



# MEDI924

## Reflective Medical Practice 1

MDB 2019

*Medicine and Health Sciences Faculty level units*

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# General Information

Unit convenor and teaching staff

Unit Convenor, Bedside Tutor and Portfolio Mentor

Bernard Champion

[bernard.champion@mq.edu.au](mailto:bernard.champion@mq.edu.au)

Contact via email

Bedside Tutor and Portfolio Mentor

Fredrick Joshua

[fredrick.joshua@mq.edu.au](mailto:fredrick.joshua@mq.edu.au)

Contact via email

Bedside Tutor and Portfolio Mentor

Veronica Preda

[veronica.preda@mq.edu.au](mailto:veronica.preda@mq.edu.au)

Contact via email

Bedside Tutor and Portfolio Mentor

Vivek Thakkar

[vivek.thakkar@mq.edu.au](mailto:vivek.thakkar@mq.edu.au)

Contact via email

Bedside Tutor and Portfolio Mentor

Jenny Lee

[jenny.lee@mq.edu.au](mailto:jenny.lee@mq.edu.au)

Contact via email

Bedside Tutor and Portfolio Mentor

Alvin Ing

[alvin.ing@mq.edu.au](mailto:alvin.ing@mq.edu.au)

Contact via email

Bedside Tutor and Portfolio Mentor

Pirooz Poursoltan

[pirooz.poursoltan@mq.edu.au](mailto:pirooz.poursoltan@mq.edu.au)

Contact via email

Bedside Tutor and Portfolio Mentor

Robin Gasiorowski

[robin.gasiorowski@mq.edu.au](mailto:robin.gasiorowski@mq.edu.au)

Contact via email

Bedside Tutor and Portfolio Mentor

Grant Shalaby

[grant.shalaby@mq.edu.au](mailto:grant.shalaby@mq.edu.au)

Contact via email

Macquarie MD Course Support Officer

Joy Kennedy

[joy.kennedy@mq.edu.au](mailto:joy.kennedy@mq.edu.au)

Contact via email

Collette Tosen

[collette.tosen@mq.edu.au](mailto:collette.tosen@mq.edu.au)

Credit points

4

Prerequisites

MEDI920 and MEDI921 and MEDI922

Corequisites

Co-badged status

Unit description

This unit will provide an opportunity for students to revise, reflect and be assessed on their consolidated learning across Stage 1 of the Program. It will involve tutorial sessions focused on developing the skills involved in responding to feedback, developing action plans and critically reflecting on performance. Students will assemble the evidence they need for the summative portfolio assessment at the end of the Stage, and will learn how to evaluate feedback, create action plans to address feedback and reflect critically on their professional development, in reference to mid-program expectations.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional:

Demonstrate achievement of a standard of performance against the Program's capability expectations, in the domains of Scientist & Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional, as appropriate for Stage 1 of the Program.

Clinical Practitioner: Demonstrate achievement of a standard of performance against the Program's Entrustable Professional Activities, as appropriate for Stage 1 of the Program.

Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-

evaluation and critical reflection.

## General Assessment Information

### General Assessment Information

Detailed Information regarding the assessment for the Macquarie MD is available on the iLearn Macquarie MD Year Noticeboard 2018 Intake site. Further details for each assessment task will be available on **Macquarie MD - Year 2 2018 Intake** iLearn site.

### Grading

In this unit two types of grading will be used, and a supervision recommendation will be given where a clinical assessment relates to a Stage 1 Entrustable Professional Activity (EPA). The clinical quiz will be graded numerically with a standardised mark out of 100, while the other assessments will be coarse graded. Coarse grades (P+, P, P-, F) will be assigned to the focussed and generic MD Capability Aspects as well as overall task performance. The numeric marks for the examinations and overall coarse grade for the assessment task weighted according to their contribution will be used to calculate the overall Unit aggregate. Unit outcomes, based on the Unit aggregate, will be reported to the University using the standard Macquarie grades (High Distinction, Distinction, Credit, Pass, Fail). Because most assessment tasks in the program are coarse graded, a **single numerical grade (SNG)** equivalent will be reported for each University grade. Both the numeric equivalents for the coarse grades used in the calculation of the unit aggregate and the conversion of the aggregate to a SNG are available on the iLearn **Macquarie MD Year Noticeboard 2018 Intake** site.

All final grades in the Macquarie MD are reviewed by the MD Program Board and Faculty Assessment Committees and ratified by the FMHS Faculty Board so therefore are not the sole responsibility of the Unit Convenor.

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes, attempt all assessment tasks, pass the hurdle assessment (OSCE) and meet any ungraded requirements which include professionalism and achieve a unit aggregate of 50% or better.

