Faculty of Health Sciences
Curtin Medical School

Curtin University

Unit Outline

GMED4003 Medicine 5
Medical School Year 5, 2024

Unit study package code:	GMED4003
Mode of study:	Internal
Tuition pattern summary:	Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
	Online Class: 1 x 50 Hours Yearly Block Teaching: 1 x 140 Hours Yearly Fieldwork: 1 x 1173 Hours Yearly
	This unit contains a fieldwork component. Find out more about fieldwork on the work integrated learning (WIL) website at https://www.curtin.edu.au/students/experience/industry/fieldwork-preparation/, which also contains a link to the Fieldwork Policy and Fieldwork Manual.
Credit Value:	200.0
Pre-requisite units:	GMED4002 (v.0) Medicine 4 or any previous version
Co-requisite units:	Nil
Anti-requisite units:	Nil
Result type:	Grade/Mark
Approved incidental fees:	Information about approved incidental fees can be obtained from our website. Visit https://www.curtin.edu.au/students/essentials/fees/understanding-your-fees/ for details.

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Learning Management System: Blackboard (lms.curtin.edu.au)

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Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.

Coronavirus (COVID-19) Update

Curtin University is committed to supporting all our students and staff whether they are on campus, working remotely or overseas. Your health, safety and wellbeing are our priority and the continuing COVID-19 pandemic may require changes to the unit schedule, learning activities, delivery modes and assessment to provide flexible and safe options to our community. Curtin will endeavour to keep changes and disruptions to a minimum at all times. For current advice and further information visit https://www.curtin.edu.au/novel-coronavirus/.

Syllabus

This unit builds on the knowledge, skills and attitudes developed over the previous four years of the course in a series of work based clinical placements with an emphasis on pre-intern training to be fully work ready on graduation. Students will develop a competent level of practice demonstrating skill development and an integrated body of knowledge derived from the physical, biological, behavioural and social sciences. Students will show empathy for patients and have recognition of their own limitations. The placements will enable students to integrate health promotion and disease prevention with the management of illness and injury as well as give consideration to patient safety and quality of care. In the unit, students will learn to practise with due regard to available resources and cost effective measures in a manner which encourages patients to assume increasing responsibility for their own health and to participate in decisions about their health care. Students will understand the need for lifelong learning in the practice of medicine and medical education including further training and medical research.

Introduction

The focus of this unit is on supervised clinical experience in the disciplines of General Practice, Medicine, Surgery and Acute care, with extended exposure in a variety of sub-specialties (which will depend on your base hospital). During clinical placements, there will be a focus on learning important knowledge, skills and behaviours, in each of the clinical disciplines. You will develop further skills in the diagnosis and management of common and important clinical presentations and problems.

The four domains of the MBBS course continue in this unit:

- Domain Clinical Practice: the medical graduate as practitioner
  - Your clinical communication skills and clinical examination, practical skills and management skills, are applied and further refined within the clinical setting.
- Domain Professionalism and Leadership: the medical graduate as a professional and leader
  - Your professionalism and identity formation will continue to develop in the clinical setting. You will be exposed to multidisciplinary teams, ethical and medico-legal issues. Self-care, reflective practice, life-long learning, and well-being will be an important focus.
- Domain Health and Society: the medical graduate as a health advocate
  - The clinical setting offers an opportunity to build on your understanding and experience of the social and environmental determinants of health and illness, with a particular focus on Indigenous health. Clinical placements provide further insight into health promotion and prevention.
- Domain Science and Scholarship: the medical graduate as scientist and scholar
  - Your understanding and knowledge of the structure, function and development of the human body is applied to clinical presentations, and the causes and consequences of disease, injury, and of abnormal development.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of six Graduate Capabilities during their course of study. These inform an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and capabilities which employers would value in a professional setting. Each unit in your course addresses the Graduate Capabilities through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes notify you of what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your knowledge of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating you will have achieved all of Curtin's Graduate Capabilities through the assurance of learning processes in each unit.

