

# JOINT MEDICAL PROGRAM



## Bachelor of Medical Science and Doctor of Medicine

### Transition to Practice

#### MEDI6201A (Semester 1) and MEDI6201B (Semester 2)

The University of Newcastle (UON) - Callaghan

The University of New England (UNE) - Armidale

## OVERVIEW

### Course Description

**Student enrolment is semester based, MEDI6201A (Semester 1) and MEDI6201B (Semester 2), with the delivery of the academic content occurring across the full year.**

This course is designed to prepare students for internship by supporting them to attain and demonstrate the necessary competencies. This is facilitated by embedding students alongside junior doctors in longitudinal placements. The placements involve a targeted mix of clinical contexts, including settings where care is provided to critically ill patients, as well as placement in General Practice.

Students undertake the placements and associated mandatory components throughout the calendar year, in a range of sequences. The hospital based embedded longitudinal placements are managed by each Clinical School. In these, students are expected to follow their team's shift pattern and workload, including some out of hours commitments.

MEDI6201 A+B is partnered with the MEDI6202 A+B Pathways experience course for Year 5 students. In the Pathways course students complete a student negotiated placement based upon their allocated Pathway. The Pathways placement is designed in partnership between the student, the Pathway Lead, a Clinical School, and the host supervisor or organisation.

The MEDI6201 A+B course articulates with the Medical Deans ANZ Competency Framework.

### 2023 students asked for

Further improvements to the ePortfolio.

### 2024 changes made:

The ePortfolio is now referred to as Workplace Based Assessment and the structure of assessment within has been updated. The assessment guides have been updated to give more detail about the expectations for students.

# COURSE OUTLINE

<b>Review of Progress Requirements</b>	<p>This course is a compulsory program requirement for students in the following program(s):</p> <ul style="list-style-type: none"><li>- Doctor of Medicine</li></ul> <p>In addition to meeting the University's overall requirements for academic progression, students enrolled in this program must satisfactorily complete this course in order to progress in their program.</p>
<b>Requisites</b>	<p>This course is only available to students who are active in the Doctor of Medicine (40047) program and who have successfully completed MEDI1101A, MEDI1101B, MEDI2101A, MEDI2101B, MEDI3101A, MEDI3101B, MEDI4101A, MEDI4101B, MEDI6001A, MEDI6001B, MEDI6101A, MEDI6101B, MEDI6102A, MEDI6102B, MEDI6103A, MEDI6103B</p>
<b>Assumed Knowledge</b>	<p>Bachelor of Medical Science (40046)</p>
<b>Contact Hours</b>	<p><b>Clinical*</b> Face to Face Off Campus 5 day(s) per Week for Full Term Attendance is required in Integration Weeks and Clinical Placement Rotations as an average time commitment of 5 days per week. A portion of Clinical Placement in some weeks and locations occurs out of hours.</p> <p><b>Integrated Learning Session</b> 4 hour(s) per Week for Full Term Integrated within the Clinical Placement, sessions are coordinated centrally or locally as an average time commitment of 4 hours per week. Sessions include a mix of presentation and tutorial formats.</p> <p><b>Self-Directed Learning</b> Self-Directed 8 hour(s) per Week for Full Term Integrated within the Clinical Placement, this reflects preparation and reinforcement of learning for face to face or remotely delivered teaching, as well as assessment items.</p> <p>* This contact type has a compulsory requirement.</p>
<b>Unit Weighting</b>	<p>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</p>
<b>Workload</b>	<p>Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit/6 credit point course/unit.</p>
<b>Multi-term Sequence Advice</b>	<p>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.</p>

# CONTACTS

## Course Coordinators

### Hemal Patel (Year 5 Coordinator)

General Year 5 enquiries can be submitted via the relevant Year 5 Canvas Discussion Forum. Posts here are responded to as soon as possible so all students have access to the information requested.

Enquiries specific to an individual student's situation for Year 5 can be sent to: [JMP-Year5@newcastle.edu.au](mailto:JMP-Year5@newcastle.edu.au)

All students must notify the JMP absence email address about compulsory teaching sessions that are going to be missed, or were missed no later than three (3) calendar days after the date of the session not attended: [JMP-Year5@newcastle.edu.au](mailto:JMP-Year5@newcastle.edu.au) and complete a Student Initiated Absence Plan.