### Extensions for Assessment tasks

Applications for assessment task extensions must be submitted via [www.ask.mq.edu.au](http://www.ask.mq.edu.au). For further details please refer to the Special Consideration Policy available at <https://students.mq.edu.au/study/my-study-program/special-consideration>

### Professional Expectations

Professionalism is a key capability embedded in the Macquarie MD. Professional Behaviour Notifications Breach (PBN-B) and Professional Behaviour Notifications-Commendations (PBN-C) may be awarded and will be recorded in the student's portfolio. As part of developing professionalism, Macquarie MD students are expected to attend all small group interactive sessions including bedside, unit-specific and case-based tutorials and allocated clinical experiences. If attendance is deemed to be of concern, the student will be referred to the Lead (Student Professionalism) for remediation, subsequent monitoring, and recording in the

portfolio. All lectures and tutorials are scheduled in the Macquarie MD Year 2 MDB Timetable available on the **Macquarie MD - Year 2 2018 Intake** site. Please note the timetable will be varied to accommodate the schedules of leading clinicians who will deliver learning and teaching activities.

Similarly, as part of developing professionalism, Macquarie MD students are expected to submit all work by the due date. Late submission without prior approved extension will result in a Professional Behaviour Notification -Breach (PBN- B) in the portfolio.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>AT1: Integrated Examination</u></a>	50%	Yes	Monday 11 November, 2019
<a href="#"><u>AT2. Portfolio Examination</u></a>	50%	Yes	9am Monday 18 November 2019
<a href="#"><u>AT3: Portfolio Reflection</u></a>	0%	No	5pm Monday 18 November 2019

### AT1: Integrated Examination

Due: **Monday 11 November, 2019**

Weighting: **50%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

The integrative examination will consist of multiple choice and extended matching type questions. This is a hurdle assessment. The examination will assess the following Macquarie MD Focussed Capability Aspects:

**CA 1.1 An applied medical scientist**

**CA 1.2 A scholar and research informed practitioner**

**CA 2.2 A patient-centred and safe clinician**

**CA 3.2 A public health and systems aware practitioner**

On successful completion you will be able to:

- Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional: Demonstrate achievement of a standard of performance against the Program's capability expectations, in the domains of Scientist & Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional, as appropriate for Stage 1 of the Program.
- Clinical Practitioner: Demonstrate achievement of a standard of performance against the Program's Entrustable Professional Activities, as appropriate for Stage 1 of the Program.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-

evaluation and critical reflection.

## AT2. Portfolio Examination

Due: **9am Monday 18 November 2019**

Weighting: **50%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

This Portfolio task is a comprehensive review of all assessment data over Stage 1 of Macquarie MD. The Assessor will grade each of the Macquarie MD Focussed and Generic Capability Aspects:

**CA 1.1 An applied medical scientist**

**CA 1.2 A scholar and research informed practitioner**

**GCA 1.2 A scholar: search and citation standard**

**CA 2.1 An effective personal and digital communicator**

**GCA 2.1 A communicator: academic writing standard**

**CA 2.2 A patient-centred and safe clinician**

**CA 3.1 A socially and culturally versatile practitioner**

**CA 3.2 A public health and systems aware practitioner**

**CA 4.1 A teamworker**

**CA 4.2 Ethical and reflective practitioner**

**GCA: 4.2 A professional: meeting expectations and obligations**

In addition, the assessor will provide a supervision rating for the end of stage 1 for the following Stage 1 Entrustable Professional Activities

**Stage 1 EPA 1 Gather information from a medically stable patient with a common clinical presentation.**

**Stage 1 EPA 2 Integrate information gathered from a patient to construct a reasoned and prioritized differential diagnosis as well as a preliminary plan for common clinical presentations and diagnoses.**

**Stage 1 EPA 3 Communicate information relevant to patient's care with other members of the health care team.**

**Stage 1 EPA 4 Provide the health care team with resources to improve an individual patient's care or collective patient care**

**Stage 1 EPA 5 Perform required procedures**

On successful completion you will be able to:

- Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional: Demonstrate achievement of a standard of performance against the Program's capability expectations, in the domains of Scientist & Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional, as appropriate for Stage 1 of the Program.
- Clinical Practitioner: Demonstrate achievement of a standard of performance against the Program's Entrustable Professional Activities, as appropriate for Stage 1 of the Program.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## AT3: Portfolio Reflection