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	On successful completion of this unit students can:	Graduate Capabilities addressed
1	Interpret and apply knowledge of health, illness and end of life care, including aetiology, pathology, clinical features, natural history and prognosis of common conditions and presentations in all clinical disciplines expected at intern level, and demonstate commitment to evidence based practice	💡
2	Communicate clearly, appropriately, professionally, effectively and empathetically with patients and their families/carers from diverse cultures in Australia and with other health professionals, be culturally safe, and involve patients in decision making	🖱
3	Demonstrate integrated clinical skills including communication, history taking, physical examination, skills in clinical procedures and in?hospital emergency management skills, and adhere to clinical safety requirements	💡
4	Interpret clinical findings, formulate differential diagnoses; select, justify and interpret common investigations, identify and justify management options, and use clinical data systems effectively and appropriately	💡 🖱
5	Demonstrate knowledge of population health, social determinants of health, preventive health, epidemiology and surveillance, including in relation to outer-metropolitan, rural and remote settings	👥
6	Account for the global and national context of the health care system in the practice of medicine and take into consideration the roles of, and relationships between, health and non-health sectors	🖱 🌐
7	Incorporate professional attitudes and behaviours of a medical practitioner ready to undertake intern duties, including ethical standards of clinical practice, and develop the potential for leadership roles	🌐 🤝
8	Provide care to patients in accordance with codes and legal responsibilites for medical practitioners	🤝

Curtin's Graduate Capabilities

	Apply discipline knowledge, principles and concepts		Innovative, creative and entrepreneurial		Effective communicators with digital competency
☑		💡		🖱	
🌐	Globally engaged and responsive	👥	Culturally competent to engage respectfully with local First Peoples and other diverse cultures	🤝	Industry connected and career capable

Find out more about Curtin's Graduate Capabilities at the Learning Innovation and Teaching Excellence Centre (LITEC) website: litec.curtin.edu.au

Learning Activities

You will participate in a range of activities in the clinical setting, attend back to campus seminars and other sessions, and undertake significant time in self-directed learning. Furthermore, there are Elective and Selective placements in the unit. These activities are outlined below:

- An **Elective placement** (4 weeks) is undertaken within a clinical health setting of your choice, along with a **Selective placement** (3 weeks). There will be a variety of selective placements. Matching of students to available Selectives will occur via a preference process.
- **General practice** (4 weeks) consolidates your learning in patient-centred primary care. You will continue to develop your clinical knowledge and skills. General practice gives you the opportunity to broaden your understanding of the complexities of health care, including access to care, and the community and family context. You will further your knowledge and understanding of disease prevention and screening.
- **Acute care** (4 weeks) involves developing knowledge and experience in emergency medicine. You will gain exposure to observational medicine, environmental medicine, toxicology, and trauma.
- **Medicine** (≥ 4weeks) provides you with the opportunity to gain further experience of caring and managing patients with a broad range of medical problems and presentations. You will continue to develop your skills in diagnostics, including clinical examination and investigations, screening, and pharmacology, and to develop your knowledge of other therapeutic interventions.
- **Surgery** and **Anaesthetics** (≥ 4 weeks) involves development of your examination skills, recognition of the surgical patient/presentation, principles of referral, interventional procedures, perioperative care, and pain management.
- Across the remaining weeks you will complete various subspecialties in medicine, surgery and acute care which will vary by site.

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You will attend scheduled **Back to Campus** days throughout the year. These interactive learning sessions are an important opportunity for you to consolidate your learning and also identify any gaps that need addressing.

During **Research Week** you will refine your ability to apply scientific principles, methods and knowledge to medical practice and research. This module will develop your understanding of research methodology and gives you an opportunity to demonstrate your research attributes.

Evening Lecture Series features lectures which will cover a variety of topics relevant to Year 4 and Year 5 students and will be delivered via Blackboard Collaborate.

You will also have access to a number of online resources, so-called **Embedded Modules** (i.e., Dermatology, Palliative Care, National Prescribing Curriculum and research week modules). These Embedded Modules complement your learning during placements and Back to Campus and need to be completed throughout the year, during the specified clinical placements. These modules cover relevant LOs for the year and further information is available through BlackBoard.

Towards the end of the year, **BlackBoard eQuizzes** will be made available which includes SBA questions across the Year 4 and Year 5 curricula. Scores and feedback will be provided upon eQuiz completion for learning purposes.

