



**UNIVERSITY** *of*  
**TASMANIA**

**FACULTY OF HEALTH**

**School of Medicine**

**2015 UNIT OUTLINE**

**CAM101: Foundations of Medicine 1**

**CAM102: Foundations of Medicine 2**

**MBBS YEAR ONE**  
**Semesters 1 & 2**

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## **CAM101 UNIT DESCRIPTION: Foundations of Medicine 1**

The MBBS curriculum uses the four domains from the '[Standards for Assessment and Accreditation of Primary Medical Programs by the Australian Medical Council 2012](#)' as an organising principle: Science and Scholarship (the medical graduate as scientist and scholar), Clinical Practice (the medical graduate as practitioner), Health and Society (the medical graduate as a health advocate) and Professionalism and Leadership (the medical graduate as a professional and leader). CAM101 incorporates the University of Tasmania Graduate Quality Statement, and addresses the knowledge, skills and attitudes required of a medical graduate in Australia and New Zealand.

This foundations unit will give students a framework on which to base their undergraduate medical studies. This includes the structural and functional organisation of the human body, beginning with the study of cells, the classification and types of human tissues and their functions, and a general description and function of organ systems. This unit also explores the normal constitution and function of the integumentary system (skin) and an introduction to pathologies that primarily affect the skin and its derivatives, in addition to basic general pathological processes, e.g., inflammation and neoplasia. Students will learn and develop communication skills for medical practice, and become familiar with clinical diagnostic processes. Students will discuss the range of patient populations and explore meanings and determinants of health, and understand the role that a medical practitioner plays in the Australian health care system and the wider Australian community, including ethical considerations. Students will learn how to practice self-care, and acquire and develop the skills needed to engage in an active learning environment, including scoping, locating, synthesizing, and managing information.

### **PRE & CO-REQUISITES**

- Admission to the undergraduate medical course
- A current St John Ambulance Workplace 2 – Senior First Aid Certificate or equivalent (e.g. Red Cross). This certificate may be completed before admission to medicine (certificate must be current). You must complete the certificate by the end of semester 1. A copy of your certificate must be presented to the unit administrators (External Liaison team). Without a current first aid certificate in semester 2, you will not be eligible to attend student placement program activities, which will result in failure to complete 'Other Unit Requirements' and thus an NS or NN result in Year 1 (see Assessment and Criteria for a pass in Year 1, below).

### **CAM101 UNIT LEARNING OUTCOMES**

On completion of this unit, you should be able to:

1. Describe the relationships between structure and function of biomolecules, cells, tissues, organs and organ systems; how cells and tissues interact to form organs and organ systems; and principles of homeostasis.
2. Describe the organisation and function of the immune system and its relevance to disease.
3. Describe in depth the structure and function of the skin and its derivatives.
4. Discuss infection control in the clinical environment, and demonstrate effective hand hygiene.
5. Describe the organisation of the microbial world, key characteristics of normal flora and medically important micro-organisms, principles of clinical specimen collection and culture, and the basic interpretation of microbiological laboratory reports.
6. Describe the basic pathological processes of acute and chronic inflammation; tissue injury and repair; cell death; and benign and malignant neoplasms.
7. Describe the aetiology, pathogenesis, macroscopic and microscopic pathological features, and clinical presentation of diseases affecting the integumentary system, including infectious disease and associated microbiology.

8. Describe the major events, mechanisms, and factors that affect embryonic and foetal development at an introductory level.
9. Develop, apply and create knowledge by scoping, locating, synthesizing and managing information effectively and efficiently.
10. Describe the principles of pharmacology at an introductory level, including pharmacokinetics (drug uptake, distribution, clearance, and half-life) and pharmacodynamics (cellular targets and mechanisms of drug action).
11. Discuss the importance of communication in medical practice.
12. Demonstrate the ability to learn and work effectively as part of a team.
13. Describe the principles of interpersonal communication, and demonstrate the ability to communicate clearly by listening, sharing and responding.
14. Understand the scope of an accurate, organised and problem-focussed medical history.
15. Understand how health, health equity and healthcare needs are affected by the social, economic, environmental, cultural and spiritual context of the lives of individuals, families, communities and populations.
16. Understand and describe the factors that contribute to the health and wellbeing of Aboriginal and Torres Strait Islander people, including history, spirituality and relationship to land, social and political determinants of health, epidemiology and health services.
17. Understand the differences in the health status of regional, rural and remote living Australians compared with those in urban and metropolitan areas.
18. Describe the Australian health care system including funding, planning and policies.
19. Experience and reflect on how the context of the health care setting influences clinical practice.
20. Outline the principles and practice of professionalism in medical practice.
21. Discuss the concept that ethical considerations are relevant to all aspects of health care delivery.
22. Explain and apply principles of reflective practice and self-directed learning.
23. Be aware of and apply principles of self-care.