## Clinical Site Student Managers

All Clinical Schools: [JMP-Year5@newcastle.edu.au](mailto:JMP-Year5@newcastle.edu.au)

### Central Coast Clinical School (Gosford & Wyong):

[CCPhase3-smph@newcastle.edu.au](mailto:CCPhase3-smph@newcastle.edu.au)

Mitchell Johnston

### Newcastle Clinical Schools (Hunter & Mater) - Year Manager:

[JMP-Year5@newcastle.edu.au](mailto:JMP-Year5@newcastle.edu.au)

Melissa Kekovski

### Maitland Clinical School:

[JMP-MaitlandCS@newcastle.edu.au](mailto:JMP-MaitlandCS@newcastle.edu.au)

Glynis Chocholowski

### Manning Clinical School (Taree):

[UONDRH-medicine@newcastle.edu.au](mailto:UONDRH-medicine@newcastle.edu.au)

Alison Hammond

### Peel Clinical School (Tamworth):

[UONDRH-medicine@newcastle.edu.au](mailto:UONDRH-medicine@newcastle.edu.au)

Brooke Bolin

### Tablelands Clinical School (Armidale) - Year Manager:

[tablelandsclinicalschoo@une.edu.au](mailto:tablelandsclinicalschoo@une.edu.au)

Kelsey Morgan

## Teaching Staff

Other teaching staff will be advised on the course Canvas site

## School Office

### Callaghan – School of Medicine & Public Health

UON School of Medicine and Public Health office

Room 6125

Level 3 Education Block

John Hunter Hospital

### Armidale – School of Rural Medicine

C013, The Pat O'Shane Building

Ph: (02) 6773 3322

# SYLLABUS

## Course Content

### Rotations:

1. General Practice
2. Embedded Senior Medical Student  
(Clinical School managed & hospital-based)

### Coverage of Themes:

1. Science & Scholarship
2. Clinical Practice
3. Health, Society & Environment
4. Professional Development

### Including:

- Patient-centred approach to health care
- Clinical information gathering, diagnosis and management of common and important presentations
- Multidisciplinary teamwork and effective interprofessional collaboration
- Infection control
- Rational approach to investigation
- Safe prescribing
- Aboriginal & Torres Strait Islander Health
- Culturally safe and appropriate healthcare for Aboriginal and Torres Strait Islander patients and culturally and linguistically diverse patients
- High level skills in communicating with patients, carers, colleagues and agencies
- Perinatal, infant, child and adolescent health including mental health
- Sexual health
- Screening and preventative care across the lifespan
- Legal and ethical issues related to populations with special needs including Mental Health Act and guardianship
- Detection and management of common emergency medical, surgical and psychiatric presentations in adults, children, adolescents and in pregnancy and childbirth
- Assessment and management of patients with chronic and comorbid health care needs
- Safe prescribing of medications for a range of specific conditions
- Detection and management of pain, psychological distress and other symptoms associated with illness
- Principles of palliation and end of life care
- Self-care and wellbeing including managing emotional and other stressors in professional environments
- Factors that affect safety and quality of health care in a range of settings
- Discharge planning, referral, and liaison with healthcare providers in the community setting

## Course Learning Outcomes

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

1. Demonstrate a patient-centred, compassionate and ethical approach to health care delivery.
2. Demonstrate well-developed theoretical knowledge and sound clinical reasoning skills.
3. Demonstrate integrated and advanced knowledge of the aetiology, pathophysiology, presentation and prognosis of common medical, surgical and psychiatric conditions.
4. Demonstrate integrated patient assessment, targeted history-taking, competent examination (physical and mental state), and selection of appropriate investigations for common and important presentations.
5. Interpret and integrate history, examination, and investigative findings to arrive at an appropriate diagnosis and differential diagnosis.
6. Formulate and clearly communicate a statement of the patient's problems that integrates the biological, psychological, social and cultural aspects of the patient's presentation, is tailored to the individual and takes account of the patient's perspective, situation and priorities.
7. Articulate evidence-based principles of management for common and important presentations, including the use of appropriate, evidence-based therapies including pharmacological, medical, surgical, physical, nutritional, psychological, online, self-help and other tools and therapies.
8. Screen for comorbidities including medical, surgical and psychological conditions, including psychological distress in response to illness.
9. Discuss the cultural significance of a person's illness and demonstrate awareness of cultural differences in response to the illness.
10. Apply knowledge of key health indicators and the epidemiology of mortality and morbidity in Aboriginal and Torres Strait Islander persons to prioritise screening, assessment and treatment.
11. Demonstrate respect for and embrace of the history, culture and diversity of Aboriginal and Torres Strait Islander peoples.
12. Discuss the Aboriginal and Torres Strait Islander conceptions of health and illness, demonstrate cultural sensitivity when assessing and planning the care of Aboriginal and Torres Strait Islander patients and consider how culture can aid in healing and recovery.
13. Demonstrate an active commitment to cultural capability and responsive care through acknowledging one's own cultural influences and limitations of knowledge and by identifying and advocating to redress inequity, and overt, subtle and structural racism by health professionals and systems.
14. Demonstrate shared decision-making, negotiation and collaboration with patients and relevant others in treatment and discharge planning.
15. Formulate a management plan that is culturally appropriate and which both addresses the investigation and management of illness as well as the personal, psychological and social problems that may arise from being unwell.
16. Communicate clearly and sensitively with patients, their families and other healthcare professionals.
17. Effectively communicate information to patients and carers about their condition/illness including investigation results and treatment recommendations arising from ward rounds and other team-based decision-making.
18. Demonstrate an understanding of the most common medical, surgical, psychiatric and psychosocial problems that require urgent assessment and treatment.
19. Recognise serious illness and the deteriorating patient.
20. Perform common emergency and lifesaving procedures, such as caring for the unconscious patient and CPR within appropriate scope of practice.
21. Comply with workplace healthcare documentation requirements in an accurate and timely manner.