To consolidate the Domain Professionalism and Leadership learning, you will participate in the **Professional Development Series (PDS) series, which will be a blended face-to-face and online activity.** You will be preparing short presentations for your peers which centre upon the following themes:

    i. Caring for the carers - medical student and doctor's health;
    ii. The art and practice of Medicine;
    iii. The doctor-patient relationship; and
    iv. Patient care and health outcomes

The **Senior Citizen Partnership Program** also continues in Year 5. You will visit your Senior Partner twice during the year and document your visits using the attendance log sheet available on Blackboard. More information on this program can be found in the Year 3-5 Senior Citizen Partnership Program.

Learning Resources

Library Reading List

The Reading List for this unit can be accessed through Blackboard.

Online resources

- **ClinicalKey Student (Elsevier)**

  ClinicalKey Student is a clinical knowledge solution designed to help healthcare professionals and students find answers through a wide breadth and depth of content in full-text reference books and journals, point-of-care monographs, drug information, videos, practice guidelines, customised patient education handouts and more. ClinicalKey Student access is available through Blackboard.
  (https://www.clinicalkey.com/student/login)

- **Osmosis**

  Osmosis will continue to provide all medical students at Curtin with a unique personalised learning experience. Students will have access to the online learning platform's medicine-specific learning library, and extensive question bank. Students are encouraged to make the most of Osmosis, particularly workload organisation and collaborative features. Osmosis will also help students to learn content knowledge on all aspects of the basic and clinical sciences and it has very useful learning resources. It also enables students to practice for written examinations as it utilises the same format of assessment items.
  (https://www.osmosis.org/)

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Assessment

Assessment policy exemptions

- ASPM2 (will override policy rule on 50% examinations)

Assessment schedule

	Task	Value %	Date Due	Unit Learning Outcome(s) Assessed	Late Assessments Accepted?*	Assessment Extensions Considered?*
1	ePortfolio professional and workplace-based tasks	Pass/Fail	**Week:** End of the year **Day:** To be confirmed **Time:** To be confirmed	2,3,4,7,8	No	No
2	Prescribing Skills Assessment	Pass/Fail	**Week:** End of the year **Day:** To be confirmed **Time:** To be confirmed	1,3,4	No	No
3	Practical Skills Development Portfolio	Pass/Fail	**Week:** August **Day:** To be confirmed **Time:** To be confirmed	1,3,4	No	No
4	Objective structured clinical examination (OSCE)	50%	**Week:** na **Day:** multiple **Time:** multiple	1,2,3,4,7	No	No
5	Written examination	50%	**Week:** na **Day:** multiple **Time:** multiple	1,4,5,6	No	No

*Please refer to the Late Assessment and the Assessment Extension sections below for specific details and conditions.

Detailed information on assessment tasks

1. **Summative Graded Assessment 1**

   The Objective Structured Clinical Examination (OSCE) (50%) is a practical examination in which you will complete a number of observed stations. In each station of the OSCE you may be asked to perform a clinical task, demonstrate your communication skills etc. The OSCEs are usually run across a 3-day period and each student typically has a total of 3 hours testing time across that period.

2. **Summative Graded Assessment 2**

   The End of Year Written Examination (50%) will test application of content knowledge from the whole of Year 4 and Year 5 curricula. Written examinations are typically 3 hours each paper, with 2 papers per examination.

3. **Non-Graded Pass/Fail Assessment**

   The Prescribing Skills Assessment will test your Prescribing Skills. This assessment is 2 hours long. This is a hurdle assessment (pass/fail only).

4. **Continuous Non-Graded Pass/Fail Assessment 1**

   Workplace-based assessment (WBA) forms are required whilst you are on clinical placement which assesses your clinical practice, professionalism, reflective skills etc. This is a hurdle assessment (pass/fail only). If WBAs are considered unsatisfactory at the time of evaluation, remediation will occur. It is mandatory to complete attendance forms at the end of each sub-rotation. Further information is available in the Year 5 WBA outline on BlackBoard.

5. **Continuous Non-Graded Pass/Fail Assessment 2**

   The Practical Skills Development Portfolio will document your competency in various practical skills that you

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will develop at Back to Campus days as part of the practical skills credentialling program. This is a hurdle assessment (pass/fail only). You will be required to demonstrate competency in these skills, however if competency has not been reached, remediation will occur.