## **CAM102 UNIT DESCRIPTION: Foundations of Medicine 2**

This second foundations unit introduces the normal structure and function as well as diseases of the musculoskeletal system. Clinical cases focus on the bones, joints, muscles, and neurovascular supply of the upper and lower limbs and back. Building upon clinical practice skills from CAM101, history and examination skills for the musculoskeletal and nervous system will be developed. CAM102 provides an introduction to medical research from laboratory bench to clinical practice, and research skills including data analysis and statistics. This unit also explores the biopsychosocial, ethical and legal frameworks and community context of the provision of health care in Australia, including issues related to birth and early infancy in a family context. In addition, skills and knowledge of self-care, professionalism, and reflective practice will be further developed.

## **CAM102 UNIT LEARNING OUTCOMES**

1. Describe the normal development and growth, macroscopic (gross anatomical) and microscopic (histological) structure and function (physiology) of the musculoskeletal system, and its interactions with other organ systems, particularly the nervous system.
2. Identify and describe the basic structure and function of the nervous system.

3. Describe metabolic and nutritional aspects of the musculoskeletal system in health and disease, balanced nutrition across the lifecycle, metabolic consequences of malnutrition (over and under), and diabetes.
4. Discuss the aetiology, pathogenesis, macroscopic and microscopic pathological features, laboratory and radiological diagnosis as appropriate, and clinical presentation of musculoskeletal and rheumatological diseases, as well as wound infections and common viral infections.
5. Describe the principles of antimicrobial and antiviral therapy, antibiotic classes, and their basic mechanisms of action, and antibiotic resistance.
6. Apply knowledge of anatomy and pathology to interpret radiological imaging modalities used in the assessment of the musculoskeletal system including fractures, joint pathology and bone tumours.
7. Apply information and research skills to access, organise, present and analyse primary research articles related to a medical research topic through scientific writing and referencing.
8. Be aware of basic medical research paradigms and explain their use in medical research.
9. Apply and interpret descriptive and basic inferential statistics in medical research data sets and primary medical research articles.
10. Demonstrate increasing skills in the ability to learn and work effectively as part of a team.
11. Understand the scope of an organised and problem-focussed medical history, including family, occupational and lifestyle features.
12. Apply knowledge of functional and surface anatomy to describe and perform clinical examination of the limbs and back using standardized musculoskeletal and neurological examination protocols.
13. Understand how health, health equity and healthcare needs are affected by the social, economic, environmental, cultural and spiritual context of the lives of individuals, families, communities and populations.
14. Understand and describe the factors that contribute to the health and wellbeing of Aboriginal and Torres Strait Islander people, including history, spirituality and relationship to land, social and political determinants of health, epidemiology and health services.
15. Understand the differences in the health status of regional, rural and remote living Australians compared with those in urban and metropolitan areas.
16. Develop and demonstrate an understanding of the health care issues related to birth and early infancy within a family context.
17. Describe the Australian health care system including funding, planning and policies.
18. Experience and reflect on how the context of the health care setting influences clinical practice.
19. Be aware of, describe and apply the principles of self-care and personal and professional development.
20. Recognise and explain the ethical dimensions of medical practice and the legal demands on the medical profession.
21. Recognise the holistic nature of professional commitment.
22. Demonstrate the acquisition of reflective practice through reflective writing.

## GRADUATE QUALITY STATEMENT

Successful completion of CAM101 and CAM102 supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), professional accreditation requirements and the University of Tasmania's Graduate Quality Statement.

