



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

MEDI993/MEDI603

Phase 3

Subject Outline

2018-2019



School of Medicine

MEDI993/MEDI603: Medicine 3

Subject Outline

Session 1 - 2018, Session 2 - 2019

On-Campus / Flexible / Distance

Wollongong/Shoalhaven/Southern Highlands/Milton-Ulladulla/Murrumbidgee/Mudgee/Broken Hill/Grafton-Maclean/Lismore/Murwillumbah/Forbes-Orange

Subject Information

Credit Points: 48

Pre-requisite(s): MEDI991/MEDI601, MEDI992/MEDI602

Co-requisite(s): None

Restrictions: Details of entry requirements and eligibility for enrolment available at

<https://smah.uow.edu.au/medicine/future/md/index.html>

Contact Hours: 8 hours per week (Regional Academic Day supplemented with online material) and 38 hours per Clinical Placement.

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Section A: General Information

Subject Learning Outcomes

In MEDI993/MEDI603 biological, psychological and social science is delivered in the context of learning activities that also cover clinical, interpersonal, procedural skills, personal and professional development (PPD), and RCA competencies. All learning outcomes are addressed from the beginning of the course and are relevant to all four subjects. The levels of achievement have a hierarchical structure that reflects the nature of learning experiences, the method of assessment and the expected standards:

1. The acquisition of knowledge and/or skills.
2. Understanding of how the knowledge and/or skills may be applied.
3. Demonstrated ability to apply the knowledge and/or skills (ie may be in a laboratory or clinical simulation).
4. Demonstrated ability to apply knowledge and/or skills in a real clinical practice environment.
5. Demonstrated performance (ie effective application) of the knowledge and/or skills in a clinical practice environment

The specific learning outcomes for MEDI993/MEDI603 are contained in the Phase 3 Student Guide.

Subject Description

The subject involves two sequential 19/20-week long integrated placements. Students during this placement will have experiences with acute hospital presentation and the provision of continuing care in the hospital situation, as well as extensive primary care and inter-disciplinary experience. During the clinical placements students will continue with learning activities that focus on the medical sciences, personal and professional development and the research and critical analysis themes of the curriculum. Students will address undifferentiated clinical problems per fortnight via a small group or individual CBL. A major Research project will be undertaken as part of Research and Critical Analysis theme. By the end of Phase 3 it is expected that students will have acquired the fundamentals of underpinning medical sciences as specified in the curriculum. In addition, they will have acquired the extended clinical competencies they need to practice effectively as a doctor.

Readings, References and Materials

The list below provides details for core texts for the Phase 3 Program. Please contact your Placement Facilitator to access a copy of core texts (not available online). Further assistance in using Library resources is available at: <https://uow.libanswers.com/>.

Bloch, S. & Singh, B.S. (eds.) 2007, <i>Foundations of Clinical Psychiatry</i> , 3rd edn. Melbourne University Press, Carlton.
Brukner, P. and Khan, K. 2012, <i>Brukner & Khan's Clinical Sports Medicine</i> , 4 th edn, McGraw-Hill, North Ryde, NSW.
*Brunton, L (ed) 2011, <i>Goodman and Gilman's The Pharmacological Basis of Therapeutics</i> , 12 th edn, McGraw-Hill, New York. (to be used in conjunction with: *The Australian Medicines Handbook online)
*Cadogan, M., Brown, A. & Celenza, A. 2011, <i>Marshall and Ruedy's On Call: Principles and Protocols</i> , 2 nd edn, Saunders (Elsevier Australia), Marrickville, NSW.
*Katona, C.L.E., Cooper C & Robertson M. 2012, <i>Psychiatry at a Glance</i> , 5 th edn, Wiley-Blackwell, Oxford.
Crookes, PA & Davies, S (eds.) 2004, <i>Research into Practice: Essential Skills for Reading and Applying Research in Nursing and Health Care</i> , 2nd edn. Bailliere Tindall, Edinburgh.
*Epstein, O. 2008, <i>Clinical Examination</i> , 4th edn. Mosby, Edinburgh.
*Goering, R. (ed.) 2013, <i>Mim's Medical Microbiology</i> , 5th edn. Mosby, St. Louis
*Kumar, P & Clark, M (eds.) 2012, <i>Kumar & Clarks Clinical Medicine</i> , 8th edn, W.B. Saunders, Edinburgh.

Lawrence, PF (ed.) 2013, <i>Essentials of General Surgery</i> , 5th edn, Lippincott Williams and Wilkins, Philadelphia.
*Murtagh, J. 2011, <i>John Murtagh's General Practice</i> , 5 th edn. McGraw Hill, Australia
South, M and Isaacs, D (eds.) 2012, <i>Practical Paediatrics</i> , 7th edn, Churchill Livingstone/Elsevier, Edinburgh.
*Robbins, S.L. and Cotran, V. 2010, <i>Robbins and Cotran Pathologic Basis of Disease</i> , 8 th edn. Saunders / Elsevier, Philadelphia, PA.
*Robinson, N and Hall, G. 2011, <i>How to survive in anaesthesia</i> , 4th edn. Blackwell Publishing, Malden, Mass.
Silverman, J., Kurtz, S. & Draper, J. 2013, <i>Skills for Communicating with Patients</i> , 3rd edn. Radcliffe Publishing, Abingdon, UK.
*Solomon, D., Warwick, D. and Nayagam, S. 2005, <i>Apley's Concise System of Orthopaedics and Fractures</i> , 3 rd edn. Hodder Arnold, London.
*Symonds, EM and Symonds, I.M. 2013, <i>Essential Obstetrics and Gynaecology</i> , 5th edn, Churchill Livingstone, Edinburgh.
Talley, N.J. and O'Connor, S. 2014, <i>Clinical Examination: A systematic Guide to Physical Diagnosis</i> , 7 th edn. Elsevier Australia, Marrickville, NSW
*Tjandra, J.M., Clunie, G.J.A., Kaye, A.H. and Smith, J.A. 2006, <i>Textbook of Surgery</i> , 3 rd edn. Blackwell Publishing, Malden, Mass.
* <i>Therapeutic Guidelines Series</i> (e.g. Antibiotic Guidelines) – available online via Library's eTG Therapeutic Guidelines database.
*Wolff, K., Goldsmith, L.A., Katz, S. I., Gilchrest, B.A. and Paller, A.S. 2012, <i>Fitzpatrick's Dermatology in General Medicine</i> , 8 th edn. McGraw-Hill Companies, New York.
Yung, A. et al, (ed.) 2010, <i>Infectious Diseases: A Clinical Approach</i> , 3 rd edn. IP Communications, East Hawthorn, Vic.

