



# MEDI923

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

MDB 2019

*Medicine and Health Sciences Faculty level units*

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#### Disclaimer

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## General Information

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Credit points

4

Prerequisites

MEDI920 and MEDI921 and MEDI922

Corequisites

## Co-badged status

### Unit description

This unit provides focused learning on the patient safety and quality aspects of health systems, framed within the clinical context of Critical Care and Anaesthetics. The unit will explore evaluation of system-wide safety interventions and high-quality care; medical error; open disclosure and incident management; digital technology in healthcare, and the role of systems, people and services in the development and delivery of resilient healthcare. This learning is integrated with advanced learning about research methodologies: students will select from one of three streams of quantitative methods, qualitative methods, or clinical research depending upon the nature of their chosen Research Project they have selected to undertake in Stage 2 of the Program. In the unit, students will submit a draft project plan and literature review, as relevant to their chosen Research Project.

## 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: Apply knowledge of relevant medical sciences, clinical presentations, scientific principles and mechanisms of disease to explain a variety of common or clinically-significant disease states, as well as how drugs and other treatments are used to manage or prevent disease in various population sub-groups.

Scientist and Scholar: Identify questions and learning needs arising from clinical cases, and work individually or as part of a group to create appropriate responses to clinical scenarios, relevant to critical care, by evaluating evidence from a range of sources (including medical scientific literature).

Scientist and Scholar: Construct appropriate research questions and critique methodologies that might be applied to address research questions.

Scientist and Scholar: Use basic research methodology and information search strategies to identify evidence to answer relevant clinical research questions.

5. Clinical Practitioner: Perform clinical interviews and examinations efficiently with patients presenting with health conditions covered in Stage 1; and employ sound clinical reasoning skills in deriving diagnoses and management plans that encompass the multiple aspects of the given health issue.

Engaged Global Citizen: Evaluate system-wide safety interventions and high-quality care, including evaluation of the importance of patient safety and quality, the

measurement and assessment of patient safety and quality, and the role of technology, systems, people and services.

Engaged Global Citizen: Discuss factors affecting and promoting patient safety and quality in private and public healthcare settings, including medical error, open disclosure and incident management, use of technology in healthcare, and patient management and transference.

Professional: Recognise patient safety measures and the impact adverse events have on health service delivery and patient outcomes.

Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## 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>

[u.au/study/my-study-program/special-consideration](https://unitguides.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="#">AT1: Clinical Quiz</a>	20%	No	MDB Week 6
<a href="#">AT2: OSCE</a>	60%	Yes	14 or 15 November 2019
<a href="#">AT 3 Logbook and ITA</a>	0%	No	MDB Week 6
<a href="#">AT4. Research Project</a>	20%	No	5pm, Monday 21 October 2019

### AT1: Clinical Quiz

Due: **MDB Week 6**

Weighting: **20%**

The Clinical Quiz is a written examination consisting of mainly multiple choice and some short answer questions.

Assessing the following Macquarie MD Focussed Capability Aspects:

**CA 1.1 An applied medical scientist**

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

On successful completion you will be able to:

- Scientist and Scholar: Apply knowledge of relevant medical sciences, clinical presentations, scientific principles and mechanisms of disease to explain a variety of

common or clinically-significant disease states, as well as how drugs and other treatments are used to manage or prevent disease in various population sub-groups.

- **Scientist and Scholar:** Identify questions and learning needs arising from clinical cases, and work individually or as part of a group to create appropriate responses to clinical scenarios, relevant to critical care, by evaluating evidence from a range of sources (including medical scientific literature).
- **Engaged Global Citizen:** Evaluate system-wide safety interventions and high-quality care, including evaluation of the importance of patient safety and quality, the measurement and assessment of patient safety and quality, and the role of technology, systems, people and services.
- **Engaged Global Citizen:** Discuss factors affecting and promoting patient safety and quality in private and public healthcare settings, including medical error, open disclosure and incident management, use of technology in healthcare, and patient management and transference.
- **Professional:** Recognise patient safety measures and the impact adverse events have on health service delivery and patient outcomes.

## AT2: OSCE

Due: **14 or 15 November 2019**

Weighting: **60%**

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

The OSCE will have 8 stations and cover all of Stage 1 material. The OSCE is a hurdle task and will assess the following Macquarie MD Capability Aspects:

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

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

**CA 4.2 Ethical and reflective practitioner**

In addition depending on the station the assessor may provide a supervision recommendation 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.**

On successful completion you will be able to:

- Scientist and Scholar: Apply knowledge of relevant medical sciences, clinical presentations, scientific principles and mechanisms of disease to explain a variety of common or clinically-significant disease states, as well as how drugs and other treatments are used to manage or prevent disease in various population sub-groups.
- Scientist and Scholar: Identify questions and learning needs arising from clinical cases, and work individually or as part of a group to create appropriate responses to clinical scenarios, relevant to critical care, by evaluating evidence from a range of sources (including medical scientific literature).
- 5. Clinical Practitioner: Perform clinical interviews and examinations efficiently with patients presenting with health conditions covered in Stage 1; and employ sound clinical reasoning skills in deriving diagnoses and management plans that encompass the multiple aspects of the given health issue.
- Engaged Global Citizen: Evaluate system-wide safety interventions and high-quality care, including evaluation of the importance of patient safety and quality, the measurement and assessment of patient safety and quality, and the role of technology, systems, people and services.
- Engaged Global Citizen: Discuss factors affecting and promoting patient safety and quality in private and public healthcare settings, including medical error, open disclosure and incident management, use of technology in healthcare, and patient management and transference.
- Professional: Recognise patient safety measures and the impact adverse events have on health service delivery and patient outcomes.

## AT 3 Logbook and ITA

Due: **MDB Week 6**

Weighting: **0%**

During the unit, students must keep a logbook in which interactions with patients during the unit's associated clinical experiences must be recorded and submitted. Logbooks will include brief patient demographic and clinical information. An In-Training Assessment (ITA) evaluating the student's engagement and participation in clinical experiences, unit activities and bed side tutorials will also be completed.

Assessing the following Macquarie MD Generic Capability Aspect:

**GCA 4.2 A professional: meets requirements and obligations**

Students will be required to reflect on the cases and experiences reported in the logbook and generate a learning plan to be pursued in future parts of Macquarie MD.

Assessing the following Macquarie MD Focussed Capability Aspect:

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

On successful completion you will be able to:

- Scientist and Scholar: Apply knowledge of relevant medical sciences, clinical presentations, scientific principles and mechanisms of disease to explain a variety of common or clinically-significant disease states, as well as how drugs and other treatments are used to manage or prevent disease in various population sub-groups.
- Scientist and Scholar: Identify questions and learning needs arising from clinical cases, and work individually or as part of a group to create appropriate responses to clinical scenarios, relevant to critical care, by evaluating evidence from a range of sources (including medical scientific literature).
- Scientist and Scholar: Construct appropriate research questions and critique methodologies that might be applied to address research questions.
- Scientist and Scholar: Use basic research methodology and information search strategies to identify evidence to answer relevant clinical research questions.
- Engaged Global Citizen: Evaluate system-wide safety interventions and high-quality care, including evaluation of the importance of patient safety and quality, the measurement and assessment of patient safety and quality, and the role of technology, systems, people and services.
- Engaged Global Citizen: Discuss factors affecting and promoting patient safety and quality in private and public healthcare settings, including medical error, open disclosure and incident management, use of technology in healthcare, and patient management and transference.
- Professional: Recognise patient safety measures and the impact adverse events have on health service delivery and patient outcomes.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## **AT4. Research Project**

Due: **5pm, Monday 21 October 2019**

Weighting: **20%**

This written task involves drafting the research question (s), aim (s) and objective (s) for the project to be completed in Stage 2. This task will assess the following Macquarie MD



Focussed and Generic Capability Aspects:

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

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

**GCA 4.2 A professional: meets requirements and obligations**

On successful completion you will be able to:

- Scientist and Scholar: Construct appropriate research questions and critique methodologies that might be applied to address research questions.
- Scientist and Scholar: Use basic research methodology and information search strategies to identify evidence to answer relevant clinical research questions.
- 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 will be delivered over a 6 week block with a 3 week assessment period. The learning and teaching strategies continue the Yr 2 weekly 2-3 hr longitudinal lecture series, unit specific and case-based tutorials as well as weekly 2 hour bedside tutorial and 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](https://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](https://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: Identify questions and learning needs arising from clinical cases, and work individually or as part of a group to create appropriate responses to clinical scenarios, relevant to critical care, by evaluating evidence from a range of sources (including medical scientific literature).
- Scientist and Scholar: Construct appropriate research questions and critique methodologies that might be applied to address research questions.
- Scientist and Scholar: Use basic research methodology and information search strategies to identify evidence to answer relevant clinical research questions.
- 5. Clinical Practitioner: Perform clinical interviews and examinations efficiently with patients presenting with health conditions covered in Stage 1; and employ sound clinical

reasoning skills in deriving diagnoses and management plans that encompass the multiple aspects of the given health issue.