On completion of the MBBS program, a School of Medicine (SoM) MBBS graduate should possess an appropriate foundation of knowledge, skills and attitudes so that they are well prepared to practice safely and effectively as an intern and subsequently undertake further training, as articulated in the Australian Medical Council's Graduate Outcome Statements, on pages 2-4 of '[Standards for Assessment and Accreditation of Primary Medical Programs by the Australian Medical Council 2012](#)'.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

## ALTERATIONS TO THE UNITS AS A RESULT OF STUDENT FEEDBACK

In response to MBBS student feedback about excessive face-to-face contact hours, particularly lectures, a review of the MBBS curriculum was undertaken, resulting in a reduction in lectures by approximately 20% in both CAM101 and CAM102, along with a similar reduction in practicals and tutorials in CAM102, which will allow students more time for self-directed learning, an important life-long learning skill.

## LEARNING RESOURCES (texts / reading material)

Texts that are used beginning in semester 2 are indicated by [semester 2] at the end of the citation; others are [full year]. Electronic versions of texts may be available, but be aware of any time limits for access set by the publisher. Almost all of these texts will also be used in years 2, 3, and beyond. **Prior to purchasing texts, you should wait to hear from lecturers in the related curriculum areas to discuss the level of need for the text/s in their area.**

### Required textbooks

Antibiotic Expert Group 2014, Therapeutic guidelines: antibiotic, version 15, Therapeutic Guidelines Limited Melbourne. [semester 2. May be purchased through <http://www.tg.org.au/> at a student discount.]

Breen, KJ, Cordner, S, Thomson, C & Plueckhahn, V 2010, Good medical practice: professionalism, ethics and law, Cambridge University Press, Cambridge. [full year]

Hansen, JT 2002, Essential anatomy dissector: following Grant's method, 2nd edn, Lippincott Williams & Wilkins, Philadelphia, PA. [semester 2]

Kumar, V, Abbas, AK, Fausto, N, & Aster, JC 2014, Robbins and Cotran pathologic basis of disease, 9th edn, Saunders/Elsevier, Philadelphia, PA. [full year]

Marieb, EN & Hoehn, K 2013, Human anatomy & physiology, 9th edn, Pearson Education, Inc., Boston, MA. [full year]

Mescher, AL 2013, Junqueira's basic histology text and atlas 13th edn, McGraw Hill Medical, New York. [full year; Electronic version available]

Peakman, M & Vergani, D 2009, Basic and clinical immunology, Churchill Livingstone, Edinburgh. [full year]

Talley, NJ & O'Connor, S 2013, Clinical examination: a systematic guide to physical diagnosis, 7th edn, Churchill Livingstone Elsevier, Chatswood, NSW. [full year]

### **Optional textbooks**

Beauchamp, TL & Childress, JF 2008, Principles of biomedical ethics, 6th edn, Oxford University Press. [full year]

Begg, JD 2005, Accident and emergency X-rays made easy, Churchill Livingstone Elsevier, Edinburgh. [semester 2]

Blake, J, Munoz, K & Volpe, S 2010, Nutrition: from science to you, Benjamin Cummings, San Francisco, CA. [full year]

Bryant, B, Knights, K & Salerno, E 2011, Pharmacology for health professionals, 3rd edn, Elsevier, Marrickville, NSW. [full year]

Colledge, NR, Walker, BR & Ralston, SH 2010, Davidson's principles & practice of medicine, 21st edn, Churchill Livingstone Elsevier, Edinburgh. [semester 2]

Devlin, T 2010, Textbook of biochemistry with clinical correlations, 7th edn, Wiley, Hoboken, NJ. [full year]

Drake, RL, Vogl, W, & Mitchell, AWM 2010, Gray's anatomy for students, 2nd edn, Churchill Livingstone Elsevier, Philadelphia, PA. [semester 2; choose one textbook of anatomy: Drake et al or Moore et al]

Gilroy, AM, MacPherson, BR & Ross, LM 2012, Atlas of anatomy, 2nd edn Thieme Medical Publishers, Inc, New York. [semester 2; (choose one atlas of anatomy: Gilroy et al, or Netter, or Rohen et al)]

Hope, R, Savulescu, J & Hendrick, J 2008, Medical ethics and the law core curriculum, 2nd edn, Churchill Livingstone Elsevier, Edinburgh. [full year]

Lloyd, M & Bor, R 2009, Communication skills for medicine, 3rd edn, Churchill Livingstone, Edinburgh. [full year]