22. Advocate for patients, especially those with vulnerabilities or special needs.
23. Apply the principles of ethics related to healthcare and the care of patients, and the legal responsibilities (including mandatory reporting frameworks) with regarding patients with medical, surgical or mental conditions.
24. Demonstrate awareness of health systems factors that may impact optimal care for individuals and identify potential mitigation strategies and contribute to a culture of safety and improvement in the healthcare system.
25. Demonstrate a global and community focus on healthcare delivery and advocate for positive change in healthcare.
26. Demonstrate self-awareness, the capacity for self-reflection and a plan for self-care.
27. Describe and apply the responsibility to maintain standards of medical practice at the highest level throughout a professional career.
28. Function effectively as an embedded member in a health care team, involving collaboration and cooperation with other team members, understanding the role of each member and accepting personal accountability.

## Course Materials

### Recommended Texts

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.

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>

### Required Reading

Preparation materials for learning activities are posted on Canvas in the relevant location.

**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/unit result and the awarding of a Fail (FF) grade.

## **Course Assessment Requirements:**

- Assessment 1 – Workplace Based Assessment: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 2 – Professional Task (Case Based Discussion): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 3 – Formal Examination (OSCE): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 4 – Professional Task (Clinical Supervisor and Professional Conduct Reports): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 5 – Plan (Individual Learning Plan): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 6 – Online Learning Activity (Online Prescribing Assessment): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 7 – Written And Audio-visual Assignment (Aboriginal and Torres Strait Islander Health Assessment): Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 8 – Professional Task (Quality in Healthcare Improvement Assessment): Pass Requirement - Students must pass this assessment item to pass the course.

## **Pre-Placement Requirements:**

- Mandatory NSW Health Verification Requirements must be met.
- Infection control training as directed by NSW Health, LHDs, Hospitals, and private placement providers
- Professional Behaviour Pre-Clinical Modules Parts 1 and 2

# ASSESSMENTS

This course has 8 assessments. Each assessment is described in more detail in the sections below.

	<b>Assessment Name</b>	<b>Due Date</b>	<b>Involvement</b>	<b>Learning Outcomes</b>
<b>1</b>	Workplace Based Assessment*	Please see the relevant guide/s and or schedule on Canvas	Individual	1 to 8, 14 to 23
<b>2</b>	Case Based Discussions*	Please see the relevant guide/s and or schedule on Canvas	Individual	1 to 8, 14 to 23
<b>3</b>	OSCE*	Please see the relevant guide/s and or schedule on Canvas	Individual	1 to 8, 14 to 23
<b>4</b>	Clinical and Professional Conduct Reports*	Please see the relevant guide/s and or schedule on Canvas	Individual	1 to 8, 14 to 23
<b>5</b>	Individual Learning Plan*	Please see the relevant guide/s and or schedule on Canvas	Individual	1 to 28
<b>6</b>	Online Prescribing Assessment*	Please see the relevant guide/s and or schedule on Canvas	Individual	2 to 7, 15
<b>7</b>	Aboriginal and Torres Strait Islander Health – Assessment Task*	Please see the relevant guide/s and or schedule on Canvas	Individual	9 to 13
<b>8</b>	Quality in Healthcare Improvement Assessment*	Please see the relevant guide/s and or schedule on Canvas	Individual	24, 25, 27

\* 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 – Workplace Based Assessment

### Assessment Type Description

The Workplace Based assessment is a collection of evidence relating to clinical competence in preparing for placement and in the performance of clinical tasks during the clinical placements.

