

JOINT MEDICAL PROGRAM



Bachelor of Medical Science and Doctor of Medicine Program

Contexts of Clinical Practice

MEDI4001A (Semester 1) and MEDI4001B (Semester 2)

The University of Newcastle (UON) - Callaghan

The University of New England (UNE) - Armidale

OVERVIEW

Course Description

Student enrolment is semester based, MEDI4001A (Semester 1) and MEDI4001B (Semester 2), with the delivery of the academic content occurring across the full year.

Student enrolment is semester based, MEDI4001A (Semester 1) and MEDI4001B (Semester 2), with the delivery of the academic content occurring across the full year.

In this course, students consolidate and extend their previous learning while also engaging in extended clinical placements.

Students will attend placements in urban, rural and regional settings in Australia and examine the interface between the primary and secondary healthcare system and public, private and non-government organisations. Placements explore the patient experience/journey and provide an appreciation of the health care system and the contexts and challenges in which healthcare is delivered in rural and urban communities. Particular emphasis is placed on a number of themes including the patient experience of the healthcare system, the concept of continuum of care, the need to manage acute onset and chronic and complex conditions, and the communication and transfer of the patient between clinicians and across the healthcare system.

CBL scenarios provide a focus for student learning about common clinical presentations across a range of practice contexts. Students practice and are assessed on their performance of procedures commonly used in clinical settings, their ability to integrate the history and findings of clinical examination in the development of differential diagnoses, and their ability to select and justify diagnostic and therapeutic interventions. Students also attend clinical teaching laboratory activity that will reinforce their extended learning in the clinical and behavioural sciences, and further develop their understanding of the scientific underpinnings of clinical medicine. Students will be assessed on their ability to integrate and apply this knowledge to safe and high-quality clinical practice in simulated learning environments.

COURSE OUTLINE

2023 students asked for: More face to face teaching. Clearer learning frameworks. More defined self directed learning. Reduced length and number of orientation week zoom sessions.

2024 changes made: CBL tutorials all face to face. New module and discipline based learning frameworks. Signposted self directed learning on Canvas. Introduction mini-lectures during common weeks.

Review of Progress Requirements This course is a compulsory program requirement for students in the following program(s): Bachelor of Medical Science

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course in order to progress in their program.

Requisites Students must be active in the Bachelor of Medical Science (40046) program and have successfully completed MEDI1101A, MEDI1101B, MEDI2101A and MEDI2101B to enrol in this course.

Assumed Knowledge MEDI1101A, MEDI1101B, MEDI1201A and MEDI2101B

Locations Central Coast Clinical School (CCSTCLINSC)
Hunter Clinical School (HUNTCLINSC)
Manning Base Hospital (MANNINGHSP)
Tablelands Clinical School (TABLCLINSC)
Tamworth Base Hospital (TAMWTH_HSP)

Contact Hours Locations: **ALL**

Clinical: Face to Face Off Campus*
General Practice Placement - 160 hours
Clinical (Hospital) Placement - 320 hours

Compulsory Requirement: Mandatory NSW Health Verification Requirements must be met.

Forum: Face to Face On Campus*
15 hour(s) per Term Full Term

Lecture: Face to Face On Campus*
4 hour(s) per Week for On Campus Teaching Rotation

Practical: Face to Face On Campus*
2 hour(s) per Week for On Campus Teaching Rotation

Tutorial: Face to Face On Campus*
8 hour(s) per Week for On Campus Teaching Rotation

Self-Directed Learning: Self Directed
6 hour(s) per Week for Full Term
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.

* These contact types have a compulsory requirement.

Unit Weighting	UON 35 units in Semester 1, and 35 units in Semester 2 UNE 21 credit points in Semester 1, and 21 credit points in Semester 2
Workload	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.
Multi-term Sequence	This course is part of a multi-term sequence. Both Part A and Part B must be completed 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. Students must complete the sequence within a twelve month period. If students complete Part A but are unable to complete Part B within the timeframe, they must re-enrol in Part A.