Moore, KL, Dalley, AF & Agur, AMR 2014, Clinically Oriented Anatomy, 7th edn, Wolters Kluwer Health / Lippincott Williams & Wilkins, Baltimore, MD. [semester 2; choose one textbook of anatomy: Drake et al or Moore et al]

Murray, P, Rosenthal, K & Pfaller, M 2009, Medical microbiology, 7th edn, Mosby/Elsevier, Philadelphia, PA. [full year]

Netter, FH 2011, Atlas of human anatomy, 5th edn, Saunders Elsevier, Philadelphia, PA. [semester 2; choose one atlas of anatomy: Gilroy et al, or Netter, or Rohen et al]

Rang, H, Dale, M, Ritter, J & Flower, R 2012, Pharmacology, 7th edn, Churchill Livingstone Elsevier, Philadelphia, PA. [full year]



Rohen, JW, Yokochi, C & Lutjen-Drecoll. E 2010, Color atlas of anatomy: a photographic study of the human body, 7th edn, Wolters Kluwer Health / Lippincott Williams & Wilkins, Baltimore, MD. [semester 2; choose one atlas of anatomy: Gilroy et al, or Netter, or Rohen et al]

Ross, M & Pawlina, W 2011, Histology: a text and atlas with correlated cell and molecular biology, 6th edn, Lippincott Williams & Wilkins, Baltimore, MD. [full year]

Rubin, R & Strayer, D (eds) 2008, Rubin's pathology: clinicopathologic foundations of medicine, 5th edn, Lippincott Williams & Wilkins, Philadelphia, PA. [full year]

Sadler, T 2010, Langman's medical embryology, 11th edn, Lippincott, Williams & Wilkins, Baltimore, MD. [full year]

Silverman, J, Kurtz, S & Draper, J 2005, Skills for communicating with patients, 2nd edn, Radcliffe Publishing, Oxford. [full year]

Weir, J, Abrahams, P, Spratt, J & Salkowski, L 2011, Imaging atlas of human anatomy, 4th edn, Mosby Elsevier, Philadelphia, PA. [full year]

### Other resources required

Students are required to have a dissection kit at the beginning of CAM102. It should contain forceps (serrated, blunt tips), scissors (curved ends, blunt-blunt tips), and a #4 scalpel handle. Disposable scalpel blades (#21- #24 blades recommended) are also needed. The kit and blades are available from Better Life Co, 83 Brisbane St, Hobart, 6234 5144, [www.betterlifeco.com.au](http://www.betterlifeco.com.au).

### Electronic resources required – My Learning Online (MyLO)

The major electronic resource for learning is MyLO. It is expected that students will have regular (daily) access to appropriate computing and online (internet) facilities. **You should check your university email account and the CAM101/102 MyLO site daily for communications from university staff. Important information regarding examinations and assessment tasks may be posted on MyLO or sent by email. You must use your university email address, not your private email accounts, when communicating with staff via email.**

MyLO is used to provide learning resources (weekly unit detail, timetables, CBL cases and tasks, lecture and tutorial notes, self-directed learning activities, practical worksheets or notes, selected readings, web links, assessment items and information, etc.), dropboxes for assignment submission, and to engage students in activities such as formative and summative assessments, discussion postings and surveys.

To find out more about the features and functions of MyLO, and to practice using them, visit the [Getting Started in MyLO unit](#). For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the [MyLO Student Support page](#) on the University website. If something is not working as it should, [contact the Service Desk](#) ([Service.Desk@utas.edu.au](mailto:Service.Desk@utas.edu.au), phone 6226 1818), or [Request IT Help Online](#).

Computers are available at the Clinical School including the library, and the Medical Sciences Precinct including Hollydene House. There is also access to the wireless network throughout the Medical Sciences Precinct.

Should students choose to use their own or purchase new hardware and software, it is advisable to consult the following websites to determine requirements for accessing MyLO: <http://www.utas.edu.au/service-desk/uconnect/>.

Please note: **The provision of material, such as outlines, notes, and/or powerpoint slides, relating to the various teaching and learning sessions, such as seminars, lectures, and tutorials, is at the discretion of the individual presenter (lecturer, tutor) of the session.**

Course materials may be presented in hard copy and/or online on MyLO. Where there exists similar material in hard copy and online, the online MyLO version will have primacy.