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Research Consultation Service	1 hour appointment with an information specialist by phone, email, skype or in person, available to UOW academics, HDRs, postgraduates, Honours and Masters students.
By phone	(02) 4221 3548

Recent Changes to this Subject

- i. Nil

Schedule of Learning

The Medical Program curriculum has defined learning outcomes that should be used to guide student learning. The Phase 3 summative examinations will assess these outcomes (identified in Appendix B of the Student Guide).

Clinical Skills:

GM curriculum places considerable emphasis on the development of clinical competence. The clinical skills training and general practice and hospital placements in Phase 1 were the first stage of your clinical competency development, developing communication, history taking, physical examination and procedural skills.

In Phase 2, there was an increased focus on the development of clinical competency. You spent time in the hospital setting, supported by weekly clinical skills centre activities and medical sciences linked

to CBL problems. This has given you a good foundation in Medicine, Surgery, Paediatrics, Mental Health and Obstetrics and Gynaecology in preparation for Phase 3 placements.

During Phase 3, you will develop extended clinical competence under the supervision of a GP preceptor in a diverse range of community settings. As you and your preceptor become more confident in your competence, there will be many opportunities for you to become an active member of the medical practice team and you will also be encouraged to assume more patient care responsibility in the local community hospital, especially during regularly scheduled sessions in the Emergency Department. A range of general practitioners, specialist clinicians and other health professionals will contribute to clinical competence development during this Phase. You will spend at least 4 days per week in clinical practice in both general practice and hospital settings. This consists of:

- At least 2 GP parallel consulting sessions per week, where you will consult in parallel with and under the supervision of your Preceptor;
- 2 additional GP learning sessions per week where you will have access to opportunistic 'on the run' learning activities between consulting and treatment rooms within the practice and with practice patients in the community. This may include time to research learning issues associated with patients seen in the practice. However, as the year progresses, it is desirable that you spend some of these sessions in additional parallel consulting if possible.
- Shifts in the Emergency Department (including some rostered out of hours/weekend experience);
- Sessions with resident or visiting specialists;
- Sessions with community or allied health services;
- Hospital ward rounds; and
- Weekday or weekend on call or after-hours work as negotiated with your Regional Academic Leader or the medical practice;
- As part of your RAD day activities, you will also participate in a range of other sessions organised by your Regional Academic Leader. This could include clinical skills training, inter-professional learning, simulation sessions, or tutorial sessions, and will vary from hub to hub depending on what is available locally.
- In addition to the Clinical Competency Theme Learning Outcomes for the Medical Program (outlined in Appendix B of the Student Guide), Appendix C lists the skills and competencies to be achieved during Phase 3. This list has been revised in 2012 and the comprehensive list is attached in Appendix C of the Student Guide.

Medical Sciences:

The Medical Sciences curriculum theme will be delivered in the form of Guided Online Assessable Learning activities (GOALs) that are associated with the relevant CBL cases. The CBL cases relate to the Core Clinical Presentations, and together these are the backbone of the curriculum in Phase 3. The GOALs allocated to the individual CBL cases will feature content from the underpinning Medical Sciences and PPD Themes, as well as a variety of clinical reading materials. In some cases, there will be different types of reading materials attached to a particular CBL case, and it may be difficult to identify the science-specific ones. Science-related issues will also be discussed within the CBL cases, as appropriate. To this end, it is advisable to study the GOAL material before the Regional Academic Day, when the relevant case is to be discussed.

The aims of the Medical Sciences GOALs are to:

- Discuss corresponding science concepts and to stimulate discussion on science issues relating to the clinical cases;
- Provide additional learning resources and materials for guided independent learning;
- Help deepen your knowledge acquired in Phases 1 and 2 on core Medical Sciences concepts that underpin disease processes, as well as diagnostic and therapeutic tools;
- Trigger your curiosity to further explore details or new developments in areas of medicine that you have 'skimmed over' so far.

The topics of the Medical Sciences GOALS have been chosen to relate to the corresponding CBL cases, but are also aimed at filling potential knowledge gaps, which may have arisen from previous years. The core science disciplines that will be revisited are: Clinical Anatomy, Patho-biochemistry, Pathophysiology, Medical Microbiology, Pharmacology, Population Health and epidemiology.

We are currently developing new GOALS, and students are encouraged to give feedback and suggestions on individual GOALS and their topics. You are also welcome to make suggestions for additional GOALS that may assist addressing your knowledge gaps. If you have specific questions regarding the content, please e-mail the author directly. The Phase 3 GOALS are designed to supplement the Medical Sciences delivered in earlier phases and you should frequently refer to earlier materials that underpin specific presentations.

The GOALS are an integral part of the Regional Academic Day; however in contrast to Phase 1, there is no specific time slot allocated as 'GOAL time', to allow more flexibility to students' individual timetables. However, we strongly recommend that you make use of these GOALS, as they comprise a core element of the assessable medical curriculum in Phase 3. Please also make your CBL tutors aware of these GOALS, as they pertain to the specific case content.