Due: **5pm Monday 18 November 2019**

Weighting: **0%**

In this task you will be required to write a reflective executive summary regarding your capability development over stage 1 with respect to Macquarie MD Capability Expectation Statements and provide a development plan for Stage 2. This task will assess the following Macquarie MD Focussed and Generic Capability Aspects:

### **CA 4.2 An ethical and reflective practitioner**

### **GCA 4.2 A professional: meeting expectations and obligations**

On successful completion you will be able to:

- Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional: Demonstrate achievement of a standard of performance against the Program's capability expectations, in the domains of Scientist & Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional, as appropriate for Stage 1 of the Program.
- Clinical Practitioner: Demonstrate achievement of a standard of performance against the Program's Entrustable Professional Activities, as appropriate for Stage 1 of the Program.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## Delivery and Resources

### **MACQUARIE MD TEXTBOOK LIST - YEAR 2 2019**

#### **PRIMARY TEXTS:**

- **Medicine:** Davidson's principles and practice of medicine (22nd edition). Colledge et al (2014). ISBN: 9780702050350.
- **Surgery:** Davidson's Principles and Practice of Surgery. 7th Ed (2017). Garden OJ, Bradbury AW, Forsythe JLR, Parks RW editors. Philadelphia: Churchill Livingstone



Elsevier.

### **ADDITIONAL OPTIONAL TEXTS:**

- **Surgery:** Henry MM, Thompson JN, editors. Clinical Surgery. 3rd Edition. Edinburgh: Saunders; 2012
- **Microbiology:** Goering et al (2013). Mims' medical microbiology (5th edition). ISBN: 9780723436010.
- **Pathology:** Kumar et al. Robbins and Cotran pathologic basis of disease (9th edition). ISBN: 9781455726134.
- **Pharmacology:** Rang et al (2016). Rang and Dale's pharmacology (8th edition). ISBN: 9780702053627
- **Clinical Skills:** Talley, N., O'Connor, S. (2017) Clinical examination. A systematic guide to physical diagnosis (8th ed.) Elsevier. ISBN 9780729542869.
- **Procedural Skills:** Dehn, R & Asprey, D. (2013). Essential Clinical Procedures (3rd ed.) Elsevier Saunders. ISBN 9781455707812.

### **MEDI920 Primary Care, Wellbeing and Cancer**

- **General Practice:**
  - John Murtagh's General Practice 6th edition (2015)
  - Oxford Handbook of General Practice (4th Ed). Chantal Simon, Hazel Everitt, Françoise van Dorp, and Matt Burkes. Publisher: Oxford University Press 2014. Print ISBN-13: 9780199671038
- **Dermatology:** ABC of Dermatology (ABC Series) 5th Edition. Paul K. Buxton (Editor), Rachael Morris-Jones (Editor)
- **Oncology:** Davidson's principles and practice of medicine

### **MEDI921 Musculoskeletal, Neurosciences and Ageing**

- **Neurosurgery:**
  - Davidson's principles and practice of surgery
  - Mark S Greenberg's "Handbook of Neurosurgery", 8th ed (2016)
- **Neurology:**
  - Davidson's principles and practice of medicine
  - Mayo Clinic Essential Neurology. Second Edition (2018). Andrea C. Adams. Mayo Clinic Scientific Press
- **Clinical Neuroanatomy:** Snell's Clinical Neuroanatomy. ISBN: 9780781794275.
- **Ophthalmology:** ABC of Eyes, 4th Edition (2004). Peng T. Khaw, Peter Shah, Andrew

R. Elkington. ISBN: 978-0-727-91659-4. BMJ Books

- **ENT:** ABC of Ear, Nose and Throat, 5th Edition (2013). Harold S. Ludman (Editor), Patrick J. Bradley (Editor). ISBN: 978-1-118-70013-6. BMJ Books.
- **Orthopaedics:**
  - Davidson's principles and practice of Surgery
  - Solomon L, Warwick DJ, Nayagam S. Apley's Concise System of Orthopaedics and Fractures. 3rd Ed. Danvers: CRC Press 2005
- **Rheumatology:** Davidson's principles and practice of medicine

### **MEDI922 Cardiovascular, Respiratory, Gastroenterology and Metabolism**

- **Cardiology:**
  - Davidson's principles and practice of medicine
  - Lilly, L. (Ed.). (2016). Pathophysiology of Heart Disease. A Collaborative Project of Medical Students and Faculty (6th ed.). Philadelphia, PA: Wolters Kluwer.
  - Hampton, John. (2013). The ECG Made Easy, International Edition. London: Churchill Livingstone.
- **Respiratory:** Davidson's principles and practice of medicine
- **Gastroenterology:** Davidson's principles and practice of medicine & Davidson's principles and practice of surgery

### **MEDI923 Critical Care, Patient Safety and Quality, and Research**

- **Critical Care:** Bersten, A., (Ed.). (2013). Oh's Intensive Care Manual (7th ed.). Elsevier Health Sciences
- **Research Methodology:** Harris, M., & Taylor, G. (2014). Medical Statistics Made Easy: 3rd Edition. Scion Publications.