## DETAILS OF TEACHING ARRANGEMENTS

**You must access the weekly timetables on MyLO for the details of each week's specific learning activities.**

Note that the timetable varies from week to week, and on occasion lectures or other learning activities have to be rescheduled. **You should try to keep Monday-to-Friday 8:00am-5:00pm available for university learning** (which may occur at the Sandy Bay campus or external sites, in addition to the Medical Science Precinct), **when scheduling your employment and other commitments.**

During semester 2, you will be required to attend and engage in the Student Placement Program, including the Community Partnership Program (Community Health Visits) and Kids and Families Program. You will receive details about these visits during the semesters, and information is available in the Year 1-3 Student Orientation Handbook. **Some visits may be scheduled out of standard hours including on weekends.**

A significant amount of self-directed learning (SDL) is required in this course and students should take advantage of any free time for this during each week. Specific SDL activities that need to be completed before a face-to-face learning session will be listed in the weekly timetables.

## CAM101 – FIRST SEMESTER

In this integrated unit the learning and teaching is built around weekly cases introduced during small group sessions on Monday mornings. During these sessions the cases are explored and student case tasks are allocated. There is a wide range of lectures during the week, some of which relate closely to the case whilst others provide foundation information relating to all domains. Practicals and skills seminars will be held regularly. The week culminates with further small group sessions in which students present the allocated case tasks, the cases are further discussed and the knowledge gained during the week is shared.

### CAM101 Weekly Cases

Week	Date	Case Title	Case Outline
1	23 Feb 2015	Bill Anderson	Mr Anderson is brought into the Emergency Department by paramedics. He had collapsed in the street with chest pain, and was administered first aid and then resuscitated by the paramedics prior to transfer to hospital.
2	2 March 2015	Anne McDonald	Ms McDonald is an 18 year old University student who is rock climbing at a quarry with a group of friends. Whilst climbing she falls to the ground, hitting her arm against a rocky outcrop. Anne sustains a laceration to her forearm.
3	9 March 2015	Justine Wells	Justine is a 4 year-old girl brought in to the GP by her mother after pulling boiling water onto herself. She is diagnosed with a superficial skin burn.
4	16 March 2015	Kirsten Jones	Kirsten Jones is a 16 year old grade 10 student. It is the first time that Kirsten has attended her general practitioner alone. She presents complaining of facial acne. Kirsten asks about the possibility of the GP commencing her on the oral contraceptive pill.
5	23 March	Rosa Castillo	Mrs Castillo is an 83 year old woman who is a resident

	2015		of a local nursing home. The nurse in charge of Rosa's care reports that she has fallen and sustained a laceration to her lower leg. She is also suffering from a chronic pressure sore on her buttock.
<b>6a/6b</b>	30 March 2015, 9 April 2015		No Case
<b>7</b>	13 April 2015	Ken Mollard	Mr Mollard, aged 60 years, is brought to hospital by paramedics having been rescued from a house fire. The case notes are reviewed by the Accident and Emergency doctor and show numerous visits over many months and indicate he is alcohol-dependent. He is assessed as having in excess of 70% full-thickness burns to his body.
<b>8</b>	20 April 2015	Chris Hillary	Chris Hillary is one of a group of year 11 and 12 students on a camping trip to Cradle Mountain. He becomes disoriented when he leaves his tent during the night and then falls, injuring himself. He suffers mild hypothermia before being rescued.
<b>9</b>	27 April 2015	Kath Jackson	Mrs Jackson is a 50 year old Aboriginal woman who presents to a rural health clinic with a red swollen right leg, worsening over the past week. She has type 2 diabetes that is poorly controlled, and is beginning to feel quite unwell.
<b>10</b>	4 May 2015	Jane Hadley part 1	Ms Hadley is a 23 year old female surfer who works in child care. Jane presents to her general practitioner with a bad case of sunburn. She has spent most of her life in the sun, and when she is examined, a black irregular skin lesion is found on her upper back. The lesion is excised and the histology report is of a malignant melanoma.