CONTACTS

Course Coordinators	The University of Newcastle Linda Grose Ph: (02) 4055 3143 Email: Linda.Grose@newcastle.edu.au
	The University of New England Susan Paul Email: spaul4@une.edu.au
Year Managers	The University of Newcastle Rebecca Dimis Ph: (02) 4921 5583 Email: JMP-Year3@newcastle.edu.au
	The University of New England Deirdre Long Ph: (02) 6773 1886 Email: JMP-Year3@une.edu.au
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	Callaghan – School of Medicine & Public Health John Hunter Hospital Education Block Ph: (02) 4921 6852
	Armidale – School of Rural Medicine C013, The Pat O’Shane Building Ph: (02) 6773 3322

SYLLABUS

Course Content

- Students will attend 16 weeks of on-campus teaching and 15 weeks of placement.

On Campus Teaching

Semester 1 includes 8 weeks of integrated learning covering Surgery, Medicine, General Practice, Diagnostic Skills, Procedural Skills, Clinical Skills and Sexuality Counselling disciplines. Modules 1 to 4 are delivered fortnightly across the 8 weeks covering introductions to each discipline with a focus on respiratory, cardiovascular, acute surgery, gastroenterology, colorectal, urology, renal and reproductive and sexual health topics.

Semester 2 includes 8 weeks of integrated learning covering Surgery, Medicine, General Practice, Diagnostic Skills, Procedural Skills, Clinical Skills and Interactional Skill disciplines. Modules 5 to 8 are delivered fortnightly across the 8 weeks with a focus on hepatobiliary, dermatology, neurology, ENT endocrine, vascular, rheumatology and orthopaedic topics.

Placement

Students are required to attend 5-week General Practice, Surgery and Medicine placements.

- Basic clinical skills of patient-centred data gathering, including interviewing and negotiation with patients and patient examination skills
- Common clinical conditions requiring hospital care, the related inpatient journeys, and integrated management plans extending from prehospital to post-hospital phases of care.
- Common clinical presentations in general practice and the patient journey for each of these linked to management plans
- Basic skills in formulating diagnoses and in dealing with diagnostic uncertainty
- Developing contextually appropriate clinical management plans
- Clinical skills including but not limited to history taking, physical and mental status examination, diagnosis, formulation of management plans, communication skills and teamwork, patient education with application to a range of clinical contexts that may include rural, regional and urban hospitals, medical and surgical work environments, General Practices, Public Health and community activities.
- Clinical science knowledge with particular focus on common and important clinical conditions in General Practice and hospital practice.
- Fundamental skills in ensuring personal, patient and colleagues' safety, incident reporting and management, and patient handover will be taught and assessed.
- The scientific underpinnings of clinical examination and differential diagnosis of common presentations will be reinforced.
- An introduction to the theoretical underpinnings of patient education and its importance in public health.
- Social and environmental determinants of health and social justice
- History, social and cultural impacts on Indigenous peoples' health
- Cultural respect, safety and competence
- Health equity and access
- Role of primary health care in Australia and internationally
- Continuum and transfer of care
- Allocation of resources in healthcare
- Epidemiology of epidemics and appropriate preventative measures.

Content is designed and aligned to the Course Learning Outcomes, which can be deconstructed into more a detailed Learning Framework. This discipline specific Learning Framework should be expanded upon in self-directed learning throughout the year.

Course Learning Outcomes

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

1. Science and Scholarship

- 1.1 Demonstrate comprehensive knowledge of the pathological basis of common diseases.
- 1.2 Demonstrate competency in interpretation of common clinical investigations in assessment of patients.

- 1.3 Highlight the use of technology in accessing medical information and a resource for learning.
- 1.4 Demonstrate an ability to critically evaluate medical and scientific literature with respect to assessment and treatment of an individual or populations.
- 1.5 Demonstrate high level written and verbal communication and interpersonal skills with an ability to explain technical information in plain language.

2. Clinical Practice

- 2.1 Demonstrate core skills of effective patient-centred communication and teamwork in healthcare settings.
- 2.2 Demonstrate competency in history taking and relevant examinations of patients.
- 2.3 Identify focused, effective and relevant investigations and analyse the results according to the clinical context.
- 2.4 Develop a provisional diagnosis and differential diagnosis for patient.
- 2.5 Demonstrate core skills relating to patient safety, infection control, and basic life support.
- 2.6 Demonstrate competency in performing specific procedural skills safely.
- 2.7 Develop evidence-based and patient-centred management plans for treatment of common diseases.