There are specific groups of clinical tasks within the ePortfolio which include

- Certifications
- Workplace based assessments (WBAs)
- Clinical Skill Logs (CSLog) – daily and weekly

Students are required to complete a sufficient quantity and breadth of clinical tasks, to a satisfactory standard, to demonstrate their attainment of the required capabilities to start placement and prepare for internship.

Clinical Deans and Course Coordinators are responsible for authenticating and moderating items submitted, and finalising the overall result, including taking into account all information provided in relation to a student's professional conduct. Where a remediation activity has been triggered, a student is required to engage in, and successfully complete the remediation activity to pass the Workplace Based assessment.

Further details are provided in the **Clinical Placement Workplace Based assessmentGuide** and **MEDI6201 Assessment Schedule** as available on Canvas in the Assessment area.

### Weighting

Not applicable

### Compulsory Requirements

Students must pass this assessment item to pass the course.

### Due Date

Please see the relevant guide/s and schedule on Canvas

### Submission Method

Submitted via risr/Advance

### Assessment Criteria

Please see the relevant guide/s and schedule on Canvas

### Return Method

Not returned

### Feedback Provided

An opportunity for feedback is provided. Please see the relevant guide/s or schedule on Canvas

### Opportunity to

Students WILL be given the opportunity to reattempt this assessment.

### Reattempt

There is an opportunity to re-attempt this assessment.

Students WILL have one reattempt opportunity per Clinical Placement Rotation. This will be undertaken in an Integration week following a Clinical Placement Rotation, or as soon as practical.

## Assessment 2 – Case Based Discussion

### Assessment Type Description

Professional Task

The Case Based Discussion assessments are linked to placements, and involve a student assessing a patient prior and then presenting the patient case to a JMP academic staff member for General Practice and a Registrar or above (not Supervisor) for Embedded Senior Medical Student (ESMS) Placement. Clinical Deans, Discipline Representatives, and Course Coordinators are responsible for coordinating the assessment of these Case Based Discussions.

1. General Practice – two (2) Case Based Discussions based on patients assessed in the GP placement
2. ESMS Placement – two (2) Case Based Discussions based on patients assessed in longitudinal ESMS placement, one in the first half of the year, and one in the second half of the year.

Further details are provided in the **GP Cased Based Discussion Guide, ESMS Case Based Discussion Guide** and **MEDI6201 Assessment Schedule** as available on Canvas in the Assessment area.

<b>Weighting</b>	Not applicable
<b>Compulsory Requirements</b>	Students must pass this assessment item to pass the course.
<b>Due Date</b>	Please see the relevant guide/s or schedule on Canvas
<b>Submission Method</b>	General Practice – submitted via Canvas, including Turnitin ESMS – submitted via risr/advance
<b>Assessment Criteria</b>	Please see the relevant guide/s and schedule on Canvas
<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	An opportunity for feedback is provided. Please see the relevant guide/s or schedule on Canvas
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment. There is one opportunity to re-attempt this assessment.

### Assessment 3 – Objective Structured Clinical Assessment (OSCE)

<b>Assessment Type</b>	Practical Demonstration
<b>Description</b>	The OSCE offers an opportunity to assess learners at the level of “Shows How” on Millers pyramid. OSCEs in Phase 3 may be used to test students’ ability to integrate skills and knowledge attained throughout the Program and to demonstrate higher order skills such as clinical reasoning.  Further details are provided in the <b>OSCE Guide</b> and <b>MEDI6201 Assessment Schedule</b> as available on Canvas in the Assessment area.

<b>Weighting</b>	Not applicable
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course.
<b>Due Date</b>	Please see the relevant guide/s or schedule on Canvas
<b>Submission Method</b>	Formal Exam
<b>Assessment Criteria</b>	Please see the relevant guide/s and schedule on Canvas
<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	An opportunity for feedback is provided. Please see the relevant guide/s or schedule on Canvas
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment. There is one opportunity to re-attempt this assessment.

### Assessment 4 – Clinical & Professional Conduct Reports

<b>Assessment Type</b>	Professional Task
<b>Description</b>	The Clinical & Professional Conduct Report (CPCR) is a standardised supervisor form used in each core clinical placement for assessing; clinical skills, communication, patient centred care, teamwork and engagement in learning professional behaviour, professional conduct, fitness to practice, and overall performance.

A minimum of seven (7) Clinical and Professional Conduct Reports are required over the year:

- One (1) for General Practice
- Six (6) for ESMS hospital based placements

Students for whom there is a concern on a CPCR will notified to the Clinical Dean and Course Coordinator. Course Coordinators are responsible for finalising the overall result of the CPCR, including taking into account 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.

