



MEDI8104

Clinical Practice 2

Session 2, In person-scheduled-weekday, North Ryde 2026

Macquarie Medical School

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	8
<u>Policies and Procedures</u>	9
<u>Inclusion and Diversity</u>	10
<u>Professionalism</u>	11

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General Information

Unit convenor and teaching staff

Unit Convenor

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MD Stage 1 Lead

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Year 1 Lead

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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 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. The numeric mark for the assessment is weighted according to its contribution and used to calculate the overall Unit aggregate. The OSCE is coarse graded, with grades (P+, P, P-, F) assigned to the focused and generic MD Capability Aspects as well as overall task performance. Only the coarse grade for the overall performance of assessment tasks 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 students must demonstrate sufficient evidence of achievement of the learning outcomes, attempt all assessment tasks, and meet any ungraded requirements which include professionalism.

Extensions for Assessment tasks

Please refer to the Special Consideration Policy if you are unable to complete the assessment on the scheduled date.

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 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, 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	Groupwork/Individual	Short Extension	AI Approach
Mini-Clinical Evaluation Exercise (Mini-CEX)	0%	No	Week 5, 8, and 10	Individual	No	Observed
Direct Observation of Procedural Skills (DOPS)	0%	No	Week 2, 4, and 6	Individual	No	Observed
Integrated written examination	50%	No	Exam Period	Individual	No	Observed
Objective Structured Clinical Examination (OSCE)	50%	No	Exam Period	Individual	No	Observed

Mini-Clinical Evaluation Exercise (Mini-CEX)

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 9 hours

Due: **Week 5, 8, and 10**

Weighting: **0%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

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)

Direct Observation of Procedural Skills (DOPS)

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 9 hours

Due: **Week 2, 4, and 6**

Weighting: **0%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

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)

Integrated written examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 20 hours

Due: **Exam Period**

Weighting: **50%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

The end of session written examinations are integrated with MEDI8103 Applied Medical Sciences 2. The examinations will assess all content delivered during the session. The MEDI8104 components include two written papers: Paper 1 Multiple choice questions and Paper 2 Short answer questions. Questions will be mapped to specific capability aspects with results for these aspects being 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)

Objective Structured Clinical Examination (OSCE)

Assessment Type ¹: Professional task

Indicative Time on Task ²: 20 hours

Due: **Exam Period**

Weighting: **50%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

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)

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
- [Academic Success](#) 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.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

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. Clinical tutorials will enable students to practice clinical skills covered during the masterclass.

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. (2025) Clinical examination. A systematic guide to physical

diagnosis (10E) Elsevier.

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 connect.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>

students.mq.edu.au/support/

Academic Success

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

- [Ask a Study Coach](#)
- [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 the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

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.

Unit information based on version 2026.02 of the [Handbook](#)