- Engaged Global Citizen: Evaluate system-wide safety interventions and high-quality care, including evaluation of the importance of patient safety and quality, the measurement and assessment of patient safety and quality, and the role of technology, systems, people and services.
- Engaged Global Citizen: Discuss factors affecting and promoting patient safety and quality in private and public healthcare settings, including medical error, open disclosure and incident management, use of technology in healthcare, and patient management and transference.
- Professional: Recognise patient safety measures and the impact adverse events have on health service delivery and patient outcomes.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## **Assessment tasks**

- AT2: OSCE
- AT 3 Logbook and ITA
- AT4. Research Project

## **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: Apply knowledge of relevant medical sciences, clinical presentations, scientific principles and mechanisms of disease to explain a variety of common or clinically-significant disease states, as well as how drugs and other treatments are used to manage or prevent disease in various population sub-groups.
- Scientist and Scholar: Identify questions and learning needs arising from clinical cases, and work individually or as part of a group to create appropriate responses to clinical scenarios, relevant to critical care, by evaluating evidence from a range of sources (including medical scientific literature).
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- Engaged Global Citizen: Discuss factors affecting and promoting patient safety and quality in private and public healthcare settings, including medical error, open disclosure and incident management, use of technology in healthcare, and patient management and transference.
- Professional: Recognise patient safety measures and the impact adverse events have on health service delivery and patient outcomes.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## **Assessment tasks**

- AT1: Clinical Quiz
- AT2: OSCE
- AT 3 Logbook and ITA
- AT4. Research Project

## **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: Apply knowledge of relevant medical sciences, clinical presentations, scientific principles and mechanisms of disease to explain a variety of common or clinically-significant disease states, as well as how drugs and other treatments are used to manage or prevent disease in various population sub-groups.



- Scientist and Scholar: Identify questions and learning needs arising from clinical cases, and work individually or as part of a group to create appropriate responses to clinical scenarios, relevant to critical care, by evaluating evidence from a range of sources (including medical scientific literature).
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- AT 3 Logbook and ITA
- AT4. Research Project

## **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: Identify questions and learning needs arising from clinical cases, and work individually or as part of a group to create appropriate responses to clinical scenarios, relevant to critical care, by evaluating evidence from a range of sources (including medical scientific literature).
- Scientist and Scholar: Construct appropriate research questions and critique methodologies that might be applied to address research questions.
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- Professional: Recognise patient safety measures and the impact adverse events have on health service delivery and patient outcomes.

## Assessment tasks

- AT1: Clinical Quiz
- AT2: OSCE
- AT4. Research Project

## 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: Apply knowledge of relevant medical sciences, clinical presentations, scientific principles and mechanisms of disease to explain a variety of common or clinically-significant disease states, as well as how drugs and other treatments are used to manage or prevent disease in various population sub-groups.

- Scientist and Scholar: Identify questions and learning needs arising from clinical cases, and work individually or as part of a group to create appropriate responses to clinical scenarios, relevant to critical care, by evaluating evidence from a range of sources (including medical scientific literature).
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- 5. Clinical Practitioner: Perform clinical interviews and examinations efficiently with patients presenting with health conditions covered in Stage 1; and employ sound clinical reasoning skills in deriving diagnoses and management plans that encompass the multiple aspects of the given health issue.
- Engaged Global Citizen: Evaluate system-wide safety interventions and high-quality care, including evaluation of the importance of patient safety and quality, the measurement and assessment of patient safety and quality, and the role of technology, systems, people and services.
- Engaged Global Citizen: Discuss factors affecting and promoting patient safety and quality in private and public healthcare settings, including medical error, open disclosure and incident management, use of technology in healthcare, and patient management and transference.
- Professional: Recognise patient safety measures and the impact adverse events have on health service delivery and patient outcomes.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## **Assessment tasks**

- AT1: Clinical Quiz
- AT2: OSCE
- AT 3 Logbook and ITA
- AT4. Research Project

## **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: Identify questions and learning needs arising from clinical cases, and work individually or as part of a group to create appropriate responses to clinical scenarios, relevant to critical care, by evaluating evidence from a range of sources (including medical scientific literature).
- Scientist and Scholar: Construct appropriate research questions and critique methodologies that might be applied to address research questions.
- Scientist and Scholar: Use basic research methodology and information search strategies to identify evidence to answer relevant clinical research questions.
- 5. Clinical Practitioner: Perform clinical interviews and examinations efficiently with patients presenting with health conditions covered in Stage 1; and employ sound clinical reasoning skills in deriving diagnoses and management plans that encompass the multiple aspects of the given health issue.
- Engaged Global Citizen: Evaluate system-wide safety interventions and high-quality care, including evaluation of the importance of patient safety and quality, the measurement and assessment of patient safety and quality, and the role of technology, systems, people and services.
- Engaged Global Citizen: Discuss factors affecting and promoting patient safety and quality in private and public healthcare settings, including medical error, open disclosure and incident management, use of technology in healthcare, and patient management and transference.
- Professional: Recognise patient safety measures and the impact adverse events have on health service delivery and patient outcomes.
- Professional: Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection.

## **Assessment tasks**

- AT2: OSCE
- AT 3 Logbook and ITA
- AT4. Research Project