Research and Critical Analysis:

In Phase 3, the RCA theme will focus on evidence-based medicine and the opportunity for each student to undertake a research project which could inform future practice. Your literature review and research project are the principal assessable tasks for the RCA Theme in Phase 3 and must be completed within your one-year placement. For your RCA research project, you are required to identify and investigate a health issue of relevance to your community placement and you will be supervised by a research-active member of academic staff. Please refer to The RCA Phase 3 Student Research Project Handbook for additional information and resources regarding your research project.

Professional and Personal Development:

PPD is the transformation Theme of the Wollongong Medical Program – the Theme with the primary purpose to transform your performance from being a student with excellent clinical skills and medical science into excellent doctors in training. Of the four Phases in the Medical Program, Phase 3 provides you with the most continuous and complex context for developing and refining your professional performance and identity as good doctors. Throughout Phase 3 you now take on the responsibility to do your best to improve and maintain the health of your patients who entrust themselves to your medical care (Australian Medical Association Code of Ethics, 2006), as well as to develop your skills and performance as a doctor across the various contexts you will find yourselves in. Throughout Phase 3, you are expected to live up to the professional obligations that are listed in the Medical Board of Australia Code of Conduct for Doctors and the AMC Code of Ethics, in all aspects of your performance (interaction with patients, medical staff, administration staff, and fellow students). You will be assessed against the Code of Conduct through reflection assignments, SPRs, and in the summative OSCE and written examination.

Phase 3 will be challenging and rewarding. We also recognise that no Code or guideline can encompass every situation or replace the insight and professional judgement of good doctors (MBA Code of Conduct, 2014). The PPD Theme will support and facilitate your journey to be good doctors in several ways through Phase 3. As noted in the medical sciences section above, PPD topic readings are provided as GOALS that are attached to CBLs. Reflection assessment and components in the clinical log provide a vehicle for you to develop your critical thinking and reasoning. Group case examination workshops that feature critical review and application of each major section of the Code of Conduct will occur through all-hub link-ups and in group workshops in Phase 3 Orientation and Wrap-up (note that PPD workshops in both Orientation and Wrap-up are learning sessions that compliment workshops which run throughout Phase 3). All case examination workshops will integrate with and apply PPD reflection and GOALS.

Case-Based Learning:

Case-Based Learning (CBL) activities begin and end each fortnight's learning during Phases 1 and 2. In Phase 3, the CBL process is interwoven throughout all activities to structure and guide your learning. This ensures that there is a review of key topics to complement the less predictable experience that will be gained in the clinical environment. The CBL activities include consideration of the prepared case materials and the questions posed relating to that case, reflection on related Phase 1 and 2 materials that provide the foundation for the current case, as well as reviewing similar cases and themes you have encountered in your clinical placement. This might be through educational activities provided in your hub, your own patient contact, or your preceptor's clinical experiences, as well as your CBL tutorial. In this way, Phase 3 CBL activities have been designed to allow you to integrate your learning in all themes and develop your clinical reasoning. CBL activities in Phase 3 aim to:

Provide a framework for core learning;

- Further develop the core clinical presentations introduced in Phases 1 and 2;
- Further develop self-directed learning skills and the ability to access and evaluate appropriate literature;
- Further develop skills in educational independence and clinical case presentation;
- Refine problem solving skills in more complex cases and with greater depth of understanding;
- Develop clinical reasoning, or how clinicians explore patients' presenting problems and determine appropriate management;
- Consider the clinical problems in a regional, rural and remote community context, and the management differences that may be encountered;
- Revisit and review the science underpinning the clinical practice of medicine.
- Give each of you an opportunity to lead in tutorials as facilitators of discussion. Your facilitation skills will ensure that each member of your tutorial group is encouraged to contribute to the discussion. Facilitation does not mean giving a lecture. You are to think of creative ways in which to promote discussion in a holistic fashion around the case. It is expected that each week a case summary is made by the group, and it is the facilitator's responsibility to submit this useful learning summary to GM via GM-cbl@uow.edu.au.
- Ideally, the facilitator will do a short presentation of the summary of learning, a "wrap up", from last week's case prior to the commencement of the current week's CBL. In some hubs this may occur with specialist and/or GP input.
- A peer evaluation of your facilitation skills will occur once in session one and again in session two, to give you useful feedback.

CBL will assist you with further development of your knowledge of the 93 Core Clinical Presentations, many of which are matched with the cases. The Core Clinical Presentations are noted in the Part 2 Resources section.

If you have any questions or comments regarding Phase 3 CBL please contact the Medical Education Unit at GM-cbl@uow.edu.au.

Curriculum Resources:

In addition to CBLs and GOALs, other curriculum resources are and will be available to students over the course of the Program via the Moodle platform. Such resources are designed to complement the student's clinical experience and formal CBL program. This includes resources associated with the Specialist Tutorial Program (delivered in the Illawarra), PPD resources and links to sub-specialty resources (including guidelines for access sub-specialty learning modules, e.g. dermatology/pharmacology).

Clinical Specialty Guides are available for Psychiatry and General Practice. The combined Medicine and Surgery Guide that you used in Phase 2 can continue to be used during Phase 3 to support your learning in these disciplines.

The 93 core clinical presentations are based on Australian data and worldwide review of medical programs. These clinical presentations are available in the Moodle platform.

Regional Academic Days:

Every Wednesday, students in each hub will come together for a Regional Academic Day (RAD), to undertake formal educational activities to support their clinical and professional learning experiences. This will also provide an opportunity for students from each region to network for personal and professional support. On occasion, a couple of hubs will link up via videoconference for CBL and student case presentations, sharing ideas and experiences from their region and working together on CBL activities.

