



MEDI8101

Clinical Practice 1

Session 1, In person-scheduled-weekday, North Ryde 2023

Macquarie Medical School

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General Information

Unit convenor and teaching staff

Unit Convenor

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MD Year 1 Lead

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Course delivery coordination

MD Course Support

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Credit points

10

Prerequisites

Admission to MD

Corequisites

(MEDI910 or MEDI8100) and (MEDI912 or MEDI8102)

Co-badged status

Unit description

This unit introduces you to the principles underpinning the clinical practice of medicine. 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. You will be introduced to key history taking, communication and physical examination concepts. Clinical knowledge relating to several body systems and regions will be developed by studying the medical disciplines of cardiology, respiratory, gastroenterology, urology and nephrology. 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 cardiac, respiratory, gastrointestinal, renal and urological systems (Capability 2: Clinical Practitioner)

ULO2: Plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardiac, respiratory, gastrointestinal, renal and urological systems (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: Explains 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 performance 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 MQMDAssess Macquarie MD Assessment 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). A single numerical grade (SNG) will be reported for each University grade. The conversion of the aggregate to 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 Committee and ratified by the Faculty of Medicine, Health and Human Sciences Faculty Board. Therefore, they are not the sole responsibility of the Unit Convenor. To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, achieve a final mark of 50 or better, and meet any ungraded requirements, which includes professionalism.

Extensions for Assessment tasks

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration via <https://ask.mq.edu.au/>.

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 Stage 1 Lead for remediation 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
<u>Objective Structured Clinical Examination (OSCE)</u>	50%	No	Weeks 14-16 (Formal exam period)
<u>End of session written examination</u>	50%	No	Weeks 14-16 (Formal exam period)
<u>Direct Observation of Procedural Skills (DOPS)</u>	0%	No	Throughout session
<u>Mini-Clinical Evaluation Exercise (Mini-CEX)</u>	0%	No	Throughout session

Objective Structured Clinical Examination (OSCE)

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 20 hours

Due: **Weeks 14-16 (Formal exam period)**

Weighting: **50%**

The OSCE will assess all content delivered during the session. It will include multiple stations with differing clinical scenarios. Assessment for overall performance and of focused capability aspects and Stage 1 Entrustable Professional Activities 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 cardiac, respiratory, gastrointestinal, renal and urological systems (Capability 2: Clinical Practitioner)
- Plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardiac, respiratory, gastrointestinal, renal and urological systems (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)
- Explains 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: **Weeks 14-16 (Formal exam period)**

Weighting: **50%**

The end of session written examination will assess all content delivered during the session. The examination will include multiple choice, extended matching and short answer questions. Assessment for overall performance and of focused capability aspects 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 cardiac, respiratory, gastrointestinal, renal and urological systems (Capability 2: Clinical Practitioner)
- Plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardiac, respiratory, gastrointestinal, renal and urological systems (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)
- Explains 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: **Throughout session**

Weighting: **0%**

DOPS assessments are formative and are designed to provide you with personalised feedback to improve your clinical skills. Assessment for overall performance and of focused capability aspects and Stage 1 Entrustable Professional Activities will be 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)
- Participate effectively in classes and peer teams, by seeking feedback on own performance 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: **Throughout session**

Weighting: **0%**

Mini-CEX assessments are formative and are designed to provide you with personalised feedback to improve your clinical skills. Assessment for overall performance and of focused capability aspects and Stage 1 Entrustable Professional Activities 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 cardiac, respiratory, gastrointestinal, renal and urological systems (Capability 2: Clinical Practitioner)
- Plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardiac, respiratory, gastrointestinal, renal and urological systems (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)
- Participate effectively in classes and peer teams, by seeking feedback on own performance 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

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities. This unit includes a weekly 2 hour masterclass, 4 hours of biweekly tutorials, and formative clinical assessments throughout the session. Masterclasses and tutorials will provide foundational knowledge and are delivered via large and small group sessions which include demonstrations and discussions with clinical specialists. Core skills tutorials will enable students to practice clinical skills covered during the masterclass and tutorials.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device.

Recommended 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 (8E) 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 (2013) Skills for Communicating with Patients. (3rd Ed.) Radcliffe Medical Press
- Dehn, R & Asprey, D. (2021). Essential Clinical Procedures (4th Ed.) Elsevier Saunders

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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)

- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning, and team-based learning activities. Some learning activities are recorded, however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.