



MEDI914

Clinical Practice 2

S2 Day 2018

Medicine and Health 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.

General Information

Unit convenor and teaching staff

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Credit points 4
Prerequisites MEDI910 and MEDI911 and MEDI912
Corequisites MEDI913 and MEDI915
Co-badged status
Unit description This unit builds and extends on content from MEDI911 Clinical Practice 1. It provides students with opportunities to develop and practise consulting (communication and history taking) skills, physical examination skills, basic procedural skills and simple diagnostic skills within a safe learning environment. Clinical knowledge relating to several body systems will be developed including the cardiovascular, respiratory, renal, nervous, and musculoskeletal systems. Clinical skills training will occur in both small and large group experiential learning activities. Students 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:

Demonstrate the ability to design and conduct a concise and accurate medical history of people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.

Demonstrate the ability to plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.

Demonstrate competency in performing basic procedural skills on people simulating health conditions including respectfully adapting communication to address environmental and personal factors.

Interpret and analyse information obtained from a comprehensive history and examination to generate a list of differential diagnoses, impairments and activity limitations.

Explain scientific and clinical information effectively to peers and tutors using the most appropriate scientific sources.

Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.

Explains how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.

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.

General Assessment Information

Detailed Information regarding the assessment for the Macquarie MD is available on the iLearn Macquarie MD Year Noticeboard 2018 Intake site. Further details for each assessment task will be available on 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 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). Because 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 2018 Intake site.

All final grades in the Macquarie MD are reviewed by the MD Program and Faculty Assessment Committees and 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 (MiniCex) 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. As part of developing professionalism, Macquarie MD students are expected to attend all small group interactive sessions including tutorials, clinical and laboratory practical sessions, and Team Based Learning activities. If attendance is deemed to be of concern, this will be referred to the Lead (Student Professionalism) for remediation, subsequent monitoring, and recording in the portfolio. All lectures, practicals and clinical colloquium sessions are scheduled in the Macquarie MD Year 1 Session 2 Timetable available on the iLearn Macquarie MD Year Noticeboard 2018 Intake site.

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 professionalism breach notification in the portfolio.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment Task 1 (AT1)	60%	No	Week 15
Assessment Task 2 (AT2)	40%	No	Week 14
Assessment Task 3 (AT3)	0%	No	During Session
Assessment Task 4 (AT4)	0%	No	During Session

Assessment Task 1 (AT1)

Due: **Week 15**

Weighting: **60%**

Objective Structured Clinical Examination

On successful completion you will be able to:

- Demonstrate the ability to design and conduct a concise and accurate medial history of people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Demonstrate the ability to plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Demonstrate competency in performing basic procedural skills on people simulating health conditions including respectfully adapting communication to address

environmental and personal factors.

- Interpret and analyse information obtained from a comprehensive history and examination to generate a list of differential diagnoses, impairments and activity limitations.
- Explain scientific and clinical information effectively to peers and tutors using the most appropriate scientific sources.
- Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.
- Explains how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.

Assessment Task 2 (AT2)

Due: **Week 14**

Weighting: **40%**

Written Final Examination

On successful completion you will be able to:

- Demonstrate the ability to design and conduct a concise and accurate medical history of people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Demonstrate the ability to plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Interpret and analyse information obtained from a comprehensive history and examination to generate a list of differential diagnoses, impairments and activity limitations.
- Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.
- Explains how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.

Assessment Task 3 (AT3)

Due: **During Session**

Weighting: **0%**

Direct Observation of Procedural Skills

On successful completion you will be able to:

- Demonstrate competency in performing basic procedural skills on people simulating health conditions including respectfully adapting communication to address environmental and personal factors.
- 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.

Assessment Task 4 (AT4)

Due: **During Session**

Weighting: **0%**

Mini-Clinical Evaluation Exercise

On successful completion you will be able to:

- Demonstrate the ability to design and conduct a concise and accurate medical history of people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Demonstrate the ability to plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Interpret and analyse information obtained from a comprehensive history and examination to generate a list of differential diagnoses, impairments and activity limitations.
- Explain scientific and clinical information effectively to peers and tutors using the most appropriate scientific sources.
- Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.
- Explains how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.
- 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.

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:

Dennis M, Bowen W, Cho L. Mechanisms of Clinical Signs (2nd Ed) Elsevier

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 specific clinical and procedural skills. It is expected that students also spend 2 hours undertaking self directed peer practice each week.

Some of the formative mini-CEX and DOPS assessments will take place outside of scheduled tutorial time and act to consolidate learning and provide formative feedback.

iLearn

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

- tutorial notes

- tutorial worksheets
- 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.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, 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.

Student Support

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

dents.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the ability to design and conduct a concise and accurate medical history of people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Demonstrate the ability to plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.

- Demonstrate competency in performing basic procedural skills on people simulating health conditions including respectfully adapting communication to address environmental and personal factors.
- Interpret and analyse information obtained from a comprehensive history and examination to generate a list of differential diagnoses, impairments and activity limitations.
- Explain scientific and clinical information effectively to peers and tutors using the most appropriate scientific sources.
- Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.
- Explains how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.
- 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.

Assessment tasks

- Assessment Task 1 (AT1)
- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)
- Assessment Task 4 (AT4)

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the ability to design and conduct a concise and accurate medical history of people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Demonstrate the ability to plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Demonstrate competency in performing basic procedural skills on people simulating

health conditions including respectfully adapting communication to address environmental and personal factors.

- Interpret and analyse information obtained from a comprehensive history and examination to generate a list of differential diagnoses, impairments and activity limitations.
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- 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.

Assessment tasks

- Assessment Task 1 (AT1)
- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)
- Assessment Task 4 (AT4)

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the ability to design and conduct a concise and accurate medical history of people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Demonstrate the ability to plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
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- Explains how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.

Assessment tasks

- Assessment Task 1 (AT1)
- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)
- Assessment Task 4 (AT4)

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the ability to design and conduct a concise and accurate medical history of people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Demonstrate the ability to plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
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- Explain scientific and clinical information effectively to peers and tutors using the most appropriate scientific sources.
- Demonstrate competency in formulating relevant clinical questions about diagnosis, prognosis and treatment of conditions for which people seek healthcare.

Assessment tasks

- Assessment Task 1 (AT1)
- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)
- Assessment Task 4 (AT4)

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

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- Demonstrate competency in formulating relevant clinical questions about diagnosis,

prognosis and treatment of conditions for which people seek healthcare.

- Explains how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.
- 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.

Assessment tasks

- Assessment Task 1 (AT1)
- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)
- Assessment Task 4 (AT4)

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Demonstrate the ability to design and conduct a concise and accurate medical history of people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
- Demonstrate the ability to plan and conduct a comprehensive physical examination, including the appropriate procedural skills, on people simulating health conditions of the cardio-respiratory, renal/urology, neurological and haematological systems, as well as oncological diseases.
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- Explains how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.
- 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.

Assessment tasks

- Assessment Task 1 (AT1)
- Assessment Task 2 (AT2)
- Assessment Task 3 (AT3)
- Assessment Task 4 (AT4)

Changes from Previous Offering

Not offered previously.