3. Health and Society

- 3.1 Apply the 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, culture, spirituality, sexual orientation, gender identity, and social setting) for patients being assessed.
- 3.2 Display an understanding of the health care systems in public hospital settings and rural communities.
- 3.3 Construct a list of health care problems for patients being assessed.
- 3.4 Identify environmental, community, and psychosocial factors relevant to the assessment and management of the patient.
- 3.5 Consider the application of appropriate health promotion and illness prevention strategies.

4. Professionalism and Leadership

- 4.1 Demonstrate an understanding of ethical medical practice respecting patient confidentiality and privacy.
- 4.2 Able to demonstrate professional competence through consistent application of the relevant student codes of professional conduct, course requirements and stage appropriate professional standards.
- 4.3 Exhibit and model best practice when working in clinical spaces.

Course Materials

Recommended Text

These are posted on Canvas for discipline topic areas and 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.

Recommended Resources are those which have been found to be most suitable overall for student use. You are advised, not to buy any textbook until you are certain that you need a book on the subject. 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 introductory texts in the Medical Reserve or on Medical Subject guide via library websites:

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

Required Reading

Self-directed learning activities will be regularly generated from tutorials and clinical placement experiences.

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

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

- 100% attendance is expected of all students, including via digital platforms where relevant. 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 result and the awarding of a Fail (FF) grade.

Course Assessment Requirements:

- Assessment 1 - Formal Examination (MCQ): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 2 - Formal Examination (Integrated Clinical and Communication Assessment): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 3 - Practical Demonstration (Workplace Based Assessments - Case Based Discussions and Mini-CEX): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 4 - Professional Task (Clinical & Professional Conduct Reports): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 5 – Video Presentation and group discussion (Sustainable Healthcare Assignment): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 6 - Practical Demonstration (Procedural Skills x 10): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 7 - Tutorial / Laboratory Exercises (Tutor Assessment): Pass Requirement - Students must pass this assessment item to pass the course.

Pre-Placement Requirements:

- NSW Health Verification Requirements - Mandatory NSW Health Verification Requirements must be met.
- Professional Behaviour Pre-Clinical Module Parts 1 and 2

ASSESSMENTS

This course has 7 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Learning Outcomes
1	MCQ*	See relevant guide/s or schedule on Canvas	Individual	1 to 4
2	Integrated Clinical and Communication Assessment*	See relevant guide/s or schedule on Canvas	Individual	1 to 4
3	Workplace Based Assessments - Case Based Discussions and Mini-CEX*	See relevant guide/s or schedule on Canvas	Individual	1 to 4
4	Clinical & Professional Conduct Reports*	See relevant guide/s or schedule on Canvas	Individual	1 to 4
5	Sustainable Healthcare Assignment*	See relevant guide/s or schedule on Canvas	Individual	1 to 4
6	Procedural Skills*	See relevant guide/s or schedule on Canvas	Individual	1 to 4
7	Tutor Assessment*	See relevant guide/s or schedule on Canvas	Individual	1 to 4

* This assessment has a compulsory requirement.

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

Assessment 1 - MCQ

Assessment Type	Formal Examination
Description	This exam includes a mix of multiple choice questions (MCQs). The purpose of this assessment is to test the recall and application of knowledge covered throughout MEDI4001. Questions are linked to learning outcomes, as addressed in learning activities and student selfdirected learning. Closed book examination. 120 questions, 180 minutes (scheduled over two sessions) 1.5 minutes is allocated for each question with an additional 10mins reading time at the start of the assessment.
Weighting	Not applicable
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	Please see the relevant guide/s or schedule on Canvas
Submission Method	Formal Exam
Assessment Criteria	Full assessment criteria are available on the course Canvas site under the Assessment menu item
Return Method	Not Returned
Feedback Provided	Online / email
Opportunity to Reattempt	Students may be given the opportunity to reattempt this assessment at the discretion of the JMP Assessment Committee

Assessment 2 – Integrated Clinical & Communication Assessment (ICCA)