RADs will be arranged by the Regional Academic Leader and the Placement Facilitator. However, depending on the CBL topics addressed each week, other local or visiting health professionals or academic staff may be involved in the day.

Sample structure for a Regional Academic Day (Wednesday) – the actual structure will vary from hub to hub

Morning	Case-Based Learning
	Student Case Presentation (from Clinical Log)
	<i>Lunch</i>
Afternoon	Flexible Academic Learning: <ul style="list-style-type: none"> - Locally-run specialist tutorial program - Locally-run clinical skills session - Guided Online Assessable Learning (GOALs) - Student Research Projects - MCQs - Research Seminar Series - Other local activities relating to clinical governance, health prevention, health promotion, health education or occupational screening. - One-on-one progress meetings with the Regional Academic Leader
	<ul style="list-style-type: none"> - 3 times per session, GM will use Wednesday afternoons for cohort wide video link-ups for the purpose of educational activities, evaluation, and other information, with opportunity for questions on your RCA project, assessment or Phase 4. <ul style="list-style-type: none"> ▪ 1 August 2018 (2.30pm – 4.30pm) ▪ 3 October 2018 (2.30pm – 4.30pm) ▪ 7 November 2018 (2.30pm – 4.30pm) <hr/> <ul style="list-style-type: none"> ▪ 20 February 2019 (2.30pm – 4.30pm) ▪ 10 April 2019 (2.30pm – 4.30pm) ▪ 15 May 2019 (2.30pm – 4.30pm)

As this is a research-based subject the list of topics covered will be negotiated between the student and their supervisor.

Section B: Assessment

Details of Assessment Tasks

Assessment Overview:

In Phase 3, you will develop extended clinical competence in a range of settings and also progress in terms of applying your scientific knowledge to the practice of medicine, your research and critical analysis skills, and your personal and professional development. Phase 3 assessment activities will be matched to the Phase 3 learning outcomes for the Medical Program themes. Assessment activities will include:

- a) Ongoing feedback assessment activities
- b) 4 x Periodic reviews of student performance (Student Performance Review / SPR)
- c) 2 x Personal and Professional Development 'Reflections'
- d) 16 x Formative Clinical Examination-Student' (CEX-S) assessments (8 per session)
- e) 1 x Student Research Project
- f) End-of-Phase 3 integrated examinations – 3 written papers and 1 Objective Structured Clinical Examination (OSCE).

Assessment Items:

a) Feedback Assessment Activities

You are strongly encouraged to undertake as many formative Mini-Clinical Examinations (CEX-S) as possible. Your Student Assessment Handbook contains a section of formative CEX-S assessments, designed to assist you with the development of effective consultation and management skills through Phase 3. Negotiate with your GP preceptor at the start of your placement to have him/her watch you for a full patient encounter once a week, and ask them to complete a CEX-S form during this encounter.

Feedback questions will follow an increasing number of your CBL cases, to be completed after the weekly case discussion at your leisure.

MCQ quizzes will be delivered at intervals throughout the Phase. Being feedback, they are not compulsory and they in no way contribute to your academic progress. However, past students have found them useful.

The quizzes will occur 10 times over the course of the Phase, and are intended to be run under conditions as close to examination conditions as possible – this is to give you a sense of how your final summative examinations will be. The topics covered by the questions are wide-ranging and are not linked to specific CBL topics. After each question, you will be asked to rate how confident you feel that you answered correctly. The correct answers will be given online immediately, and your Regional Academic Leader will also lead a discussion around the questions, usually at the time of the next Regional Academic Day.

The quizzes are run on the nominated RAD day only, and will not be available on any other day. Dates for the 2018/2019 MCQ are below:

- 25 July 2018
- 22 August 2018
- 19 September 2018
- 24 October 2018
- 28 November 2018
- 30 January 2019
- 27 February 2019
- 3 April 2019
- 1 May 2019
- 29 May 2019

As the bank of questions in the feedback bank is relatively small, the actual questions will not be available to you outside of the quizzes. The questions in these quizzes will NOT be used for the summative examinations.

The main aim of these quizzes is to stimulate your thinking with the hope that the depth and breadth of your study will increase across a range of topics

The GM has access to 'eMedici', an online feedback assessment resource. 'eMedici' was developed as part of a national initiative and is comprised of patient-based cases from a range of medical disciplines, designed as feedback assessment learning tools for medical students based on problems they may encounter during their education and subsequent medical career. The clinical scenarios represented encourage students to make decisions on diagnosis, investigation and treatment without putting themselves or their patient at risk. At present, cases in cardiology, surgery, health psychology, ophthalmology and psychiatry are available. 'eMedici' can be found at www.emedici.com.

GOALS will be made available to support your learning and help you to gauge your own progress in medical sciences and clinical medicine during Phase 3.

b) 4 x Student Performance Reviews (SPRs)

The overall performance of students will be assessed midway through and at the end of each session by the Regional Academic Leader. The template for this assessment is provided in Appendix D in the Phase 3 Student Guide and the due dates for submission are listed below. The prime purpose of this is to ensure the student is engaging appropriately in Phase 3 clinical work and determine the fitness of the student, from the workplace perspective, to progress to Phase 4.

