



MEDI8200

Primary Care, Wellbeing and Cancer

Medicine and Health Sciences MDA, Weekday attendance, North Ryde 2021

Medicine, Health and Human Sciences Faculty level units

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Notice

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

To check the availability of face-to-face 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

Associate Professor Sanjyot Vagholkar

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Contact via Email

Joy Kennedy

joy.kennedy@mq.edu.au

Credit points

20

Prerequisites

(MEDI8100 or MEDI910) and (MEDI8101 or MEDI911) and (MEDI8102 or MEDI912) and (MEDI8103 or MEDI913) and (MEDI8104 or MEDI914) and (MEDI8105 or MEDI915)

Corequisites

Co-badged status

Unit description

The unit expands on your clinical knowledge and advances your understanding of the clinical disciplines of Primary Care, Wellbeing, Mental Health, Diagnostics and Cancer. Over a 10-week period, you will build your understanding of a range of clinical disciplines integrated with applied medical sciences and the social sciences relevant to health and disease. The unit uses a weekly thematic structure, common across all units in the session to provide a central focus for your learning. These themes represent conceptual understanding of the complexity of health; major mechanisms of diseases and important challenges of modern health care delivery. The unit incorporates an experiential learning component contextually focused on patient-centred health care delivered in the clinical disciplines of Primary Care, Wellbeing, Mental Health, Diagnostics and Cancer. The unit includes weekly lectures/seminars, case based learning sessions, clinical bedside tutorials, procedural skills sessions, as well as clinical placements. You are expected to use these learning opportunities to demonstrate significant progress toward the development of the 4 Macquarie MD Graduate Capabilities: Scientist and Scholar, Clinical Practitioner, Engaged Global Citizen and Professional, and the Entrustable Professional Activities, at a standard appropriate to end of Stage 1 of the Macquarie MD.

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:** 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 (Capability 1:Scientist and Scholar)
- ULO2:** 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 primary care, wellbeing and cancer by evaluating evidence from a range of sources, including medical scientific literature (Capability 1:Scientist and Scholar)
- ULO3:** Elicit a concise and accurate medical history with real patients with common presentations in primary care and cancer. Identify relevant symptoms, recent and past medical history, medication, allergies and social history, and accurate physical examination identifying relevant abnormal signs (Capability 2: Clinical Practitioner)
- ULO4:** Summarise history and physical examination findings concisely and accurately in verbal or written form to peers or colleagues (Capability 2: Clinical Practitioner)
- ULO5:** Use sound clinical reasoning skills to derive diagnoses, investigations and basic management plans for common medical and surgical conditions, as relevant to primary care, wellbeing and cancer (Capability 2: Clinical Practitioner)
- ULO6:** Demonstrate basic procedural skills in a simulated or clinical environment (Capability 2: Clinical Practitioner)
- ULO7:** Identify and discuss, social, cultural and economic factors as well as the healthcare team and health system factors which may impact on healthcare and population health relevant to primary care, wellbeing and cancer (Capability 3: Engaged Global Citizen)
- ULO8:** Participate as an effective team player in tutorial groups and clinical environment with peers and clinical staff (Capability 4: Professional)
- ULO9:** Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection (Capability 4: Professional)

General Assessment Information

Detailed information regarding the assessment for the Macquarie MD is available on the **Macquarie MD Assessment 2020 Intake iLearn site**. Further details for each assessment task

will be available on iLearn.

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 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). Because most assessment tasks in the unit 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 single SNG are available in the Macquarie MD Rules of Assessment and Progression document posted in the Policies and Guidelines section of the **MDCU Doctor of Medicine Community iLearn site**.