Further details are provided in the **Clinical & Professional Conduct Reports Guide** and **MEDI6201 Assessment Schedule** as available on Canvas in the Assessment area.

<b>Weighting</b>	Not applicable
<b>Compulsory Requirements</b>	Pass Requirement - Students must pass this assessment item to pass the course.
<b>Due Date</b>	Please see the relevant guide/s or schedule on Canvas
<b>Submission Method</b>	Submitted via risr/advance
<b>Assessment Criteria</b>	Please see the relevant guide/s and schedule on Canvas
<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	An opportunity for feedback is provided. Please see the relevant guide/s or schedule on Canvas
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment. There is no opportunity to re-attempt this assessment.

## Assessment 5 – Individual Learning Plan

<b>Assessment Type</b>	Plan
<b>Description</b>	The Individual Learning Plan is an assessment of a student's ability to manage their own learning in the final year of the program focussed on transition to internship.

It assesses a student's ability to plan, implement and review their own learning via

- identifying their own learning needs
- developing a plan with personal objectives, strategies and resources
- creating timeline in the plan to manage and measure their own learning
- self-directed learning and identifying timetabled activities, as well as seeking new learning opportunities specific to their plan
- self-reflection and evaluation, with a process for providing evidence of attainment and measurement of outcomes
- establishing future short, medium, and longer-term learning aims triggered by the learning plan experience

Further details are provided in the **Individual Learning Plan Assessment Guide** and **MEDI6201 Assessment Schedule** as available on Canvas in the Assessment area.

<b>Weighting</b>	Not applicable
<b>Compulsory Requirements</b>	Students must pass this assessment item to pass the course.
<b>Due Date</b>	Please see the relevant guide/s or schedule on Canvas
<b>Submission Method</b>	Submitted via Turnitin on the course Canvas site
<b>Assessment Criteria</b>	Please see the relevant guide/s and schedule on Canvas
<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	An opportunity for feedback is provided. Please see the relevant guide/s or schedule on Canvas
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment. There is one opportunity to re-attempt this assessment.

## Assessment 6 – Online Prescribing Assessment

<b>Assessment Type</b>	Online Learning Activity
<b>Description</b>	The Online Prescribing assessment focuses on a student's ability to apply knowledge and skills for safe and appropriate prescribing. There are a number of components to this assessment item.

1. Online Modules
2. Prescribing Skills Assessment (PSA) Practice Exams
3. Prescribing Skills Assessment (PSA) Final Exam

Students must demonstrate competency in each component, reaching a predetermined satisfactory standard.

Further details are provided in the **Online Prescribing Assessment Guide** and **MEDI6201 Assessment Schedule** as available on Canvas in the Assessment area.

<b>Weighting</b>	Not applicable
<b>Compulsory Requirements</b>	Students must pass this assessment item to pass the course.
<b>Due Date</b>	Please see the relevant guide/s or schedule on Canvas
<b>Submission Method</b>	Submitted via Turnitin on the course Canvas site and sit the exam via the PSA digital platform
<b>Assessment Criteria</b>	Please see the relevant guide/s and schedule on Canvas
<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	An opportunity for feedback is provided. Please see the relevant guide/s or schedule on Canvas
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment. There is one opportunity to re-attempt this assessment.

## Assessment 7 – Aboriginal and Torres Strait Islander Health – Assessment Task

<b>Assessment Type Description</b>	Written discharge summary and voice/video handover Each student will be assessed on a discharge summary and a submitted recorded 'handover' of an Aboriginal and/or Torres Strait Islander Patient. The discharge summary is to include important psychosocial information as well as the referrals to additional providers that have occurred including those to meet the patients sociocultural context. The recorded 'handover' is designed to enable appropriate and timely information sharing to the patients General Practitioner. This will include concise patient information relating to the admission, appropriate discharging information and additional information demonstrating a holistic appropriate to the patients care. <i>For example, referral to housing services, Aboriginal Liaison officer, First Nations specific chronic care service.</i>  Further details are provided in the <b>Indigenous Case Write Up Assessment Guide</b> and <b>MEDI6201 Assessment Schedule</b> as available on Canvas in the Assessment area.
<b>Weighting</b>	Not applicable
<b>Compulsory Requirements</b>	Students must pass this assessment item to pass the course.
<b>Due Date</b>	Please see the relevant guide/s or schedule on Canvas
<b>Submission Method</b>	Submitted via Turnitin on the course Canvas site
<b>Assessment Criteria</b>	Please see the relevant guide/s and schedule on Canvas
<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	An opportunity for feedback is provided. Please see the relevant guide/s or schedule on Canvas
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment. There is one opportunity to re-attempt this assessment.