Table 1 shows how each continuous assessment is mapped to the four domain of the Australian Medical Council graduate outcome statements. For WBAs, the WBA Competency Panel evaluate each WBA task longitudinally and holistically at every end of rotation block with feedback to students before a holistic pass/fail decision is made at the end of Year 5.

Table 1.

Description	Timing	%	Hurdle Requirement
Mini-CEX **(ePortfolio professional and workplace-based tasks)**	Throughout clinical placement - at least TWO mini-CEX in each rotation block.	N/A	See Clinical Practice Domain Hurdle
Case-Based-Discussion (CBD) **(ePortfolio professional and workplace-based tasks)**	Throughout clinical placement - at least ONE CBD, in each rotation block.	N/A	See Clinical Practice Domain Hurdle
Reflective Patient Case / Experience Learning Log (RPCLL)	Throughout clinical placement - at least TWO Reflective Patient Case Learning Logs per four-week rotation block.	N/A	See Clinical Practice Domain Hurdle
Practical Skills Development Portfolio	Throughout back-to-campus sessions	N/A	Achieve 'Competent' or above in each of the core practical skills credentialled.
Clinical Practitioner Domain	Continuous assessment and feedback by the Clinical Competence Panel at every end of rotation block	N/A	Deemed **Competent or above** in the Clinical Practitioner Domain Workbook within the WBA E-Portfolio as assessed longitudinally and holistically across the clinical rotation blocks.
Observed Professional Behaviour Assessment during clinical placement **- Multi-Source Feedback (MSF) forms**	Regularly throughout clinical placement - one set of MSF forms completed in each rotation block (a set of THREE MSF forms completed for 4- week rotation OR a set of TWO MSF forms completed for 3-week rotation)	N/A	See Professionalism & Leadership Domain Hurdle
Rotation Action Plan	Throughout clinical placement - ONE action plan completed by the end of the first week for every rotation block.	N/A	See Professionalism & Leadership Domain Hurdle
End of Rotation Outcomes Reflection	Throughout clinical placement - ONE End of Rotation Outcomes	N/A	See Professionalism & Leadership Domain Hurdle

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	Reflection is completed after the final week for every rotation block.		
Back-to-campus engagement with preparation and planning for a group presentation during pre-internship. • Draw upon allocated resources and examples of lived experience to design, deliver, and present an interactive, evidence-based learning session for peers • Demonstrate a critically reflective approach to personal and professional development through near-peer and group-based learning	Self-directed individual and group work throughout clinical placement Small group reflective presentation with peer and tutor feedback	N/A	See Professionalism & Leadership Domain Hurdle
Professional and Leader Domain	Continuous assessment and feedback by the Clinical Competence Panel at every end of rotation block, and a final holistic assessment.	N/A	Deemed **Competent or above** in the Professional and Leader role Domain within the WBA E-Portfolio as assessed longitudinally and holistically across the clinical rotation blocks.
Reflective Health Advocacy Patient/Experience Log (RHAPL)	Throughout clinical placement - at least TWO Reflective Health Advocacy Patient Log* due at the end of Rotation Block 2; and Rotation Block 6. *Focusing on clinical patient cases related to the following themes: *a. Cultural safety; b. Aboriginal Health. c. Social, cultural, personal, physical, and environmental determinants of health. d. Health inequities/advocacy. e. Quality, safety, sustainability, inclusivity – system approach*	N/A	See Health Advocacy Domain Hurdle
Health Advocate Domain	Continuous formative assessment and feedback for Reflective Health Advocacy Patient Log (RHAPL) by the Clinical Competence Panel at every end of rotation block.	N/A	1. Completed >= TWO Reflective Health Advocacy Patient Logs to a satisfactory standard. 2. Achieve satisfactory standard in the small group reflective presentation and discussion. 3. Deemed Competent or above in the Health Advocate Role Domain Workbook within the WBA E-

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			Portfolio as assessed longitudinally and holistically across the clinical rotation blocks.
Reflective Patient Case Learning Log on Evidence-Based Medicine (RPCLL_EBM)	Presentation for feedback throughout clinical placement /Back to Campus - at least ONE Reflective Patient Case Learning Log on Evidence-Based Medicine (RCPLL_EBM) submitted at the end of the last rotation block.	N/A	See Science and Scholarship Domain Hurdle
Scientist and Scholar Domain		N/A	1. Completed >= 1 Reflective Patient Case Learning Logs on Evidence-based Medicine (RCPLL_EBM) to a satisfactory standard. 2. Achieve a Pass in the Prescribing Skills Assessment.