- There will be 4 summative SPR assessments through Phase 3. These are compulsory and to be completed at the end of each quarter by the RAL responsible for that student.
- Each SPR would be informed by the student's:
 - Completion of a Learning Needs Plan at the start of the quarter
 - Completion of 4 formative CEX-Ss during that quarter
 - Engagement with the Clinical Log (at least 1 long and 4 short cases expected per week)
 - Professionalism and clinical performance based on comments on the Observations on Student Performance form received from the preceptor for that quarter.(Appendix E of the Phase 3 Student Guide)
 - Engagement in CBL tutorials as reported by tutor
 - Engagement and performance on RAD days
- The SPR would not be seen by the student before submission to the Phase 3 Chair/ Assessment Officer. The student will be informed of the grade in the usual manner for all assessments via the Moodle grade book a few days after submission of the SPR to UOW. The 'grade' awarded is a 'Global Judgement' of the student's performance and engagement through that quarter.
- The RAL however, should provide the student with some verbal feedback on their progress based on the contents of the SPR at the end of quarter interview. The RAL and student can discuss strengths and areas and strategies for improvement as required. The student's self-evaluation of their competence can be compared with the preceptor's evaluation on the EPA grid as part of the discussion.
- There will be 3 possible grades for the Student Performance Review (SPR) each quarter to be awarded by the RAL:
 - **U - Unsatisfactory** (This constitutes a fail for that quarter.)
 - **S - Satisfactory - With recommendations for Learning Needs Plan**
 - **S - Satisfactory** (It is anticipated that most students will be 'S')
 - **E - Excellent** (This grade is only to be awarded to a student whose performance in all aspects is exceptional.)
- The '**Satisfactory with recommendations for Learning Needs Plan**' will be awarded in situations where the RAL has awarded a 'pass' but has also determined that there are certain aspects of the student's performance that require remediation and /or extra effort by the student.
- The grade awarded by the RAL may be adjusted by the Phase 3 Chair in discussion with the RAL if required.
- If the SPR was graded as 'Unsatisfactory' or 'Satisfactory with recommendations for LNP', the Phase 3 Chair and RAL will offer the student an opportunity to discuss their results, and work with the student to draft a proposal to remediate the relevant aspects of their clinical performance.

- An '**Unsatisfactory**' SPR should be followed by a repeat assessment within four working weeks.

In the event of a student receiving two or more '**Satisfactory with recommendations for LNP**', the Exam Board may recommend a 'Directive Term' be undertaken in Phase 4.

Preceptor Observations on Student Performance (POSP-P3): The Preceptor will complete this report for the RAL before the end of each quarter. This report is based on the preceptor's observations of student engagement and performance during the quarter and the preceptor will indicate on a grid with 7 main domains at which point they think the student is currently performing. It is anticipated that students will progress in competence as the year proceeds and it is not expected that students will be 'Consistently Competent' at the beginning of the year. The preceptor should add comments on the overall performance and progress of the student through the quarter. The Preceptor is not asked to indicate a grade of performance or to summatively assess the student for the quarter.

c) 2 x Personal and Professional Development Reflections

Competency in the PPD Curriculum Theme will be assessed by two Summative Student Performance Reviews (described above) and two Summative PPD Reflections. Details and the marking template for this assessment are provided in Appendix F and G of the Phase 3 Student Guide and the due dates for submission are listed below.

d) 16 x Compulsory Formative Clinical Examination-Student (CEX-S)

(see note below on: Student Assessment Booklet)

e) Student Research Project

RCA Assessment during Phase 3 will comprise your Research Project - Refer to the RCA Phase 3 Student Research Project Handbook for details.

f) Integrated End of Phase Examinations

The end-of-phase integrated examination will occur during the GM Examination Period (refer to GM's Key Dates <http://smah.uow.edu.au/medicine/current-students/mbbs/dates/UOW050953.html> and the GM Year Planner, located on the same webpage). Examination content will cover all four themes i.e., Medical Sciences, Research and Critical Analysis, Personal and Professional Development and Clinical Competencies. The examination will include the following components:

1. Three written papers of up to 3 hours each
2. Objective Structured Clinical Examination

The specific dates for the three examinations will be notified about a month prior to the actual examination (for specific dates of when the final exam timetable will be published please refer to <http://www.uow.edu.au/student/exams/dates/index.html>). You must ensure you are available for the entire examination period.

Phase 3 Assessment Booklet:

All students will be provided with a Phase 3 Assessment Booklet during on-campus Orientation.

This booklet contains the forms associated with the placement-based formative assessments scheduled during MEDI993/ MEDI663. Please refer to the relevant section in this subject outline for due dates.

Assessments for each quarter will include: (See Appendix H of the Student Guide for sample forms)

• **1 x Student Learning Needs Plan**

To be completed at the start of the quarter and shown to and discussed with your preceptor to help guide the focus of learning for the quarter and your formative CEX topics. This is to help guide your own learning development; it is not in itself an assessment task.

• **4 x Compulsory Formative 'Clinical Examination-Student' (CEX-S) assessments**

The main purpose is to provide feedback to the student to enhance learning. There are 8 forms provided per quarter in this booklet and you must complete at least 4 per quarter. You are encouraged to seek feedback from your preceptors regularly, targeting areas of identified learning need. The assessor completing the form must have observed the activity and provide feedback under all 3 headings.

- Formative CEXs can be assessed by any appropriately-qualified health staff (eg. practice nurse) but at least half should be assessed by your preceptor

- The CEXs can be on any appropriate topic /skill as guided by the suggested list below and your Learning Needs Plan.
 - 4 x Medicine*
 - 4 x Surgery*
 - 2 x Child & Adolescent Health
 - 2 x Mental Health
 - 2 x Maternal & Women's Health/O&G
 - 2 x Complex/Chronic care
- *should include a range of systems, e.g. respiratory, cardiac, neurological, gastro-intestinal problems, etc.

The following table can be used to ensure you have completed the minimum required number of CEXs per discipline.

