



MEDI8104

Clinical Practice 2

Session 2, Special circumstance, North Ryde 2020

Medicine, Health and Human Sciences Faculty level units

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Unit Convenor

Janani Mahadeva

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Contact via By email

2 Technology Place

Wednesdays, Fridays

Joy Kennedy

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Credit points

10

Prerequisites

(MEDI910 or MEDI8100) and (MEDI911 or MEDI8101) and (MEDI912 or MEDI8102)

Corequisites

(MEDI913 or MEDI8103) and (MEDI915 or MEDI8105)

Co-badged status

Unit description

This unit builds and extends on content from MEDI8101 Clinical Practice 1. You will have the opportunity to develop and practise consulting (communication and history taking) skills, physical examination skills and basic procedural skills within a simulated learning environment. Clinical knowledge relating to several body systems will be developed including the endocrine, reproductive, nervous and musculoskeletal systems, as well as the study of metabolism and oncology. Clinical skills training will occur in both small and large group experiential learning activities. You will progressively develop and integrate basic consulting, communication and procedural skills with a focus on the mastery of normal systems.

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:

ULO1: Design and conduct a concise and accurate medical history of people simulating

health conditions of the endocrinological, musculoskeletal, neurological and haematological systems, as well as oncological diseases (Capability 2: Clinical Practitioner).

ULO2: Plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the endocrinological, musculoskeletal, neurological and haematological systems, as well as oncological diseases (Capability 2: Clinical Practitioner).

ULO3: Competently perform basic procedural skills on people simulating health conditions including respectfully adapting communication to address environmental and personal factors (Capability 2: Clinical Practitioner).

ULO4: Interpret and analyse information obtained from a comprehensive history and examination to generate a list of differential diagnoses, impairments and activity limitations (Capability 2: Clinical Practitioner).

ULO5: Explain scientific and clinical information effectively to peers and tutors using the most appropriate scientific sources (Capability 1: Scientist and Scholar).

ULO6: Formulate relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare (Capability 2: Clinical Practitioner).

ULO7: Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity (Capability 3: Engaged Global Citizen)

ULO8: Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance (Capability 4: Professional)

General Assessment Information

Detailed information regarding the assessment of the Macquarie MD and unit-specific assessment is available on the Macquarie MD Assessment 2020 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 written examination will be graded numerically with a standardised mark out of 100, while the OSCE will be coarse graded. Coarse grades (P+, P, P-, F) will be assigned to the focused 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). As most assessment tasks in the program are coarse

graded, a single **standardised 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 single SNG are available on the iLearn Macquarie MD Year Noticeboard 2020 Intake site.

All final grades in the Macquarie MD are reviewed by the MD Course Board and Faculty Assessment Committee and ratified by the Faculty of Medicine and Health Sciences Faculty Board. Therefore, they 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, and meet any ungraded requirements which include professionalism, submission of sufficient number and satisfactory performance in Direct Observation of Procedural Skills (DOPS) and Mini Clinical Evaluation Exercise (Mini-Cex), and achieve a unit aggregate of 50% or better.

Extensions for Assessment tasks

Applications for assessment task extensions must be submitted via <https://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 (PBN) which can be a breach (PBNB) or a commendation (PBNC) may be awarded. PBNs 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 clinical, practical, laboratory and team-based learning activities. 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. 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 (PBNB) in the portfolio.

Assessment Tasks

Name	Weighting	Hurdle	Due
Objective Structured Clinical Examination (OSCE)	60%	No	Macquarie University Exam Period
End of session written examination	40%	No	Macquarie University Exam Period
Direct Observation of Procedural Skills (DOPS)	0%	No	Week 1 to 13

Name	Weighting	Hurdle	Due
Mini-Clinical Evaluation Exercise (Mini-CEX)	0%	No	Week 1 to 13

Objective Structured Clinical Examination (OSCE)

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 20 hours

Due: **Macquarie University Exam Period**

Weighting: **60%**

The OSCE will assess all content delivered during the session. It will include multiple stations with differing clinical scenarios. Overall performance, capability aspects and Stage 1 Entrustable Professional Activities will be assessed and recorded in your Macquarie Assessment Portfolio.

On successful completion you will be able to:

- Design and conduct a concise and accurate medical history of people simulating health conditions of the endocrinological, musculoskeletal, neurological and haematological systems, as well as oncological diseases (Capability 2: Clinical Practitioner).
- Plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the endocrinological, musculoskeletal, neurological and haematological systems, as well as oncological diseases (Capability 2: Clinical Practitioner).
- Competently perform basic procedural skills on people simulating health conditions including respectfully adapting communication to address environmental and personal factors (Capability 2: Clinical Practitioner).
- Interpret and analyse information obtained from a comprehensive history and examination to generate a list of differential diagnoses, impairments and activity limitations (Capability 2: Clinical Practitioner).
- Explain scientific and clinical information effectively to peers and tutors using the most appropriate scientific sources (Capability 1: Scientist and Scholar).
- Formulate relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare (Capability 2: Clinical Practitioner).
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity (Capability 3: Engaged Global Citizen)

End of session written examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 20 hours

Due: **Macquarie University Exam Period**

Weighting: **40%**

The end of session written examination will assess all content delivered during the session. The examination will include both multiple choice and short answer questions which will be mapped to capability aspects. Overall and capability aspect results will be recorded in your Macquarie Assessment Portfolio.