Formative Assessments

Students are expected to complete a number of formative tasks throughout the year. These include:

- Completion of the Online Learning Modules, "Embedded Modules" and submission of the Completion certificate for each module
- Submission of the SCPP Attendance Logs
- Submission of the Electives Reflection
- Submission of Electives Supervisor Midpoint Report
- Submission of Electives Supervisor Endpoint Report
- Prescribing Skills Practice Test

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Pass requirements

Rules for progression

Pass requirements apply to all students

Any student who satisfies ALL of the following requirements, will automatically graduate:

i. A grade of Pass (P) or higher in Medicine 5 unit (the Year 5 full year unit).
ii. A final mark of 50 or more in written examination.
iii. A final mark of 50 or more in the OSCE and pass a minimum of 60% of stations in the OSCE (10 out of 16 stations).
iv. A grade of Pass (P) or more in the Prescribing Skills Assessment.
v. A grade of Pass (P) in the ePortfolio professional workplace-based tasks.
vi. A grade of Pass (P) in the Practical Skills Development Portfolio.
vii. Meets Professional Behaviour standards to a satisfactory level (as determined by the Professional Behaviour and Registration Panel
viii. Attends all clinical placements to a satisfactory level.

Hurdle assessments must be passed in order to graduate. A hurdle requirement is an assessment task mandating a minimum level of performance as a condition of passing the course.

All summative tasks (OSCE, End of Year Written examination, Workplace-Based Assessment, Practical Skills Development Portfolio and Prescribing Skills Assessment) must be passed separately. There is no compensation between the assessment tasks.

A student is not eligible to graduate, when ANY ONE of the following criteria is met:

i. A grade of F (Fail) is achieved in the Medicine 5 unit.
ii. The Board of Examiners ratifies a Professional Behaviour and Registration Panel recommendation of non-progression due to professional behaviour.
iii. Attendance across the year is below the expected or approved threshold therefore deemed inappropriate preparation for progression to the next year due to insufficient volume and scope of learning.

Options for students not eligible to progress

A student who is not eligible to graduate will be provided with counselling and will be informed of the following options:

1. Repeat Year 5

2. Withdraw from MBBS course

3. Transfer to another Curtin university course

Further information on MBBS Course-Based Requirements for Assessment and Progression is available on Blackboard.

Further Assessment

On recommendation by the Board of Examiners, students with a marginal fail score in the written examination, OSCE or the Prescribing Skills Assessment may be offered a supplementary examination (termed Further Assessment by Curtin University) for the respective exam. Students are not required to accept the offer of a Further Assessment. The result from the Further Assessment (Supplementary Examination) will be combined with the main examination result, to determine pass/fail for the respective component (i.e., written examination, OSCE or Prescribing Skills Assessment). The result of the Further Assessment by itself does not determine pass/fail of the Unit.

Professional behaviour

Medical students who demonstrate lapses in professional behaviour may be referred to the Curtin Medical School Professional Behaviour and Registration Panel. Students may fail the Unit on the basis of unsatisfactory professional behaviour.

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Assessment Moderation

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that students work is evaluated consistently by assessors. Minimum standards for the moderation of assessments are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/findapolicy/

Pre-marking moderation

The following pre-marking moderation practices planned for use in this unit include:

- Peer review of the assessment design for constructive alignment;
- Peer review of assessment design to ensure sampling across content;
- Peer review of assessment task details provided to students;
- Peer review of examination questions;
- Consensus building and;
- Peer review of assessment standards

Intra-marking / Post-marking moderation

The following post-marking moderation practices are planned for use in this unit:

- Check for accuracy using multiple samples across student cohort and borderline/fail results;
- Analysis of all borderline results to confirm standard; conduct item analysis and test metrics analysis;
- Teaching team review of results and metrics processes and;
- Evaluation of validity evidence of assessment

Late assessment

Where the submission of a late assessment is permitted, late penalties will be consistently applied in this unit.