Medicine	Surgery	Child & Adolescent Health	Mental Health	Women's & Maternal Health	Complex/ Chronic Care
Completed	Completed	Completed	Completed	Completed	Completed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>				
<input type="checkbox"/>	<input type="checkbox"/>				

• **1 x Entrustable Professional activities (EPA) grid**

To be completed at the end of the quarter and before your review with your Regional Academic Leader (RAL). You should complete this grid indicating where you think you are in terms of attaining competence in each of these domains. This is not an assessment task but an opportunity to self-evaluate progress. This should be taken to the end-of-quarter interview with the RAL and used to inform the discussion.

Please note the following:

- The student is responsible for completing assessment activities as per the assessment dates in the MEDI993/MEDI603 Subject Outline.
- The student is responsible for providing assessment documentation to supervising clinicians.
- The student should take their booklet to Regional Academic Leader reviews and Regional Academic Days.
- The Preceptor can review the Student Assessment Booklet as required.
- Students are also strongly encouraged to complete extra formative CEX-S assessments.

Phase 3 Assessment dates and deadlines 2018/2019 Program:

The main assessment activities and the deadlines for submission are summarised in the table below. There will be an opportunity for students who are required to re-submit or re-take assessments to do so in the vacation period before the start of Phase 4.

Due Date	Assessment	Purpose	MS	CC	PPD	RCA
2018						
Mon 16 Jul 2018	Learning Needs Plan (1st Quarter)	Formative	✓	✓	✓	✓
Mid July-Mid Sep 2018	Liaison between students and UOW Academic Supervisor in the development of the research project proposal	Summative				✓
Sun 2 Sep 2018	Clinical Log Cut-Off	Summative	✓	✓	✓	
Mon 10 Sep 2018	EPA Grid (1st Quarter)	Formative	✓	✓	✓	✓
Wed 12 Sep 2018	Student Performance Review (1st Quarter)	Summative	✓	✓	✓	
Sun 16 Sep 2018	RCA Research Project – Proposal	Summative				✓
Mon 1 Oct 2018	Learning Needs Plan (2nd Quarter)	Formative	✓	✓	✓	✓
Sun 4 Nov 2018	Clinical Log Cut-Off	Summative	✓	✓	✓	
Sun 11 Nov 2018	RCA Literature Review	Summative				✓

Mon 12 Nov 2018	EPA Grid (2nd Quarter)	Formative	✓	✓	✓	✓
Wed 14 Nov 2018	Student Performance Review (2nd Quarter)	Summative	✓	✓	✓	
Sun 25 Nov 2018	PPD Reflection	Summative			✓	

2019						
Tues 29 Jan 2019	Learning Needs Plan (3rd Quarter)	Formative	✓	✓	✓	✓
Sun 10 Mar 2019	Clinical Log Cut-Off	Summative	✓	✓	✓	
Mon 18 Mar 2019	EPA Grid (3rd Quarter)	Formative	✓	✓	✓	✓
Wed 20 Mar 2019	Student Performance Review (3rd Quarter)	Summative	✓	✓	✓	
Mon 8 Apr 2019	Learning Needs Plan (4th Quarter)	Formative	✓	✓	✓	✓
Sun 28 Apr 2019	RCA Research Project - Final Report	Summative				✓
Sun 12 May 2019	PPD Reflection	Summative			✓	
Sun 12 May 2019	Clinical Log Cut-Off	Summative	✓	✓	✓	
Mon 20 May 2019	EPA Grid (4th Quarter)	Formative	✓	✓	✓	✓
Wed 22 May 2019	Student Performance Review (4th Quarter)	Summative	✓	✓	✓	
Sun 2 Jun 2019	RCA Research Project - Poster	Summative				✓
Mon 10 Jun 2019	RCA Research Project - Presentation	Summative				✓
Sat 22 – Sun 30 Jun 2019	End-of-Phase EXAMINATIONS	Summative	✓	✓	✓	✓
Sat 13 – Sun 21 Jul 2019	End-of-Phase RESIT EXAMINATIONS	Summative	✓	✓	✓	✓

Progression and appeals, special consideration:

Applications for Student Academic Consideration in relation to any assessment tasks such as a written exam or scheduled assignments are made online through SOLS using the University's central system.

In all cases, you must apply for (AC) BEFORE the due date otherwise the extension will not be granted (exemptions can apply, such as being hospitalised). This means that in the case of assignments for example, as per the GM Assessment Policy, tasks handed in late will be graded as Unsatisfactory.

Approval **will only be granted** if it falls within the Academic Consideration guidelines (medical grounds, compassionate grounds or extenuating circumstances).

You may appeal against a decision or action affecting your academic performance and/or academic experience by using the GM Grievance Process. Decisions about progression to Phase 4 will be made by the Board of Examiners after review of all aspects of your performance in MEDI993/MED1603.

For further details of progression and appeals, academic consideration etc., please refer to the GM Assessment Handbook, available on Moodle.

Minimum Student Attendance and Participation

You must attend all clinical and academic experiences that have been negotiated with and/or rostered by the medical practice or the Regional Academic Leader or Placement Facilitator.

You are expected to be punctual and inform the medical practice or clinical setting staff if you will be late or unable to attend any scheduled activity for any reason. If you are unable to attend a full scheduled session at either the medical practice or in any other setting, you must notify the medical

practice or clinical setting staff in advance, and inform your Placement Facilitator, so that arrangements can be made for you to make up the missed clinical activity.

You should discuss start and end times for all scheduled sessions with the medical practice or the Placement Facilitator. If there is no specific agreement, you will work the normal hours of other staff in that workplace. When you participate in on-call or after hours clinical activities, you will work the hours specified by the Preceptor/supervisor. Where more than 8 hours is worked on any one day, you may take time in lieu for the additional time, at a time negotiated with your Preceptor or Placement Facilitator. (You are not permitted to take time in lieu when expected for parallel consulting sessions or on Regional Academic Days).