## Assessment 8 – Quality in Healthcare Improvement Assessment

<b>Assessment Type Description</b>	Professional Task Each student is required to complete a number of short online modules which provide the fundamental components of Safety & Quality Improvement. A Quality Improvement Project is completed as a group task with a report presented for assessment.  Further details are available in the <b>Quality in Healthcare Improvement Assessment Guide</b> and <b>MEDI6201 Assessment Schedule</b> .
<b>Weighting</b>	Not applicable
<b>Compulsory Requirements</b>	Students must pass this assessment item to pass the course.
<b>Due Date</b>	Please see the relevant guide/s or schedule on Canvas
<b>Submission Method</b>	Submitted via Turnitin on the course Canvas site
<b>Assessment Criteria</b>	Please see the relevant guide/s and schedule on Canvas

<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	An opportunity for feedback is provided. Please see the relevant guide/s or schedule on Canvas
<b>Opportunity to Reattempt</b>	Students WILL be given the opportunity to reattempt this assessment. There is one opportunity to re-attempt this assessment.

## ADDITIONAL INFORMATION

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

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

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

<b>Graduate Outcomes</b>	<p>Bachelor of Medical Science  <a href="http://www.newcastle.edu.au/degrees/bachelor-of-medical-science-doctor-of-medicine-joint-medical-program/handbook">http://www.newcastle.edu.au/degrees/bachelor-of-medical-science-doctor-of-medicine-joint-medical-program/handbook</a></p> <p>Doctor of Medicine  <a href="http://www.newcastle.edu.au/degrees/bachelor-of-medical-science-doctor-of-medicine-joint-medical-program/doctor-of-medicine-handbook">http://www.newcastle.edu.au/degrees/bachelor-of-medical-science-doctor-of-medicine-joint-medical-program/doctor-of-medicine-handbook</a></p>
<b>Grading Scheme</b>	<p>Grading Basis = Pass/Not Pass  e.g. MEDI6201A + MEDI6201B is graded according to the following scheme at the end of MEDI6201B:</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, MEDI6201A will be recorded as a result of N/A (not applicable) at UON and RY (result yearlong) at UNE.</p>
<b>Professionalism</b>	<p>The JMP adopts the following definition of Professionalism: <b>Professionalism encompasses the moral attributes, standards of behaviour/practice, and clinical competence that the community and the profession expects of a developing doctor.</b></p> <p>In keeping with this, students are expected to consistently attend on time all teaching and learning activities. They must display professional behaviours, including respectful and civil communications. Students are expected to understand the importance of being well-skilled in all discipline areas of teaching and placement offered, in order to be safe and professional graduates. Students must consistently display - and have a comprehensive understanding of - ethically sound conduct. They are expected to display moral values consistent with those expected of a medical doctor, and act in a safe, responsible and accountable manner.</p> <p>The development of professional behaviour and formation of a professional identity is supported by specific learning regarding expectations including remediation in this course. Remediation should provide ongoing support of the student who is identified as having an area of clinical conduct requiring improvement, or demonstrates a lapse in professional behaviour. Where a remediation activity has been triggered, a student is required to engage in, and complete the remediation activity in order to pass the course. Remediation is part of a positive culture around professionalism, encouraging and empowering students to act professionally (“Professionalism and professional identity of our future doctors”, MDANZ, 2021). Successful remediation is mandatory in order to pass ANY Clinical Skills &amp; Professional Conduct Report that raised “<i>some concerns</i>” or “<i>significant concerns</i>”.</p>

