for future research arising from the gaps of knowledge identified.</p> <p>Further details about the assessment requirements including word count limits will be available on Canvas. The assignment is to be submitted online via Turnitin.</p>
	<p>3.2 GP Case Report and Presentation</p> <p>Students are required to submit one (1) de-identified patient case report in the form of a PowerPoint presentation of no more than 5 slides addressing one of the identified topics. Each student will be required to verbally present their case and lead the discussion at scheduled Case Based Discussion (CBD) in MEDI2101B. Verbal feedback will be provided during the tutorial.</p> <p>Details about the assessment requirements and how to complete the tasks are available on Canvas.</p>

	<p>3.3 Health, Law and Ethics Video Task</p> <p>In groups of two to five students, students are required to produce a short film of up to 5 minutes duration, which explores the issue of professional behaviour, and addresses a sub-theme selected from options provided on Canvas. The assessment criteria for this task focus on the themes and content of the video produced, rather than the quality of the production. Group allocation is to be registered via the provided Forms link to the year manager early in semester 2. A mandatory video viewing session will be scheduled during MEDI2101B.</p>
<p>Category 4: Professionalism and Engagement</p>	<p>4.1 PBL Tutorial Participation and Contribution</p> <p>Students are assessed by their PBL facilitators on their participation and contribution to the PBL group. Facilitators will assess the group regularly. 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 by their PBL facilitator. 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, together with a student's attendance record will be taken into account when determining whether a student is satisfactory for the PBL component of MEDI2101A and B.</p> <p>Note that attendance will be monitored at all PBL tutorials including open, middle and close sessions.</p>
	<p>4.2 Structured Clinical Skills feedback reflecting adequate participation and contribution</p> <p>Students are assessed by clinical skills facilitators on their participation and contribution to the structured clinical skills sessions. Students who do not adequately participate and contribute will be referred to the course coordinator for review.</p>
	<p>4.3 Professional Behaviour Reflection Task</p> <p>This task requires students to study one or more listed resources and consider how the content applies to professionalism in medicine generally, and more specifically to their own professional development, choosing one or more of the five JMP Professional Development learning outcomes as a focus. Students are required to write a 300 word reflection, with reference to at least one of a list of resources provided. More details, including the requirements to be met for a satisfactory outcome, are on Canvas.</p>
	<p>4.4 General Practice Supervisor Report(s)</p> <p>This placement will be undertaken as two full days of placement in general practice across MEDI2101A and B. Students will be provided with a pre-secured University provided GP placement or alternatively may opt to arrange their own placement within NSW. All placement information will be made available to students via SONIAonline. On completion of the placement general practice supervisors will be asked to complete a report assessing students on professional behaviour, appropriate dress, punctuality, respectful communication, and safety. One report is required for each session of GP placement attended.</p> <p>More detail on these criteria is available on Canvas.</p>

4.5 General Practice Log Book

While on placement, students will undertake a range of clinical tasks (minimum of four (4)) as identified in their Log Book. Each task is to be certified by your placement supervisor (GP, practice nurse or an allied health professional) at the time the task is undertaken.

Details about the assessment requirements and how to complete the tasks are available on Canvas.

4.6 SHOPED/Community Placements with Older People Supervisors Report reflecting adequate professional engagement

These placements will be undertaken in different settings for UNE and UON students. Site-specific placement details are available on Canvas. Supervisor will assess professional behaviour including learning engagement, appropriate dress, punctuality, respectful communication, and safety. More detail on these criteria is available on Canvas.

4.7 PBL facilitator one on one feedback meetings

Students must attend a minimum of two (2) face to face meetings with their PBL facilitator during the academic year; at least one in in MEDI2101A and one in MEDI2101B. At the facilitator's request students may be required to attend additional face to face meetings. Students may also request additional meetings.

4.8 Attendance at mandatory sessions.

100% attendance is expected of all students at MED2101 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. Placement experiences
5. Patient Centred Forums
6. 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 UONJMPAbsenceY2@newcastle.edu.au

JMP students at UNE should notify UNEJMPAbsenceY2@une.edu.au

Students are allowed up to three non-consecutive absences per semester without additional documentation to allow for personal circumstances, when these days of absence do not include: Clinical Skills sessions; placement experiences; or GP CBDs. Any additional absences should be supported with documentation such as a medical certificate. For documenting of 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.

4.9 Formative Script Concordance Testing - Professionalism task

This is a question based formative assessment on relevant aspects of professionalism and leadership capabilities. This mandatory assessment will be delivered during MEDI2101B and students will be provided with feedback. Further details will be provided in the lead up to the assessment on Canvas.