All final grades in the Macquarie MD are reviewed by the MD Course Board and Faculty Assessment Committees and ratified by the FMHHS 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, 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 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 (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 Faculty 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
Case report	40%	No	Week 8
Clinical Viva	20%	No	Week 10
Clinical Quiz	20%	No	Week 10
Mini-CEX	0%	No	Week 10
Direct Observation of Procedural Skills (DOPS)	0%	No	Week 10
Logbook, Learning Plan and In-training Assessment	20%	No	Week 10
Bedside Tutor Report	0%	No	Week 10
MindSpot Wellbeing Course	0%	Yes	Week 8

Case report

Assessment Type ¹: Report

Indicative Time on Task ²: 16 hours

Due: **Week 8**

Weighting: **40%**

The case report is a written assignment about a patient you have taken a comprehensive history and performed a physical examination. 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:

- 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 (Capability 1: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 primary care, wellbeing and cancer by evaluating evidence from a range of sources, including medical scientific literature (Capability 1:Scientist and Scholar)
- Elicit a concise and accurate medical history with real patients with common presentations in primary care and cancer. Identify relevant symptoms, recent and past

- medical history, medication, allergies and social history, and accurate physical examination identifying relevant abnormal signs (Capability 2: Clinical Practitioner)
- Summarise history and physical examination findings concisely and accurately in verbal or written form to peers or colleagues (Capability 2: Clinical Practitioner)
 - Use sound clinical reasoning skills to derive diagnoses, investigations and basic management plans for common medical and surgical conditions, as relevant to primary care, wellbeing and cancer (Capability 2: Clinical Practitioner)
 - Demonstrate basic procedural skills in a simulated or clinical environment (Capability 2: Clinical Practitioner)
 - Identify and discuss, social, cultural and economic factors as well as the healthcare team and health system factors which may impact on healthcare and population health relevant to primary care, wellbeing and cancer (Capability 3: Engaged Global Citizen)
 - Participate as an effective team player in tutorial groups and clinical environment with peers and clinical staff (Capability 4: Professional)
 - Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection (Capability 4: Professional)

Clinical Viva

Assessment Type ¹: Viva/oral examination

Indicative Time on Task ²: 6 hours

Due: **Week 10**

Weighting: **20%**

The viva will involve an oral presentation of the case presented in your Case Report and will involve answering questions relevant to the case. 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:

- 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 (Capability 1: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 primary care, wellbeing and cancer by evaluating evidence from a range of sources, including medical scientific literature (Capability 1:Scientist and Scholar)
- Elicit a concise and accurate medical history with real patients with common

presentations in primary care and cancer. Identify relevant symptoms, recent and past medical history, medication, allergies and social history, and accurate physical examination identifying relevant abnormal signs (Capability 2: Clinical Practitioner)

- Summarise history and physical examination findings concisely and accurately in verbal or written form to peers or colleagues (Capability 2: Clinical Practitioner)
- Use sound clinical reasoning skills to derive diagnoses, investigations and basic management plans for common medical and surgical conditions, as relevant to primary care, wellbeing and cancer (Capability 2: Clinical Practitioner)
- Identify and discuss, social, cultural and economic factors as well as the healthcare team and health system factors which may impact on healthcare and population health relevant to primary care, wellbeing and cancer (Capability 3: Engaged Global Citizen)
- Participate as an effective team player in tutorial groups and clinical environment with peers and clinical staff (Capability 4: Professional)
- Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection (Capability 4: Professional)

Clinical Quiz

Assessment Type ¹: Examination

Indicative Time on Task ²: 16 hours

Due: **Week 10**

Weighting: **20%**

The Clinical Quiz is a written examination consisting of mainly multiple choice and some short answer questions which will be mapped to capability aspects. Overall and capability aspects performance will be recorded in your Macquarie Assessment Portfolio.

On successful completion you will be able to:

- 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 (Capability 1: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 primary care, wellbeing and cancer by evaluating evidence from a range of sources, including medical scientific literature (Capability 1:Scientist and Scholar)
- Elicit a concise and accurate medical history with real patients with common presentations in primary care and cancer. Identify relevant symptoms, recent and past medical history, medication, allergies and social history, and accurate physical

- examination identifying relevant abnormal signs (Capability 2: Clinical Practitioner)
- Use sound clinical reasoning skills to derive diagnoses, investigations and basic management plans for common medical and surgical conditions, as relevant to primary care, wellbeing and cancer (Capability 2: Clinical Practitioner)
- Identify and discuss, social, cultural and economic factors as well as the healthcare team and health system factors which may impact on healthcare and population health relevant to primary care, wellbeing and cancer (Capability 3: Engaged Global Citizen)

Mini-CEX

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 6 hours

Due: **Week 10**

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:

- 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 (Capability 1: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 primary care, wellbeing and cancer by evaluating evidence from a range of sources, including medical scientific literature (Capability 1:Scientist and Scholar)
- Elicit a concise and accurate medical history with real patients with common presentations in primary care and cancer. Identify relevant symptoms, recent and past medical history, medication, allergies and social history, and accurate physical examination identifying relevant abnormal signs (Capability 2: Clinical Practitioner)
- Summarise history and physical examination findings concisely and accurately in verbal or written form to peers or colleagues (Capability 2: Clinical Practitioner)
- Use sound clinical reasoning skills to derive diagnoses, investigations and basic management plans for common medical and surgical conditions, as relevant to primary care, wellbeing and cancer (Capability 2: Clinical Practitioner)
- Identify and discuss, social, cultural and economic factors as well as the healthcare team

and health system factors which may impact on healthcare and population health relevant to primary care, wellbeing and cancer (Capability 3: Engaged Global Citizen)

- Participate as an effective team player in tutorial groups and clinical environment with peers and clinical staff (Capability 4: Professional)
- Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection (Capability 4: Professional)

Direct Observation of Procedural Skills (DOPS)

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 6 hours

Due: **Week 10**

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:

- 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 (Capability 1: Scientist and Scholar)
- Elicit a concise and accurate medical history with real patients with common presentations in primary care and cancer. Identify relevant symptoms, recent and past medical history, medication, allergies and social history, and accurate physical examination identifying relevant abnormal signs (Capability 2: Clinical Practitioner)
- Summarise history and physical examination findings concisely and accurately in verbal or written form to peers or colleagues (Capability 2: Clinical Practitioner)
- Use sound clinical reasoning skills to derive diagnoses, investigations and basic management plans for common medical and surgical conditions, as relevant to primary care, wellbeing and cancer (Capability 2: Clinical Practitioner)
- Demonstrate basic procedural skills in a simulated or clinical environment (Capability 2: Clinical Practitioner)
- Participate as an effective team player in tutorial groups and clinical environment with peers and clinical staff (Capability 4: Professional)
- Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection (Capability 4: Professional)

Logbook, Learning Plan and In-training Assessment

Assessment Type ¹: Log book

Indicative Time on Task ²: 5 hours

Due: **Week 10**

Weighting: **20%**

You must keep a logbook documenting your attendance at your clinical placements and recording your interactions with patients, key learnings and reflections. You will be required to reflect on your experiences over the entire unit, identify your ongoing learning needs and generate a learning plan. In addition an in-training assessment will be completed. 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:

- 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 (Capability 1: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 primary care, wellbeing and cancer by evaluating evidence from a range of sources, including medical scientific literature (Capability 1:Scientist and Scholar)
- Elicit a concise and accurate medical history with real patients with common presentations in primary care and cancer. Identify relevant symptoms, recent and past medical history, medication, allergies and social history, and accurate physical examination identifying relevant abnormal signs (Capability 2: Clinical Practitioner)
- Summarise history and physical examination findings concisely and accurately in verbal or written form to peers or colleagues (Capability 2: Clinical Practitioner)
- Identify and discuss, social, cultural and economic factors as well as the healthcare team and health system factors which may impact on healthcare and population health relevant to primary care, wellbeing and cancer (Capability 3: Engaged Global Citizen)
- Participate as an effective team player in tutorial groups and clinical environment with peers and clinical staff (Capability 4: Professional)
- Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection (Capability 4: Professional)

Bedside Tutor Report

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 0 hours

Due: **Week 10**

Weighting: **0%**

The bedside tutor will provide a supervision rating on the Stage 1 Entrustable Professional Activities which will be recorded in your Macquarie Assessment Portfolio.