All academic activities, including the weekly Regional Academic Days, are compulsory for all students (unless otherwise advised). If you are unable to attend a Regional Academic Day or other scheduled academic activity, you must notify your Placement Facilitator so that arrangements can be made for you to make up the missed academic activity. If a regular pattern of non-attendance becomes apparent (i.e. each Wednesday) you will be asked to explain the absence.

All Phase 3 campus-based and hub-based Orientation or Wrap up activities are compulsory and Student Academic Consideration will be required for any absence.

Applying for Student Academic Consideration:

Applications for Student Academic Consideration (AC) are made online through SOLS using the University's central system. Applications for AC must be supported with relevant documentation e.g. medical certificate. This can be posted to Student Central, University of Wollongong, NSW 2522 if you are not able to access either the Wollongong or Shoalhaven campus in person. An application for AC is required if you:

- are absent from your placement for 1 or more days.
- are unable to make the due date for any assessment, such as a written exam or scheduled assignment.

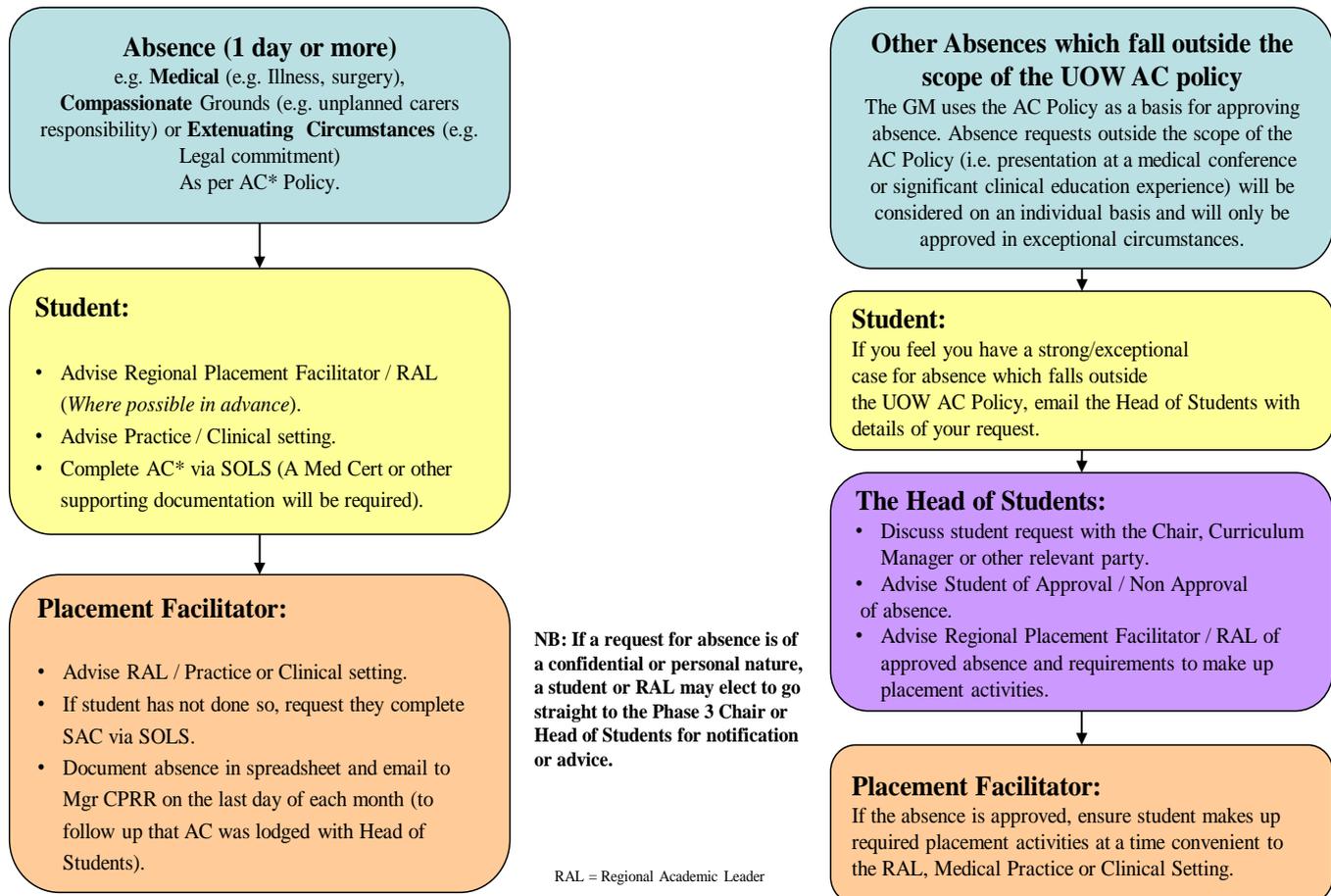
In all cases, you must apply for AC BEFORE the due date otherwise the extension will not be granted (exemptions can apply, for example, being hospitalised). This means that in the case of assignments, for example, as per the GM Assessment Policy, tasks handed in late will be graded as Unsatisfactory.

Approval will only be granted if it falls within the Academic Consideration guidelines (medical grounds, compassionate grounds, or extenuating circumstances) (<http://www.uow.edu.au/about/policy/UOW060110.html>).

For clarification of AC process or for guidance regarding absences that do not fall within the criteria above (e.g. Conferences), please discuss this with the GM Head of Students.