<b>11</b>	11 May 2015	Peter Shearer	Mr Shearer is a 35 year old married man with two children. Peter works as a farm labourer, and is an avid surfer. He presents to his GP one Monday morning with a bad case of sunburn. Peter's face, neck and ears are particularly affected by solar damage and a small lesion is noted on his posterior neck. The doctor suspects that the lesion is malignant.
<b>12</b>	18 May 2015	Jane Hadley part 2	Ms Hadley returns to see her GP 18 months after removal of a malignant melanoma from her upper back. She has been tired and short of breath when exercising recently. The doctor examines her and finds two enlarged posterior axillary lymph nodes. Further investigations reveal metastatic deposits in her lungs.
<b>13</b>	25 May 2015		No Case

## CAM102 – SECOND SEMESTER

The Regional Communities Program will occur Monday to Friday of week 8, 7-11 September 2015. You will be based at Camp Clayton on the Northwest coast where you will spend the week visiting regional hospitals and rural locations in Tasmania. Further details will be provided during semester prior to week 8.

**CAM102 Weekly Cases**

Week	Date	Case Title	Case Outline
1	13 July 2015	Dulcie Fay Watson	A 75 year old female, Mrs Watson, has a fractured neck of femur. In week 2 Mrs Watson develops complications of her condition.
2	20 July 2015		
3	27 July 2015	Noel Sydney Carrington	Mr Carrington, aged 44, falls on a steep rocky descent while walking on the East Coast and injures his knee. He has difficulty weight-bearing and needs to be transported to hospital for further assessment and management.
4	3 Aug 2015	Frank Tasman Watson	A 74 year old male, Mr Watson, complains of left hip pain, worsening over the last 3 months. He had just been coping at home with the assistance of his wife, Mrs Watson, but now requires urgent respite care.
5	10 Aug 2015	Chris & Tom McDonald	17 and 9 year old brothers present with injured lower legs sustained in a farm accident in the Tasmanian midlands.
6	17 Aug 2015	<b>No case</b>	
7	24 Aug 2015	Gerrard Banks	Mr Banks is an 18 year old footballer. While playing he falls and sustains a hyperflexion and compression injury to his neck.
	31 August 2015	<b>Mid Semester break</b>	
8	7 Sept 2015	Regional Communities Program	Regional Communities Program – Comprehensive Regional Health Learning Experience (in rural locations in Tasmania)
9	14 Sept 2015	Noah Halliday	Noah Halliday is a 3 year old boy brought in by his parents because of frequent falls and bruises. He appears to have a degenerative muscle condition.
10	21 Sept 2015	D'Arcy Lloyd Banks	Mr Banks, a homeless 18 year old, was found after a fall. He has a dislocated shoulder joint, an abscess of the left cubital fossa and mild hypothermia.
11	28 Sept 2015	Edward John Lister	Mr Lister, a 65 year old male who lives alone, falls and injures his wrist. He also has worsening back pain. Wrist X-rays are negative, but a suspicious lesion is found in a lumbar vertebra. Metastatic prostate cancer is suspected after a rectal examination.
12	5 Oct 2015	Marianne McCarthy	Ms McCarthy, a 44 year old married woman, has a 2-day history of painful swelling of her knee associated with fever, rigors and malaise. She has type 2 diabetes, a 12-year history of rheumatoid arthritis as well as several months of paraesthesia in her right hand.
13	12 Oct 2015	<b>No Case</b>	

## STUDENT PLACEMENT PROGRAM

### Professional Experience Placement Requirements

All students enrolling in Faculty of Health programs that include a **professional experience placement component, laboratory and/or field activity** are required to establish and maintain their capacity to practice safely via [Safety in Practice Requirements](#) compliance documentation.

The Faculty, in accordance with [Safety in Practice Compliance and Risk Assessment Procedure](#), assesses student compliance with Safety in Practice Requirements, which include:

- national criminal history;
- medical, physical and psychological capacity to safely undertake the Faculty of Health [Mandatory Functional Requirements](#); and
- infectious disease and immunisation status.

National criminal history and medical, physical and psychological disclosures, which are subsequently risk assessed for student capacity to practice safely, may inhibit student eligibility to participate in courses. Risk assessment must therefore be completed prior to enrolment census date.

**Newly enrolled students** must **complete** and **submit** the Safety in Practice Requirements documentation to the Program PEP Administrator by:

- **week two of semester one; or**
- **in case of late enrolment, prior to beginning study.**

The exception is the **Immunisation Record Form/Card**, which must be **completed** (with HepB vaccination begun) and **submitted** by HECS census date of semester 1 (**Friday of week 4**).