	<p>4.10 Preplacement Verification</p> <p>Students must meet the NSW Health requirements for verification to attend clinical placement prior to any scheduled placement.</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 3 of the program.</p>
	<p>4.11 Formative MCQ</p> <p>A formative MCQ will be scheduled in each of MEDI2101 A and B. These are 60 question, 90 minute papers with 1.5 minutes allocated for each question and an additional 10 minutes reading time at the start. Items are linked to learning points from all prior weeks of learning with a proportional sample of questions related to each week.</p>
	<p>4.12 Online Formative MCQ quizzes</p> <p>There will be a minimum of four online MCQ quizzes in each of MEDI2101A and B. Each quiz is approximately 20 minutes long and covers content from recent weeks of learning – typically the most recent 3-4 weeks.</p>
	<p>4.13 Online Formative Research Skills quizzes and discussion forum post</p> <p>Online quizzes will be associated with 12 research skills modules. Discussion board participation will be associated with 1 research skills module.</p>
	<p>4.14 Formative Group MCQ Writing Task</p> <p>In MEDI2101A and B, small groups of students will be required to submit MCQ/s written by the group to Canvas addressing learning points allocated for the activity. After feedback by academic staff, groups will be uploading these reviewed MCQs to the Peerwise© MCQ database for sharing with JMP students.</p>

Additional expectation: Contribution to monitoring and evaluation – Student Feedback

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 pathway, 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).

ADDITIONAL INFORMATION

Students must comply with the policies and procedures in the JMP Manual and should be familiar with its directions and provisions. Duplicate copies are found in both policy libraries.

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 https://www.newcastle.edu.au/degrees/bachelor-of-medical-science-doctor-of-medicine-joint-medical-program/bachelor-of-medical-science-handbook</p> <p>Doctor of Medicine https://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>e.g. MEDI2101A + MEDI2101B is graded according to the following scheme at the end of MEDI2101B:</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>MEDI2101A (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 expect of a developing doctor.”</p> <p>Students are expected to attend all teaching and learning activities consistently and punctually. They must display professional behaviours, always including respectful and civil communication. Students are expected to understand the importance of being well-skilled in all discipline areas of teaching and placement offered, to become safe and professional medical 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>Professional behaviour development and forming a professional identity are supported in the JMP by specific teaching and learning regarding these expectations. Remediation opportunities exist to support students identified as having an area of clinical conduct requiring improvement or demonstrating a lapse in professional behaviour. Where a professionalism remediation activity has been triggered, a student is required to engage in and complete the remediation activity to pass the course. Successful remediation is mandatory to pass ANY Clinical Skills & Professional Conduct Report that has raised “some concerns” or “significant concerns.” Remediation is part of supporting a positive culture around professionalism, encouraging and empowering students to act in a manner the community and profession expect of a developing doctor.</p>

	<p>Students are reminded to behave professionally and respectfully including:</p> <ol style="list-style-type: none"> 1. Attending all scheduled sessions 2. Dressing professionally and appropriately (e.g. closed-in shoes, collared shirts, long skirts, no jeans and no casual shoes for clinical placements) 3. Actively participating in all sessions 4. Behaving respectfully during all sessions 5. Observing professional videoconferencing/online meeting etiquette 6. Washing of hands every time (infection control, WHS (Work Health and Safety)) 7. Taking care of oneself (personal health and safety) 8. Taking care of patients (meet ethical and legal requirements) <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 tracking will be recorded for the purposes of meeting 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 any absence from a compulsory teaching session by email as soon as possible on the day of their absence. 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.</p> <p>JMP students at UON should notify UONJMPAbsenceY2@newcastle.edu.au JMP students at UNE should notify UNEJMPAbsenceY2@une.edu.au</p> <p>Notifications are due no later than three (3) calendar days after the date of the session not attended.</p> <p>Students may need 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 in the form of an automated email reply. Student attendance at mandatory sessions will be recorded as part of overall absence management. 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</p> <p>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 placements. • 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</p> <p>Mandatory requirements include gathering and certification of certain personal information.</p> <p>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 must adhere to the NSW Clinical Placement Clearance requirements</p> <p>https://www.health.nsw.gov.au/careers/student_clearance/Pages/default.aspx</p> <p>International Students (additional requirements)</p> <ul style="list-style-type: none"> • Police Certificates from all previous countries of residence <p>University Placement web pages (links below) provide essential information on placement preparation and requirements for clinical placements. The most important thing that you need to do before you can attend placement is to meet University and NSW Health verification requirements.</p> <p>Students must adhere to the pre-placement requirements.</p> <p>UON clinical-placements/verification-requirements UNE medicine/current-students/pre-placement-requirements</p>
<p>Enrolment and Withdrawal</p>	<p>Enrolment</p> <p>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.</p> <p>Students may not add a course to their enrolment after the end of the second week of term.</p> <p>To change enrolment details please refer to:</p> <p>University of Newcastle https://www.newcastle.edu.au/current-students/study-essentials/enrolment</p> <p>University of New England https://www.une.edu.au/current-students/my-course/managing-my-course/enrolling</p> <p>Withdrawal</p> <p>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 22 March 2024 and (Semester 1) and Friday 16 August 2024 (Semester 2).</p>