	<p>Students are reminded to behave professionally and respectfully including:</p> <ol style="list-style-type: none"> <li>1. Attend all scheduled sessions</li> <li>2. Dress professionally and appropriately (e.g. closed-in shoes, collared shirts, long skirts, no jeans and no casual shoes for clinical placements)</li> <li>3. Actively participate in all sessions</li> <li>4. Behave respectfully during all sessions</li> <li>5. Observe professional videoconferencing etiquette</li> <li>6. Wash your hands every time (infection control, WHS)</li> <li>7. Take care of yourself (personal health and safety)</li> <li>8. Take care of your patients (meet ethical and legal requirements)</li> </ol> <p>Students must treat their own notes on patient histories and examination findings as confidential medical records and dispose of these in accordance with the Medical Council of NSW guidelines at each clinical site.</p> <p>Attendance will be recorded for the Course Requirements. Unless it is stated otherwise in the course outline, any absence from an individual compulsory teaching session must be explained with supporting documentation, such as a medical certificate.</p> <p>Students must notify the JMP of absence from a compulsory teaching session by email and Student Initiated Absence Plan to address the advice in the Course Outline. There are specific email addresses for each year of the course, so students should ensure that the correct address is used.  JMP-Year5@newcastle.edu.au  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>Reasons for absence will be considered by the Course Coordinators and will contribute to information provided to the Year Assessment Decision Committee.</p> <p><b>NB. In the case of absence from a formal assessment, please refer to the Adverse Circumstances information in the JMP Manual</b></p>
<p><b>Placement Requirements</b></p>	<p><b>JMP Student Placement Policy</b></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><b>IMPORTANT</b></p> <ul style="list-style-type: none"> <li>• Clinical Placement is a mandatory component of the MD.</li> <li>• Students will not graduate if they cannot satisfactorily complete clinical placement.</li> <li>• Students will not be able to undertake a placement unless they have completed the pre-placement requirements.</li> <li>• Students will not be able to enter a NSW Health facility unless they have completed the pre-placement requirements.</li> </ul> <p><b>Pre-placement requirements</b></p> <p>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: <a href="http://www.medicalboard.gov.au/Codes-Guidelines-Policies/Code-of-conduct">http://www.medicalboard.gov.au/Codes-Guidelines-Policies/Code-of-conduct</a></p>

	<p><b>All Students – see also the <a href="#">NSW Health verification guidelines</a> for further details</b></p> <ul style="list-style-type: none"> <li>• <b>National Police Certificate</b> (from NSW or Australian Federal Police)</li> <li>• signed NSW Health <b>Code of Conduct Agreement</b></li> <li>• signed NSW Health <b>Student Declaration</b></li> <li>• all specified <b>immunisations</b> and <b>evidence of immunity</b> (from a GP)</li> <li>• completed NSW Health <b>Form 2. – Tuberculosis (TB) assessment tool</b></li> <li>• completed NSW Health <b>Form 3. – Student Undertaking/Declaration</b></li> </ul> <p><b>International Students (additional requirements)</b></p> <ul style="list-style-type: none"> <li>• <b>Police Certificates</b> from all previous countries of residence</li> </ul> <p>The University of Newcastle's College of Health, Medicine and Wellbeing Placement web page provides essential information on placement preparation and requirements relevant for all JMP students. It is the students' responsibility to adhere to the pre-placement requirements.</p> <p>UON students:  <a href="https://www.newcastle.edu.au/faculty/health-medicine/placement-essentials">https://www.newcastle.edu.au/faculty/health-medicine/placement-essentials</a>      UNE students:  <a href="#">Pre-Placement Requirements - University of New England (UNE)</a></p> <p>IMPORTANT: All original documents should be carried with you to ALL clinical placements and copies are to be provided if requested by the facility. For additional information click on the link <a href="#">Ministry of Health information for all students</a> on the Faculty pages.</p>
<p><b>Enrolment and Withdrawal from Placement Course</b></p>	<p><b>Enrolment</b>  <b>It is each student's responsibility to ensure they are correctly enrolled.</b> Students should ensure they are enrolled prior to the commencement of the course/unit. Students who are not enrolled will not be permitted to undertake any clinical placements.</p> <p>JMP students must enrol in courses/units that conform to the requirements of the Bachelor of Medical Science and Doctor of Medicine. A student who wishes to undertake more than 40 units (UON) or 24 credit points (UNE) in any semester must obtain permission from the Dean of Medicine – JMP or nominee.</p> <p>Students may not add a course to their enrolment after the end of the second week of term. To change enrolment online, please refer to:</p> <p><b>University of Newcastle</b>  <a href="http://www.newcastle.edu.au/current-students/learning/enrolment-and-course-information/changing-your-enrolment">http://www.newcastle.edu.au/current-students/learning/enrolment-and-course-information/changing-your-enrolment</a></p> <p><b>University of New England</b>  <a href="http://www.une.edu.au/studentcentre">www.une.edu.au/studentcentre</a></p> <p><b>Withdrawal</b>      Permission from the Dean of Medicine-JMP is required for a student to withdraw without penalty from a course containing a clinical placement after <b>15 March 2024</b> (Semester 1) and <b>9 August 2024</b> (Semester 2).</p>
<p><b>Communication Methods</b></p>	<p>Canvas is the primary tool for communication throughout the semester. 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><b>Academic Integrity and Misconduct</b></p>	<p><b>Student Conduct and Misconduct Rules</b>  The Joint Medical Program (JMP) is committed to promoting the highest standards of academic and research integrity, scholarship, safety and welfare for students and staff. Students are required to comply with the policies and procedures in the JMP Manual The Manual provides directions and provisions relating to Academic Integrity.</p> <p>In accordance with University rules regarding plagiarism, all students will be required to submit a signed Assignment Cover Sheet (available through the Assessment area of Canvas) for all assessments required to be submitted in hard copy. All students will be required to electronically acknowledge the Plagiarism Main Policy for all assessment items submitted via Canvas. Unless advised otherwise, students will be required to submit all written assignments and reports in electronic format through Canvas. Details will be posted on Canvas.</p> <p>Students who falsify signatures or other records will be referred to the relevant Investigating Officer for disciplinary action. The penalty may result in a Fail grade for the course or could result in exclusion or suspension from the program.</p> <p>Please note that repeating students must repeat all compulsory activities in this course, and any resubmission of previous work is not permitted. The rules for determining originality will apply for assignments, including comparisons with any previously submitted work.</p>
<p><b>Adverse and Special Circumstances</b></p>	<p>Students are required to comply with the policies and procedures in the JMP Manual and should be familiar with the directions and provisions in the manual.</p>
<p><b>Re-remarks and Moderations</b></p>	<p>Students are required to comply with the policies and procedures in the JMP Manual and should be familiar with the directions and provisions in the manual.</p>
<p><b>Appeal Against a Final Result</b></p>	<p>Students are required to comply with the policies and procedures in the JMP Manual and should be familiar with the directions and provisions in the manual.</p>
<p><b>Supplementary exams</b></p>	<p>Students are required to comply with the policies and procedures in the JMP Manual and should be familiar with the directions and provisions in the manual</p> <p>Supplementary assessments are not offered as a means of remediation. Only students who have had an accepted application for special consideration may be offered a supplementary assessment,</p>
<p><b>Access, Ability &amp; Inclusion</b></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><b>University of Newcastle</b></p>