Where a late assessment **is** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. For assessment items submitted within the first 24 hours after the due date/time, students will be penalised by a deduction of 5% of the total marks allocated for the assessment task;
2. For each additional 24 hour period commenced an additional penalty of 10% of the total marks allocated for the assessment item will be deducted; and
3. Assessment items submitted more than 168 hours late (7 calendar days) will receive a mark of zero.

Where late assessment **is NOT** permitted for an assessment item or the entirety of the unit (refer to the Assessment Schedule table in this Unit Outline) and the student does not have an approved assessment extension:

1. All assessment items submitted after the due date/time will receive a mark of zero.

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Assessment extension

Where an application for an assessment extension **is** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. A student who is unable to complete an assessment item by/on the due date/time as a result of exceptional circumstances beyond the student's control, may apply for an assessment extension on the Assessment Extension Application Form as prescribed by the Academic Registrar. The form is available on the Forms page at https://students.curtin.edu.au/essentials/forms-documents/forms/ and also within the student's OASIS (My Studies tab – Quick Forms) account.
2. The student will be expected to submit their application for an Assessment Extension with supporting documentation via the online form.
3. Timely submission of this information supports the assessment process. For applications that are declined, delayed submission may have significant ramifications on the possible marks awarded.
4. An application may be accepted up to five working days after the due date/time of the assessment item where the student is able to provide a verifiable explanation as to why they were not able to submit the application prior to the assessment due date/time

Where an application for an assessment extension **is NOT** permitted for an assessment item(s) within this unit (refer to the Assessment Schedule table in this Unit Outline):

1. All assessment items submitted after the due date/time will be subject to late penalties or receive a mark of zero depending on the unit permitting late assessment submissions.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Deferred examinations/tests will be held from 28/10/2024 to 28/02/2025 . Notification to students will be made after the Board of Examiners' meeting via the Official Communications Channel (OCC) in OASIS.

Further assessment

Further assessments, if granted by the Board of Examiners, will be held between 28/10/2024 and 08/11/2024 . Notification to students will be made after the Board of Examiners meeting via the Official Communications Channel in OASIS.

It is the responsibility of the student to be available to complete the requirements of a further assessment. If your results show that you have been granted a further assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. Carers for people with disability may also be eligible for support. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin's facilities and services or other support as discussed with an advisor from AccessAbility Services.

Documentation is required from your treating Health Professional to confirm your health circumstances or carer responsibilities.

If you think you may be eligible for a CAP, please contact AccessAbility Services. If you already have a CAP please provide it to the Unit Coordinator in week 1 of each study period.

Referencing style

The referencing style for this unit is Vancouver.

More information can be found on this style from the Library web site:
https://libguides.library.curtin.edu.au/uniskills/referencing/vancouver.

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Privacy

As part of a learning or assessment activity, or class participation, your image or voice may be recorded or transmitted by equipment and systems operated by Curtin University. Transmission may be to other venues on campus or to others both in Australia and overseas.

Your image or voice may also be recorded by students on personal equipment for individual or group study or assessment purposes. Such recordings may not be reproduced or uploaded to a publicly accessible web environment. If you wish to make such recordings for study purposes as a courtesy you should always seek the permission of those who are impacted by the recording.

Recording of classes or course materials may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than personal study for the enrolled students in the unit. Breach of this may subject a student to disciplinary action under Statute No 10 – Student Disciplinary Statute.

If you wish to discuss this please talk to your Unit Coordinator.

Copyright

The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites without the express written consent of Curtin University.

Academic Integrity (including plagiarism and cheating)
Academic Integrity

Curtin's Student Charter, Academic Integrity Program (AIP), and core Values guide expectations regarding student behaviour and responsibilities. Information on these topics can be found on the Academic Integrity Website.

Academic Integrity Warnings

An Academic Integrity Warning may be issued to a student in limited circumstances and only where misconduct is not involved.

Academic Misconduct

Staff members are required to report poor academic practice and suspected misconduct. Academic Misconduct means conduct by a student that is dishonest or unfair in connection with any academic work. This includes all types of plagiarism, cheating, collusion, falsification or fabrication of content, and behaviours like falsifying medical certificates for extension. Contract cheating, the use of file sharing, translation services/apps, paraphrasing tools (text-spinners), article generators, and assignment help websites also may be considered academic misconduct.