Assessment Type	Formal Examination
Description	The Integrated Clinical Assessment will consist of a mixture of OSCE and viva stations. Stations will be a mixture of discipline specific stations (Surgery, Diagnostic Skills, General Practice, Sexuality Counselling and Interactional Skills), with all stations integrating the basic sciences with clinical practice. Stations will cover history taking, examination, investigation plans, diagnosis, and basic clinical management plans. Stations will comprise a mix of the following formats: 2.1 Surgery A number of x 5 minute stations Examiners will discuss with students a selection of questions incorporating the basic sciences behind common surgical conditions, and questions pertaining to the presentation, investigation, diagnosis, treatment and outcomes of common surgical presentations. 2.2 Diagnostic Skills 1 - Interpretation 10 minute station Students will be presented with short clinical scenario paired with a diagnostic test result. Examiners will discuss with students their interpretation of the test result in view of the clinical scenario, explanation of the pathophysiology behind the test result. Students finish with a short role play of explaining the results to the patient (examiner). 2.3 Diagnostic Skills 2 – Reasoning 10 minute station Examiners will discuss with the student possible diagnosis and differentials based on a clinical scenario. The station assesses clinical diagnostic reasoning skills.

2.4 General Practice 1 – Patient Consultation

11 minute station

Examiners will observe a student perform a consultation with a standardized patient. The scenario will consist of taking a history of a particular condition, and/or providing advice/ education to a patient about a common GP condition.

2.5 General Practice 2 – Interpretation and Management

11 minute station

Examiners will discuss with the student the approach to a patient with a particular condition common to General Practice (conditions are listed in the General Practice Framework).

2.6 Sexuality Counselling

14 minute station

Examiners will observe a student perform a consultation with a standardized patient. The scenario will consist of taking a history of a particular condition, and/or providing advice/ education to a patient about a Sexuality Health condition.

2.7 Interactional Skills

12 minute station

Examiners will observe a student perform a consultation with a standardized patient. The scenario will consist of taking a history of a particular condition, and/or providing advice/ education to a patient based on the 4 topics of the Interactional Skills tutorials.

Weighting

Not applicable

Compulsory

Pass Requirement - Students must pass this assessment item to pass the course.

Requirements

Due Date

Please see the relevant guide/s or schedule on Canvas

Submission Method

Formal Exam

Assessment Criteria

Full assessment criteria are available on the course Canvas site under the Assessment menu item, in the **Integrated Clinical Assessment Guides**.

Return Method

Not applicable

Feedback Provided

Online / email

Opportunity to

Students may be given the opportunity to reattempt this assessment at the discretion of the JMP Assessment Committee.

Reattempt

Assessment 3 - WBAs - Case Based Discussions and Mini-CEX

Assessment Type

Practical Demonstration

Description

3.1 History MiniCEX

Students are required to complete a number of History Mini-CEXs during the hospital based Medicine Rotation. Students are required to complete at least five in total.

Students need to organise an agreed time with their supervisor to complete one (1) summative History Mini-CEX. A satisfactory standard needs to be achieved by each student in this final History Mini-CEX.

3.2 Physical Examination MiniCEX

Students are expected to practice physical examination regularly during the medicine placement, including seeking feedback from supervisors.

Students need to organise an agreed time with their supervisor to complete one (1) summative Physical Examination Mini-CEX. A satisfactory standard needs to be achieved by each student in this formal Physical Examination Mini-CEX.

3.3 Surgical Cbd

Students are required to complete a number of Cbd's during the hospital based surgery placement. Students are required to submit 10 in total, but encouraged to complete up to 20, during their clinical placement.

Students are required to create a case report for each, describing the investigation and management of the patient's current presentation, as well as the long term expected outcome of the patient's condition.

One (1) of the cases submitted will be selected by a tutor, to be presented by the student in a scheduled tutorial setting. Students presenting their case will be assessed on facilitating discussion and responding to questions.
See the Surgery Case Based Discussion Guide for further detail.

3.4 General Practice 1 CbD

During the student's General Practice rotation, they will identify two patients. For the first CbD, students will be required to provide a brief case description, and then respond to a series of questions based on the five domains of the Royal Australian College of General Practice curriculum. This case will be presented in a scheduled tutorial setting after the GP Placement.

See the General Practice CbD 1 Guide on Canvas for further detail.

3.5 General Practice 2 CbD

For the second CbD students will be required to choose a patient with a complex or chronic health condition who is eligible for a Care Plan. The student will then write up the Care Plan and negotiate goals with the patient. This case will be presented in a tutorial setting after the GP Placement.

See the General Practice CbD 2 Guide on Canvas for further detail.