<p>Communication Methods</p>	<p>Canvas is the primary tool for communication throughout the semester. Sonia is the primary tool for managing GP placements. All announcements and required files are available to students 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> <p>Students enrolled at UNE must have student email accounts with BOTH universities to access all materials and receive all emails.</p>
<p>Academic Integrity and Misconduct</p>	<p>Student Conduct and Misconduct Rules 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.</p> <p>Students are required to comply with the policies and procedures in the JMP Manual. The Manual provides directions and provisions relating to Academic Integrity and refers to the relevant university-wide procedures and penalties.</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 any other records will be referred to the relevant Student Academic Conduct Officer for investigation and 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>
<p>Adverse and Special Circumstances</p>	<p>Students must comply with the policies and procedures in the JMP Manual and should be familiar with its directions and provisions.</p> <p>Joint Medical Program Manual - Adverse and Special Circumstances Procedure</p> <p>This policy is designed to allow special consideration for students who have been impacted in the immediate lead-up to, or during assessments themselves, by poor health, traumatic events, or other relevant and impactful circumstances. The adverse and special circumstances policy <u>applies only to formal assessments</u>. Missed placement or attendance, do not fit within the adverse and special circumstances policy. Absences should be discussed with your Course Coordinator and/or Clinical Dean.</p>
<p>Re-marks and Moderations</p>	<p>Students must comply with the policies and procedures in the JMP Manual and should be familiar with its directions and provisions.</p>
<p>Appeal Against a Final Result</p>	<p>Students must comply with the policies and procedures in the JMP Manual and should be familiar with its directions and provisions.</p>

<p>Supplementary Exams</p>	<p>Students must comply with the policies and procedures in the JMP Manual and should be familiar with its directions and provisions.</p> <p>Students who have an <u>accepted application for special consideration</u> may be offered a supplementary assessment. Note that supplementary assessments are not offered as a means of remediation.</p> <p>Students who think their exam performance has been affected by certain circumstances can apply for special consideration according to the Adverse and Special Circumstances clauses in the JMP Manual.</p>
<p>Re-Sit Examinations</p>	<p>Students should be familiar with the general <i>Student Information Guide – Assessments in the JMP</i> available on each Canvas Course Site.</p> <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. <u>Students cannot apply for re-sit examinations.</u></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 error (e.g. 1 standard error of measurement (SEM)) below the final cut-score pass mark for an assessment item. 3. Students must have demonstrated satisfactory attendance and professional behaviour in order to be considered for a re-sit examination. <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 and 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 UON accessibility contacts UON Accessibility Support Services</p> <p>University of New England Email: accessinclusion@une.edu.au UNE Accessibility & Wellbeing Office</p>

<p>Counselling Services</p>	<p>Counselling, Wellbeing and Campus Care 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 the Support Services can be found at:</p> <p>University of Newcastle Email: counselling@newcastle.edu.au https://www.newcastle.edu.au/current-students/support/personal/counselling https://www.newcastle.edu.au/current-students/support/personal/campus-care</p> <p>University of New England https://www.une.edu.au/current-students/support/student-support/une-wellness-centre</p>
<p>Other Information</p>	<p>JMP Student Support for Professional Practice (SSPP) Framework Students in the JMP can self-refer or refer others to the JMP Student Support for Professional Practice Framework. Students may identify that they require extra support, or they may be referred by a peer, staff member or family member. All referrals are treated as confidential. If support is confirmed as required, a case management team is established (staff work in pairs) and the team will liaise with the student, to develop options and recommendations for student support.</p> <p>Enquiries regarding SSPP Framework Phone: +62 2 6773 2020 Email: jmpstudentsupport@newcastle.edu.au</p>