Check your assessment instructions carefully before using any generative artificial intelligence (Gen-AI) software (e.g. Chat GPT, Midjourney, GitHub Copilot, etc.). You are not permitted to use Gen-AI software in any assessment task unless written permission is explicitly granted by the Unit Coordinator (e.g. within Blackboard or the assignment specifications). If the use of Gen-AI software has been approved, you must document its use, apply appropriate acknowledgement and attribution rules, and include a statement as to the nature and extent of the use when submitting the assessment. Unapproved, inappropriate, or undisclosed use may be dishonest or unfair behaviour, and thus considered misconduct. For further information on the use of Gen-AI software see the Academic Integrity Website.

The longer term personal, social, and financial consequences of misconduct can be severe, so please ask your tutors or unit coordinator if you need clarification or are unsure what to do. If your work is the subject of an inquiry, you will be given an opportunity to respond and appropriate support will be provided. Academic work under inquiry will not be graded until the process has concluded. Penalties for misconduct may include a warning, a reduced or nil grade, a requirement to repeat the assessment, an annulled grade (ANN) or termination from the course. For more information refer to Statute No.10 Student Discipline and Academic Misconduct Rules.

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Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please visit UniSkills and the IT tools and guides webpage.

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Attendance

Curtin medical students are required to attend 100% of their clinical placements and at least 90% of mandatory learning activities to be able to graduate. Attendance is monitored by staff.

If a student's attendance at mandatory learning activities nears 90%, they will be asked to meet with their Unit-Co-ordinator to discuss their attendance and engagement with the course. In certain circumstances, an 80% attendance rate may be permitted following a meeting with the Unit Co-ordinator and approval by the Director of Medical Program.

Mandatory learning activities at Curtin Medical School (Medicine) include the following:

- Back-to-Campus
- Clinical Placement Associated Seminars
- Workshops
- Specific Learning Components (including Senior Citizen Partnership Program, Professional Development Series, Advanced Life Support)

Flexible attendance is permitted:

- Lectures

It is a requirement that students unable to attend any clinical placement and or on-campus learning activity must contact their Unit Coordinator, Clinical Dean and Hospital Placement Officer (and other relevant individuals) to advise them of their absence. Any unexplained absence will be followed up by the Unit Coordinator.

Whilst the Medical School does acknowledge that unexpected circumstances can arise which may lead to an unplanned absence, it is the responsibility of the student to advise the Curtin Medical School as soon as possible.

Further information on MBBS Course-Based Requirements for Attendance is available on Blackboard.

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

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Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all of the above is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Note: In Australia and other jurisdictions, students are required to complete a screening check prior to undertaking any activities that include children (e.g. surveying children at a school as part of a project). If this applies to you, start by contacting your unit coordinator for advice.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant caring responsibilities, pregnancy, religious practices, living in a remote location,or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact the appropriate service below. It is important to note that the staff of the University may not be able to meet your needs if they are not informed of your individual circumstances, so please get in touch with the appropriate service if you require assistance.

To discuss your needs in relation to:

- Disability or medical conditions, contact AccessAbility Services: https://students.curtin.edu.au/personal-support/disability/
- Elite athletes, contact Elite Athlete Coordinator: https://stadium.curtin.edu.au/sport/academy/elite-athlete-program/
- All other grounds, contact the Student Wellbeing Advisory Service: https://students.curtin.edu.au/personal-support/counselling-guidance/wellbeing/

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Recent Unit Changes & Response to Student Feedback

Students are encouraged to provide feedback through student surveys (such as Insight (Curtin's new unit and teaching survey developed in collaboration with students and staff) and the annual Student Experience Survey) and interactions with teaching staff.

Listed below are some recent changes to the unit as a result of student feedback.

- Changes in start and end dates of study period to align with new rotation pattern.
- Prescribing Skills Assessment is now a pass/fail hurdle requirement in 2024. Previously a formative assessment in 2023.
- Introduction of a bigger variety of placements – ENT, dermatology, ophthalmology, palliative care, ICU (with availability depending on site).
- Shortening of current rotations from 5 to 4 weeks to align with the new rotation pattern and learning content.
- Workplace based assessment changes include the migration to an upgraded ePortfolio program ePad.
- Further refinement to Back to Campus activities and schedule to align with the new rotation pattern.
- The Pre-Internship Program has been reduced in placement duration to two weeks in 2024 from six weeks. There will be no Back to Campus teaching during this period.