3.6 Aboriginal and Torres Strait Islander Health CbD

For this task an Aboriginal or Torres Strait Islander patient case is selected by the student on their Medicine hospital rotation or GP placement. The student is required to develop a presentation relating to Aboriginal or Torres Strait Islander health. This is submitted in the form of a written assessment task and delivered as an oral presentation in a scheduled tutorial setting.

See the Aboriginal and Torres Strait Islander Health CbD Guide for further detail.

Weighting	Not applicable
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	Please see the relevant guide/s or schedule on Canvas
Submission Method	Submitted Canvas and risr /Advance.
Assessment Criteria	Full assessment criteria are available on the course Canvas site under the Assessment menu item, in the Case Based Discussion Guides.
Return Method	Not returned.
Feedback Provided	An opportunity to receive feedback is provided. Please see the relevant guide/s or schedule on Canvas.
Opportunity to Reattempt	Students may be given the opportunity to reattempt this assessment at the discretion of the JMP Assessment Committee.

Assessment 4 - Clinical & Professional Conduct Reports

Assessment Type	Professional Task
Description	<p>For each of the clinical rotations, the student's direct supervisor will provide a report of the student's attendance, participation and professionalism. The Clinical & Professional Conduct Report (CPCR) is the form used in placements for assessing clinical conduct and professional conduct as part of overall clinical placement performance. The form will be completed by the clinical supervisor for each student at the end their clinical attachment.</p> <p>Students for whom there is a concern on a CPCR will be notified to the Clinical Dean and Course Coordinator. Course Coordinators are responsible for finalising the overall results of CPCR, including considering all information provided in relation to a student's professional behaviour. Where a remediation activity has been triggered, a student is required to engage in, and successfully complete the remediation activity to pass ANY CPCR.</p>

Weighting	Not applicable
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	Please see the relevant guide/s or schedule on Canvas
Submission Method	Submitted via risr/Advance .
Assessment Criteria	Full assessment criteria are available on the course Canvas site under the Assessment menu item, in the Clinical Placement & Supervisor Guides.
Return Method	Not returned
Feedback Provided	An opportunity to receive feedback is provided. Please see the relevant guide/s or schedule on Canvas.
Opportunity to Reattempt	Students may be given the opportunity to reattempt this assessment at the discretion of the JMP Assessment Committee.

Assessment 5 - Sustainable Healthcare Rotation

Assessment Type Description	Video Presentation and group discussion. The main assessment for Sustainable Healthcare rotation will be a 10 minute video presentation, and 5 minute group discussion.
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Presentation

The presentation must be pre-recorded, but the choice of recording mode is up to the student. They can use zoom, or powerpoint, or another recorded modality of their choosing. The presentations will be shown online over zoom during a scheduled session in week 4. It is compulsory that all students attend the assessment session as scheduled. The recording must be uploaded to Canvas 24 hours prior to the scheduled assessment session. The tutor or student will present the recording during the assessment session, followed by a 5 minute live discussion with the tutorial group. The discussion should be led by the presenting student.

Assessment Content

Students must choose one learning objective from each of:

- Module 1. Science and scholarship
- Module 2. Clinical practice
- Module 3. Health and society/ professionalism and leadership

and address all three in their presentation.

Students should choose a topic or topics relating to their three learning objectives in each of these modules. Students must research their chosen topic in more detail, using resources provided in the online modules, but also researching in more detail beyond the provided material. Resources used should be scholarly material, and referenced appropriately. Students should find at least two academic references to back up their research of each chosen topic- so six references minimum.

See the **Sustainable Healthcare Assessment Guide on Canvas** for further details.

Weighting	Not applicable
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	Please see the relevant guide/s or schedule on Canvas
Submission Method	The recording must be uploaded to Canvas Panotopo 24 hours prior to the scheduled assessment session.
Assessment Criteria	Full assessment criteria are available on the course Canvas site under the Assessment menu item.
Return Method	Not returned
Feedback Provided	Online / email. Students will be given feedback with a limited time to resubmit.
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment.