**Community Partnership Program (Community Health Visits), hospital visits and Kids and Families Program.** These programs require students to engage in clinical and community experiences outside the usual university learning environment. A Community Partnership Program (CPP) site visit will occur on an afternoon during semester 2. Signup sheets will be on MyLO. The Kids and Families Program (KFP) visits are scheduled on selected Friday afternoons in semester 2; but these may need to be rearranged for evenings and/or weekends to accommodate the needs of the volunteer families.

In semester 2, students will visit the Royal Hobart Hospital, and during the Regional Communities Program (Rural Week) students will visit hospitals in the north of the state.

In order to commence workplace learning outside of the University of Tasmania, including hospital visits, CPP, and KFP, students are required to comply with the University Workplace Learning Placements Policy and Faculty of Health Safety in Practice Requirements. Students who do not comply with University policy or do not adhere to relevant guidelines and procedures may not be placed or will be removed from placements and therefore risk not being able to complete the MBBS course. Students who have not complied or are unsure of the policies, guidelines and procedures should seek guidance from the External Liaison Administration Team ([teamleaderel.med@utas.edu.au](mailto:teamleaderel.med@utas.edu.au))

Students are expected at all times to abide by the principles of infection control and public health measures to minimise transmission of infection. For more information see the Year 1-3 Student Orientation Handbook, [http://www.dhhs.tas.gov.au/peh/infectious\\_diseases/flu](http://www.dhhs.tas.gov.au/peh/infectious_diseases/flu) and [http://www.dhhs.tas.gov.au/peh/about\\_us](http://www.dhhs.tas.gov.au/peh/about_us)

Students are expected to exclude themselves from community visits when there is an increased potential for transmission of infections. The criteria for self-exclusion are published on MyLO in the documentation for Kids and Families Program and Community visits.

Programs requiring contact with members of the community (and any related assessment) are subject to change as required by Public Health measures.

**See the Bachelor of Medicine, Bachelor of Surgery Program Year 1-3 Student Handbook 2015 (available on CAM101-102 MyLO in the Student Resources folder) and the [Faculty of Health: Professional Experience Placements](#) for important information about the following:**

- National Registration of Students in the Health Professions (Australian Health Practitioner Regulation Agency - AHPRA)
- Faculty of Health – Code of Conduct
- Safety in Practice
- Infectious Diseases and Exposure to Body Fluids

## **WORK HEALTH & SAFETY (WHS)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of MBBS year 1 you should refer to the [UTAS Work Health & Safety website](#) and specific [WHS Policies & Standards](#).

**Laboratories.** You must follow the rules and WHS requirements for each of the laboratories that you attend, and there are particular rules and safety procedures in the Dissection Laboratory and at the microbiology practicals. You are required to submit a new Laboratory Medical Disclosure Form if your health status has changed.

## **EXPECTATIONS AND LEARNING STRATEGIES**

### **Expectations**

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

### **Learning strategies**

The Year 1 teaching program employs a broad range of learning strategies to achieve the Unit Learning Outcomes, including lectures, seminars, tutorials, practicals, group and collaborative activities, case-based learning and self-directed learning.

Some lectures or tutorials may be delivered via videoconferencing. To enable you to get the most out of a videoconference please refer to the [Videoconferencing guide](#).

If you need assistance in your studies please contact your tutor, lecturer, unit coordinator, Student Adviser or see the [Student Learning website](#).

## **ATTENDANCE, PERFORMANCE & CONDUCT REQUIREMENTS**

### **Attendance**

Attendance is expected at all learning sessions and may be monitored electronically or with sign-in sheets. During case-based learning (CBL) and clinical practice sessions, as well as all other tutorials and practicals, all students are expected to prepare, and actively and positively participate in the discussions and learning activities. Expected absences from CBL and clinical practice sessions should be notified to the relevant tutor or CBL or clinical practice coordinator.

Extended absences from university of a week or more must be brought to the attention of the associate unit coordinator. In the event of sickness a medical certificate from a non-relative is required.

Attendance at 100% of the Cultural Awareness workshop and the Regional Communities Program (RCP) is required– see ‘Other Unit Requirements’ under Assessment, below.

Any request for exemption from the RCP would need to be sought from the Dean of Medicine in a timely manner and if granted will incur a separate program and assessment.