Curtin Medical School observes Standard 6 "Evaluation and continuous improvement" of the Australian Medical Council. The on-going iterative collection of student feedback is centrally co-ordinated using online questionnaires and focus group discussions as required. This is conducted within each year of the MBBS program, and for targeted initiatives. The evaluations are included on ePad. After feedback has been analysed, a report is drafted and finalised with relevant Year Co-ordinators, Theme or Project Leads, which includes recommendations for future improvements. Finalised reports are formally tabled for review by the Education Committee for action.

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Program calendar

2024	
1-Jan	Holiday
8-Jan	Elective
15-Jan	
22-Jan	
29-Jan	
5-Feb	Rotation Block 1
12-Feb	
19-Feb	
26-Feb	
4-Mar	Rotation Block 2
11-Mar	
18-Mar	
25-Mar	
1-Apr	Holiday
8-Apr	Rotation Block 3
15-Apr	
22-Apr	
29-Apr	
6-May	Rotation Block 4
13-May	
20-May	
27-May	
3-Jun	Rotation Block 5
10-Jun	
17-Jun	
24-Jun	
1-Jul	Holiday
8-Jul	
15-Jul	Rotation Block 6
22-Jul	
29-Jul	
5-Aug	
12-Aug	Rotation Block 7
19-Aug	
26-Aug	
2-Sep	
9-Sep	Rotation Block 8
16-Sep	
23-Sep	
30-Sep	
7-Oct	Study
14-Oct	Exams
21-Oct	
28-Oct	Holiday
4-Nov	Pre-intern
11-Nov	
18-Nov	Holiday
25-Nov	
2-Dec	
9-Dec	
16-Dec	
23-Dec	
30-Dec	

Start Study Period 8-Jan

Start Rotations 5-Feb

End Rotations 04-Oct

End Study Period 15-Nov

Rotation Dates 2024

Elective	8/01/2024- 2/02/2024
Rotation Block 1	5/02/2024- 1/03/2024
Rotation Block 2	4/03/2024- 29/03/2024
Rotation Block 3	8/04/2024- 03/05/2024
Rotation Block 4	06/05/2024- 31/05/2024
Rotation Block 5	03/06/2024- 28/06/2024
Rotation Block 6	15/07/2024- 09/08/2024
Rotation Block 7	12/08/2024- 06/09/2024
Rotation Block 8	09/09/2024- 04/10/2024
Pre-Internship	04/11/2024- 15/11/2024

Back to Campus days 2024

Back to Campus 1	1/03/2024
Back to Campus 2	28/03/2024
Back to Campus 3	3/05/2024
Back to Campus 4	31/05/2024
Back to Campus 5	28/06/2024
Back to Campus 6	9/08/2024
Back to Campus 7	6/09/2024
Back to Campus 8	4/10/2024

Acute Care Weeks 2024

Acute Care Week 1	5/02/2024- 9/02/2024
Acute Care Week 2	5/03/2024- 8/03/2024
Acute Care Week 3	8/04/2024- 12/04/2024
Acute Care Week 4	6/05/2024- 10/05/2024
Acute Care Week 5	04/06/2024- 07/06/2024
Acute Care Week 6	15/07/2024- 19/07/2024
Acute Care Week 7	12/08/2024- 16/08/2024
Acute Care Week 8	09/09/2024- 13/09/2024

GP Back to Campus Weeks 2024

GP Back to Campus 1	5/02/2024- 8/02/2024
GP Back to Campus 2	25/03/2024- 27/03/2024
GP Back to Campus 3	29/04/2024- 2/05/2024
GP Back to Campus 4	27/05/2024- 30/05/2024
GP Back to Campus 5	24/06/2024- 27/06/2024
GP Back to Campus 6	5/08/2024- 8/08/2024
GP Back to Campus 7	02/09/2024- 05/09/2024
GP Back to Campus 8	30/09/2024- 03/10/2024

Holidays & Study weeks

Holiday 1	01/04/2024- 05/04/2024
Holiday 2	01/07/2024- 12/07/2024
Study week	07/10/2024- 11/10/2024
Holiday 3	28/10/2024- 01/11/2024

Exams

Exam week 1	14/10/2024
Exam week 2	21/10/2024

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