Assessment 6 – Procedural Skills

Assessment Type	Practical Demonstration
Description	<p>Students will undertake 10 stations that will be Direct Observation of Procedures in a Simulated Setting (DoPSS). Each station is equally valued in determining if a student has passed assessment item.</p> <p>Students with an unexplained absence for a session, for any of the 10 stations, will be not satisfactory for the station missed, and not be offered a chance to re-sit that station.</p>
Weighting	Not applicable
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course. Each component is equally valued in determining whether a student has passed assessment item, and each component must be passed to pass the item
Due Date	Please see the relevant guide/s or schedule on Canvas
Submission Method	Formal Exam
Assessment Criteria	Full assessment criteria are available on the course Canvas site under the Assessment menu item
Return Method	Not Returned
Feedback Provided	An opportunity to receive feedback is provided during the assessment.
Opportunity to Reattempt	<p>Students WILL be given the opportunity to reattempt this assessment. There will be the opportunity to reattempt each procedural skills station once.</p> <p>There will be the opportunity for multiple reattempts at the CPR station until the student is competent.</p>

Assessment 7 - Tutor Assessment

Assessment Type	Tutorial/Laboratory Exercises
Description	<p>Tutorial Participation, Contribution and Professionalism</p> <p>Students are assessed by their tutors on their participation and contribution to the teaching session. Tutors will assess the group from week 1 onwards. This assessment will provide a means of feedback to the student on their progress.</p> <p>Students will be given the opportunity to respond to the feedback provided and address issues of participation, contribution and professionalism. Final assessment of this item will consider students' response to feedback.</p> <p>Note that attendance will be monitored at all tutorials.</p>
Weighting	Not applicable
Compulsory Requirements	Pass requirement - Students must pass this assessment item to pass the course.
Due Date	Please see the relevant guide/s or schedule on Canvas
Submission Method	Submitted by the Assessor
Assessment Criteria	Full assessment criteria are available on the course Canvas site under the Assessment menu item
Return Method	Not Returned
Feedback Provided	Feedback on a student's performance will be provided by the course coordinator if performance issues are identified by a tutor.
Opportunity to Reattempt	<p>Students WILL NOT be given the opportunity to reattempt this assessment. There is no opportunity to re-attempt.</p>

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/>

Program Learning Outcomes	<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>
Grading Scheme	<p>Grading Basis = Pass/Not Pass e.g., MEDI4001A + MEDI4001B is graded according to the following scheme at the end of MEDI4001B:</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>On transcripts, part A - MEDI4001A will be recorded at UON as N/A (not applicable) and at UNE it will be recorded as RY (result yearlong).</p>
Professionalism	<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 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))

	<p>7. Taking care of oneself (personal health and safety) 8. Taking care of 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 (New South Wales) and the NSW Health 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. 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 enrolled in this course at UON should notify both UONJMPAbsenceY3@newcastle.edu.au and JMP-Year3@newcastle.edu.au JMP students enrolled at UNE should notify JMP-Year3@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 any special consideration relating to 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. Student Absence Plan records in risr /advance will also be used for 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 Requirements 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 any NSW Health facility unless they have completed the pre-placement requirements. <p>The BMedSc MD Program site in CANVAS has a module called JMP Placements. All current information about placement requirements can be found in this location.</p> <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:</p>

	<p>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 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. Students must adhere to the pre-placement requirements. UON clinical-placements/verification-requirements UNE medicine/current-students/pre-placement-requirements</p>
<p>Enrolment and Withdrawal</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.</p> <p>Students may not add a course to their enrolment after the end of the second week of term. 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 Permission from the Dean of Medicine-JMP is required for a student to withdraw without penalty from a course containing a clinical placement after Census dates - 22 March 2024 (Semester 1) and 16 August 2024 (Semester 2).</p>
<p>Communication Methods</p>	<p>Canvas is the primary tool for curriculum communication throughout the semester. Sonia is the primary tool for managing placements. All announcements and essential files are available to students through Canvas Course sites. Students must log in to Canvas & Sonia 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 university systems for communication with students. Students are advised to check student email accounts daily. Prompt replies to emails from JMP academic and professional staff is considered an important aspect of professionalism.</p> <p>Students enrolled at UNE must have student email accounts with BOTH universities to access all JMP materials and receive all emails.</p>
<p>Academic Integrity and Misconduct</p>	<p>Student Conduct and Misconduct 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 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</p>

	<p>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 <u>OR</u> 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 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 for or who have not been granted special consideration following an adverse circumstances application.</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 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, Wellness and Campus Care</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>