### **Technology and equipment**

MQ is a BYOD environment where students are encouraged to bring their personally owned devices (laptops, tablets, etc.) to learning activities and to use these devices to access information and study.

#### *On-campus*

Teaching rooms are equipped with state of art audio-visual and ICT equipment including iPads, internet connection and multiple LCD screens. Students will use a range of specific equipment typically used in the assessment and management of people with a range of health conditions.

#### *Off-campus*

To study optimally when off campus you will need to have access to a reliable internet

connection to retrieve unit information, and at times to submit assessment tasks via iLearn.

### Consultation with staff

Staff will be available for individual consultations, please see iLearn site for information on staff availability for consultation.

### Teaching and Learning Strategy

This unit is the culminating Stage 1 unit in the Macquarie MD and students will have the opportunity to reflect and review material and content delivered across the first 2 years of the Macquarie MD. Students will be required to reflect on their development of the 8 Capability Aspects and 5 Stage 1 EPAs in a portfolio executive summary. Students will continue to expand their medical knowledge and capability development in weekly 2-3 hr longitudinal lecture series, unit specific and case-based tutorials, 2 hour bedside tutorial as well as immersive clinical experiences in critical care and clinical simulation workshops to enhance knowledge and skill development.

### iLearn

This unit's iLearn site will provide weekly resources for students and assessment information, in addition relevant information may also be posted on the iLearn Macquarie MD intake 2018 noticeboard and the **Macquarie MD - Year 2 2018 Intake** iLearn site.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional: Demonstrate achievement of a standard of performance against the Program's capability expectations, in the domains of Scientist & Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional, as appropriate for Stage 1 of the Program.
- Clinical Practitioner: Demonstrate achievement of a standard of performance against the Program's Entrustable Professional Activities, as appropriate for Stage 1 of the Program.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

#### Assessment tasks

- AT1: Integrated Examination
- AT2: Portfolio Examination
- AT3: Portfolio Reflection

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional: Demonstrate achievement of a standard of performance against the Program's capability expectations, in the domains of Scientist & Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional, as appropriate for Stage 1 of the Program.
- Clinical Practitioner: Demonstrate achievement of a standard of performance against the Program's Entrustable Professional Activities, as appropriate for Stage 1 of the Program.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-

evaluation and critical reflection.

## Assessment tasks

- AT1: Integrated Examination
- AT2. Portfolio Examination
- AT3: Portfolio Reflection

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional: Demonstrate achievement of a standard of performance against the Program's capability expectations, in the domains of Scientist & Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional, as appropriate for Stage 1 of the Program.
- Clinical Practitioner: Demonstrate achievement of a standard of performance against the Program's Entrustable Professional Activities, as appropriate for Stage 1 of the Program.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## Assessment tasks

- AT1: Integrated Examination
- AT2. Portfolio Examination
- AT3: Portfolio Reflection

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional:

Demonstrate achievement of a standard of performance against the Program's capability expectations, in the domains of Scientist & Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional, as appropriate for Stage 1 of the Program.

- Clinical Practitioner: Demonstrate achievement of a standard of performance against the Program's Entrustable Professional Activities, as appropriate for Stage 1 of the Program.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## Assessment tasks

- AT1: Integrated Examination
- AT2. Portfolio Examination
- AT3: Portfolio Reflection

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## Learning outcomes

- Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional: Demonstrate achievement of a standard of performance against the Program's capability expectations, in the domains of Scientist & Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional, as appropriate for Stage 1 of the Program.
- Clinical Practitioner: Demonstrate achievement of a standard of performance against the Program's Entrustable Professional Activities, as appropriate for Stage 1 of the Program.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## Assessment tasks

- AT1: Integrated Examination
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## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able

to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional: Demonstrate achievement of a standard of performance against the Program's capability expectations, in the domains of Scientist & Scholar, Clinical Practitioner, Engaged Global Citizen, and Professional, as appropriate for Stage 1 of the Program.
- Clinical Practitioner: Demonstrate achievement of a standard of performance against the Program's Entrustable Professional Activities, as appropriate for Stage 1 of the Program.
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## **Assessment tasks**

- AT1: Integrated Examination
- AT2. Portfolio Examination
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