	<p>Appointments can be made with an adviser          Phone: +61 2 4921 6622          Email: <a href="mailto:AccessAbility@newcastle.edu.au">AccessAbility@newcastle.edu.au</a>          Website: <a href="https://www.newcastle.edu.au/current-students/support/personal/accessability">https://www.newcastle.edu.au/current-students/support/personal/accessability</a></p> <p><b>University of New England</b>          Appointments can be made with an adviser on +61 2 6773 2897          Email: <a href="mailto:accessinclusion@une.edu.au">accessinclusion@une.edu.au</a>          Website: <a href="https://www.une.edu.au/current-students/support/student-support/student-access-and-inclusion">https://www.une.edu.au/current-students/support/student-support/student-access-and-inclusion</a></p>
<p><b>Counselling Services</b></p>	<p><b>Counselling Services</b>          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 Counselling Services can be found at:</p> <p><b>University of Newcastle</b>          Email: <a href="mailto:counselling@newcastle.edu.au">counselling@newcastle.edu.au</a>          Website: <a href="https://uonblogs.newcastle.edu.au/counselling">https://uonblogs.newcastle.edu.au/counselling</a>          Telephone: 02 4921 6622</p> <p>The UON Counselling Service is also available at Ourimbah:          Telephone: 02 4348 4060          Email: <a href="mailto:student-support-ourimbah@newcastle.edu.au">student-support-ourimbah@newcastle.edu.au</a></p> <p><b>University of New England</b>          Location: Student Assist, Building C37          Telephone: 02 6773 2897          Website: <a href="http://www.une.edu.au/current-students/support/student-support/counselling">http://www.une.edu.au/current-students/support/student-support/counselling</a></p>
<p><b>Other Information</b></p>	<p><b>JMP Student Support for Professional Practice (SSPP) Framework</b>          Students in the JMP are able to self-refer or refer others to the JMP Student Support for Professional Practice Framework. Students may identify that they require extra support, or be referred by a peer, staff member or family member. All referrals are treated as confidential. If extra support is confirmed as required, a case management team is established to liaise with the student and others (as needed) and develop recommendations for support.</p> <p>Enquiries regarding SSPP Framework          Phone: +62 2 4921 5583          Email: <a href="mailto:JMPStudentSupport@newcastle.edu.au">JMPStudentSupport@newcastle.edu.au</a></p> <p><b>SSPP Guideline:</b> <a href="https://www.newcastle.edu.au/joint-medical-program/policies">https://www.newcastle.edu.au/joint-medical-program/policies</a></p> <p><b>SSPP Procedure:</b> <a href="https://www.newcastle.edu.au/joint-medical-program/policies">https://www.newcastle.edu.au/joint-medical-program/policies</a></p>