The chart below outlines the GM procedure for Student Academic Consideration and Student Absence in Phase 3. Further information on leave and absence including the GM's Policy on making up missed clinical experience can be found on the Head of Students Webpage: <http://smah.uow.edu.au/medicine/current-students/mbbs/UOW077539.html>

Student Academic Consideration and Student Absence in Phase 3



GSM Policy on making up missed clinical experiences <http://smah.uow.edu.au/medicine/current-students/mbbs/UOW058311.html>

*UOW Student Academic Consideration (Via SOLS) <http://www.uow.edu.au/about/policy/UOW060110.html>

Jade Rowland: 19 June 2018

For further details about applying for academic consideration visit the Student Central webpage: <http://www.uow.edu.au/student/central/academicconsideration/index.html>

Scaling

Scaling will not occur in this subject.

Late Submission

Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage:

<http://www.uow.edu.au/student/central/academicconsideration/index.html> Failure to submit an assessment by the relevant due date will result in a grade of UNSATISFACTORY for that assessment.

System of Referencing Used for Written Work

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: <http://uow.libguides.com/refcite>

Submission of Assessments

Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging submission. Students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assessments in the event that re-submission is required.

Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

Student Consultation and Communication

University staff receive many emails each day. In order to enable them to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication.

Please ensure that you include your full name and student number and identify your practical class or tutorial group in your email so that staff know who they are communicating with and can follow-up personally where appropriate.

Consider what the communication is about

- Is your question addressed elsewhere (e.g. in the subject outline or, on the eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address.
- Are you addressing your request to the most appropriate person?

Specific email subject title to enable easy identification of issue

- Identify the subject code of the subject you are enquiring about (as staff may be involved in more than one subject) put this in the email subject heading. Add a brief, specific query reference after the subject code where appropriate.

Professional courtesy

- Address the staff member appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid 'text-speak' abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Allow 3 – 4 working days for a response before following up. If the matter is legitimately urgent, you may wish to try telephoning the staff member (and leaving a voicemail message if necessary) or inquiring at the School Office.

eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link:

<https://www.uow.edu.au/student/elearning/index.html>

Use of Internet Sources

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.

Extraordinary Changes for the Subject after Release of the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

Learning Analytics

Data on student performance and engagement (such as Moodle and University Library usage, task

marks, use of SOLS) will be available to the Subject Coordinator to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to <http://www.uow.edu.au/dvca/bala/analytics/index.html>

The Assessment Quality Cycle

The Assessment Quality Cycle provides a level of assurance that assessment practice across the University is appropriate, consistent and fair.

Assessment Quality Cycle Activities are undertaken to contribute to the continuous improvement of assessment and promote good practices in relation to the:

- a. design of the assessment suite and individual assessment tasks;
- b. marking of individual assessment tasks;
- c. finalisation of subject marks and grades; and
- d. review of the subject prior to subsequent delivery

Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Academic Integrity Policy

The full policy on Academic Integrity is found in the Policy Directory on the UOW website.

“The University’s Academic Integrity Policy, Faculty Handbooks and subject guides clearly set out the University’s expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement or without the explicit permission of the Subject Coordinator. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the University to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the university is considered academic misconduct and students place themselves at risk of being expelled from the University.”

Student Academic Complaints Policy (Coursework or Higher Degree Research)

In accordance with the Coursework Student Academic Complaints Policy, a student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student’s right to appropriate and useful feedback on their performance in an assessment task. Refer to the Coursework Student Academic Complaints Policy for further information.

Student Support Services and Facilities

Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University”, “Help at University” as well as information and support on “Careers and Jobs”. <http://www.uow.edu.au/student/services/index.html>

Student Etiquette

Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning ‘Netiquette’ can be found at <https://www.uow.edu.au/student/learningcoop/software/email Etiquette/index.html>

UOW Grade Descriptors

The University of Wollongong Grade Descriptors are general statements that describe student performance at each of the University's grade levels.

Grade	Descriptor
Satisfactory S	A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes.
Unsatisfactory U	An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes.
Excellent E	An excellent grade (E) may be awarded, instead of a satisfactory grade (S), within subjects from the School of Medicine that have been completed with a consistent pattern of high standard of performance in all aspects of the subject.

More details on UOW Grade descriptors can be found on the following link
<http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow194941.pdf>

University Policies

Students should be familiar with the following University policies:

- a. Code of Practice – Teaching and Assessment
<http://www.uow.edu.au/about/policy/UOW058666.html>
- b. Code of Practice – Research, where relevant
<http://www.uow.edu.au/about/policy/UOW058663.html>
- c. Student Charter
<http://www.uow.edu.au/student/charter/index.html>
- d. Code of Practice – Student Professional Experience, where relevant
<http://www.uow.edu.au/about/policy/UOW058662.html>
- e. Academic Integrity and Plagiarism Policy
<http://www.uow.edu.au/about/policy/UOW058648.html>
- f. Student Academic Consideration Policy
<http://www.uow.edu.au/about/policy/UOW058721.html>
- g. Course Progress Policy
<http://www.uow.edu.au/about/policy/UOW058679.html>
- h. Academic Complaints Policy (Coursework and Honours Students)
<http://www.uow.edu.au/about/policy/UOW058653.html>
- i. Inclusive Language Policy
<http://www.uow.edu.au/about/policy/alphalisting/UOW140611.html>
- j. Workplace Health and Safety, where relevant
<http://staff.uow.edu.au/ohs/index.html>
- k. Intellectual Property Policy
<http://www.uow.edu.au/about/policy/UOW058689.html>
- l. IP Student Assessment of Intellectual Property Policy, where relevant
<http://www.uow.edu.au/about/policy/UOW058690.html>
- m. Human Research Ethics Guidelines, where relevant
<http://www.uow.edu.au/research/ethics/human/index.html>
- n. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for

research students

<http://www.uow.edu.au/about/policy/rules/UOW060095.html>

Version Control Table

Version Control	Release Date	Author/Reviewer	Approved By	Amendment
1	20180609	Tracey Duguid Manager Rural Clinical School	Associate Professor Mark Wilson	Nil