On successful completion you will be able to:

- Design and conduct a concise and accurate medical history of people simulating health conditions of the endocrinological, musculoskeletal, neurological and haematological systems, as well as oncological diseases (Capability 2: Clinical Practitioner).
- Plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the endocrinological, musculoskeletal, neurological and haematological systems, as well as oncological diseases (Capability 2: Clinical Practitioner).
- Interpret and analyse information obtained from a comprehensive history and examination to generate a list of differential diagnoses, impairments and activity limitations (Capability 2: Clinical Practitioner).
- Formulate relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare (Capability 2: Clinical Practitioner).
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity (Capability 3: Engaged Global Citizen)

Direct Observation of Procedural Skills (DOPS)

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 9 hours

Due: **Week 1 to 13**

Weighting: **0%**

DOPS assessments are formative and are designed to provide you with personalised feedback to improve your clinical skills. Overall performance, capability aspects and Stage 1 Entrustable Professional Activities will be assessed and recorded in your Macquarie Assessment Portfolio.

On successful completion you will be able to:

- Competently perform basic procedural skills on people simulating health conditions including respectfully adapting communication to address environmental and personal factors (Capability 2: Clinical Practitioner).
- Explain scientific and clinical information effectively to peers and tutors using the most appropriate scientific sources (Capability 1: Scientist and Scholar).
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity (Capability 3: Engaged Global Citizen)
- Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance (Capability 4: Professional)

Mini-Clinical Evaluation Exercise (Mini-CEX)

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 9 hours

Due: **Week 1 to 13**

Weighting: **0%**

Mini-CEX assessments are formative and are designed to provide you with personalised feedback to improve your clinical skills. Overall performance, capability aspects and Stage 1 Entrustable Professional Activities will be assessed and recorded in your Macquarie Assessment Portfolio.

On successful completion you will be able to:

- Design and conduct a concise and accurate medical history of people simulating health conditions of the endocrinological, musculoskeletal, neurological and haematological systems, as well as oncological diseases (Capability 2: Clinical Practitioner).
- Plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the endocrinological, musculoskeletal, neurological and haematological systems, as well as oncological diseases (Capability 2: Clinical Practitioner).
- Competently perform basic procedural skills on people simulating health conditions including respectfully adapting communication to address environmental and personal factors (Capability 2: Clinical Practitioner).
- Interpret and analyse information obtained from a comprehensive history and examination to generate a list of differential diagnoses, impairments and activity limitations (Capability 2: Clinical Practitioner).
- Explain scientific and clinical information effectively to peers and tutors using the most

appropriate scientific sources (Capability 1: Scientist and Scholar).

- Formulate relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare (Capability 2: Clinical Practitioner).
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity (Capability 3: Engaged Global Citizen)
- Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance (Capability 4: Professional)

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Textbooks and Readings

The following text is compulsory. Students will be required to have a copy of this text to complete the unit.

Talley, N., O'Connor, S. (2017) Clinical examination. A systematic guide to physical diagnosis (8th ed.) Elsevier.

Other useful texts include:

Ralston et al. (2018) Davidson's Principles and Practice in Medicine. 23rd Ed. Elsevier Saunders

Silverman JD, Kurtz SM, Draper J (1998) Skills for Communicating with Patients. 3rd Ed (Sept 2013) Radcliffe Medical Press (Oxford)

Dehn, R & Asprey, D. (2013). Essential Clinical Procedures (3rd ed.) Elsevier Saunders

Technology and equipment

MQ is a BYOD environment where students are encouraged to bring their personally owned devices (laptops, tablets, etc.) to class 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 have a 2 hour masterclass, 2 hour tutorial and 2 hour core skills tutorial every week. Masterclass tutorials will provide foundation knowledge and also use large and small group demonstrations and discussion with clinical specialists. Core skills tutorials will enable students to practice clinical skills covered during the masterclass and other tutorials.

iLearn

This unit's iLearn site will provide weekly resources for students, including:

- tutorial lesson plan
- tutorial case histories
- preparation and consolidation material
- videos
- other teaching resources
- assessment details

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.*)

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 \(http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](http://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 or if you are a Global MBA student contact 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) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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

If you are a Global MBA student contact 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/.

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.

Changes from Previous Offering

Based on student feedback we have changed the order of teaching so that Musculoskeletal Medicine will be covered prior to the Nervous and Sensory block.