On successful completion you will be able to:

- 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 (Capability 1: 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 primary care, wellbeing and cancer by evaluating evidence from a range of sources, including medical scientific literature (Capability 1: Scientist and Scholar)
- Elicit a concise and accurate medical history with real patients with common presentations in primary care and cancer. Identify relevant symptoms, recent and past medical history, medication, allergies and social history, and accurate physical examination identifying relevant abnormal signs (Capability 2: Clinical Practitioner)
- Summarise history and physical examination findings concisely and accurately in verbal or written form to peers or colleagues (Capability 2: Clinical Practitioner)
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- Demonstrate basic procedural skills in a simulated or clinical environment (Capability 2: Clinical Practitioner)
- Identify and discuss, social, cultural and economic factors as well as the healthcare team and health system factors which may impact on healthcare and population health relevant to primary care, wellbeing and cancer (Capability 3: Engaged Global Citizen)
- Participate as an effective team player in tutorial groups and clinical environment with peers and clinical staff (Capability 4: Professional)
- Use feedback from teachers, clinicians, peers and patients, to inform self-evaluation and critical reflection (Capability 4: Professional)

MindSpot Wellbeing Course

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 32 hours

Due: **Week 8**

Weighting: **0%**

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

You will be responsible for completing the online Mindspot Wellbeing Course. MindSpot will confirm your completion which will enable you to pass this hurdle task.

On successful completion you will be able to:

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

PRIMARY YEAR 2 TEXTBOOKS:

- **Medicine:** Davidson's Principles and Practice of Medicine (23rd edition). Strachan et al. (2018). ISBN: 9780702070280
- **Surgery:** Principles and Practice of Surgery (7th edition). Garden et al. (2017). ISBN: 9780702068591

ADDITIONAL/OPTIONAL YEAR 2 TEXTBOOKS:

- **Surgery:** Clinical Surgery (3rd edition). Michael Henry (2012). ISBN: 9780702030703
- **Microbiology:** Mims' Medical Microbiology and Immunology (6th edition). Dockrell et al. (2018). ISBN: 9780702071546
- **Pathology:** Robbins & Cotran Pathologic Basis of Disease (10th edition). Kumar et al. (2020). ISBN: 9780323531139
- **Pharmacology:** Rang & Dale's Pharmacology (9th edition). Ritter et al. (2019). ISBN: 9780702074486
- **Clinical Skills:** Talley and O'Connor's Clinical Examination (8th edition). Talley et al. (2017). ISBN: 9780729542593
- **Procedural Skills:** Essential Clinical Procedures (4th edition). Asprey et al. (2020).

ISBN: 9780323624671

MEDI8200 TEXTBOOKS:

- **General Practice:**
 - John Murtagh's General Practice (7th edition). Murtagh et al. (2018).
ISBN: 9781760422295
 - Oxford Handbook of General Practice (4th edition). Simon et al. (2014).
ISBN: 9780199671038
- **Dermatology:** ABC of Dermatology (ABC Series) (7th edition). Rachael Morris-Jones (Editor). ISBN: 9781119488989
- **Oncology:** Davidson's Principles and Practice of Medicine (23rd edition). Strachan et al. (2018). ISBN: 9780702070280

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 the 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 unit specific and 2 hour case-based tutorial every week for 9 weeks as well as a weekly 2 hour bedside tutorial and 2 hour longitudinal lecture series spanning the 3 integrated clinical units MEDI8200, MEDI8201, MEDI8202. In addition students will have at least 8 hours per week of immersive clinical experiences in at least 6 of the 9 weeks to enhance their knowledge and skill development. The clinical opportunities across the cohort will vary as they are embedded in real health services, they are designed to teach you general principles and themes. Workshops exploring Aboriginal and Torres Strait Islander culture, history and knowledge will be embedded across the MDA Session.

iLEARN

- Unit specific content will be located on the **MEDI8200 iLearn site**.
- The longitudinal lecture series will be located on **Macquarie MD Year 2 - 2020 Intake iLearn site**.
- Assessment information will be available on the **Macquarie MD Assessment 2020 Intake iLearn site**.
- Clinical placement information will be available on the **Macquarie MD Clinical 2020 Intake iLearn site**.
- Logistical and organisational information specific to the cohort will be located on the **Macquarie MD Year Noticeboard 2020 Intake iLearn site**.
- Policies and guidelines for Macquarie MD will be located on the **MDCU Doctor of Medicine Community iLearn site**.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 staff and student feedback, teaching blocks have been reduced by 1 week in 2020 and beyond to enable a recess period to be inserted between unit rotations in MDA session.