Students are expected to attempt all formative and summative assessment tasks. See Assessment section below for details.

### **General and Professional Conduct**

Students are expected to be respectful towards other people, the School and University property. In addition, when students participate in learning activities that involve interaction with members of the public, health clients or patients, they are expected to uphold appropriate professional standards of conduct as outlined in the ‘[Faculty of Health PEP Code of Professional and Ethical Conduct](#)’ available at the [Faculty of Health: Professional Experience Placements Guidelines and Procedures](#).

The professional behaviour of all students in year 1 will be formatively assessed during CBL tutorials using a structured checklist and according to set criteria (attendance, punctuality, preparation and organisation, participation and respect for peers, tutors and clinical material). It is expected that the great majority of students will demonstrate satisfactory behaviour most of the time. Occasional lapses are not the problem, but rather, behaviour that is persistently unprofessional. Students whose professional behaviour is graded as unsatisfactory during the semester will be referred for interview and remediation as required.

### **Consequences**

A student who fails to comply with the above conduct requirements may be excluded from the end of semester examinations and may consequently fail year 1. The University has provisions for dealing with general misconduct by students. Further information can be found in [Ordinance No. 9: Student Discipline](#) Part 2 – General Misconduct at [University Council Ordinances](#).

## **ASSESSMENT**

### **Assessment Formats**

A variety of assessment formats may be used, including:

- Multiple Choice Questions (MCQ)
- Extended Matching Questions (EMQ)
- Short Answer Questions (SAQ)
- Essay questions (EQ)
- Applied Questions, which are usually in the form of SAQ, but may also include MCQ, EMQ, and/or EQ
- Clinical skills competency assessments
- Written assignments
- Reflective essays
- Academic essays
- Online discussion forums
- Presentations
- Portfolio
- Checklist reports of professional behaviour

### Remediation

Students having difficulty with course requirements such as attendance, presentations, assignments, and/or less than optimal performance on formative and summative exams should make contact with the relevant academic and/or student support services staff. Remediation may be offered on a case-by-case basis under the direction of the Unit Coordinators, in conjunction with relevant academic and student support services staff.

### Formative Assessment

Formative assessment tasks will be undertaken throughout the year to guide student learning, provide feedback and opportunities for students to experience assessment approaches prior to undertaking summative assessment.

Formative assessment tasks will be ongoing components and may include formally structured activities and MyLO tasks that can be completed in a self-directed manner. Formative assessments do not count towards your final mark.

### Summative Assessment

Summative assessment will be undertaken both continuously during the unit and during the end of semester formal examination period. Results from CAM101 will be carried over and combined with CAM102 results into a final mark for year 1.

Students repeating year 1 must complete all assessment tasks, and are not exempt from attendance and participation requirements.

### CAM101 Formative Assessment Tasks

Formative Assessment Task	Date
1. MCQ quiz	18 March 2015, Wed of week 4
2. SAQ/EQ - on MyLO	through semester
3. Applied questions – in class / on MyLO	through semester
4. Information and Research Skills Quizzes (Online)	Due 20 March, 10 April, 24 April, 8 May 2015, Fridays of weeks 4, 6, 8 & 10



5. Case-based presentations (CBL) – two	Fridays of weeks 2 to 7 as per CBL schedule
6. Clinical Practice skills	through semester
7. Applied Examination	26 May 2015, Tues of week 13
8. Checklist report on professional behaviour	Mid- and end of semester

### **CAM101 Summative Assessment Tasks and Their Weightings: Summary**

For determination of your final mark in the year, along with CAM102 Summative Assessment Tasks and the Criteria for a Pass.

<b>Assessment Task</b>	<b>Weighting</b>	<b>Minimum requirement to pass year 1</b>	<b>Date</b>
1-1. Essay 1 – Reflective essay on becoming a doctor	3%	Must be attempted, contributes to the weighted average $\geq 50\%$ in assignments & essays requirement	Due 9.00am, 16 March 2015, Monday of Week 4
1-2. Mid-semester written exam	5%	Contributes to the weighted average $\geq 50\%$ in exams requirement	31 March 2015, Tuesday of Week 6a
1-3. Essay 2 – Academic essay on Ethical Frameworks for Examining Fairness and Justice in the Distribution of Health Across Society	2%	Must be attempted, contributes to the weighted average $\geq 50\%$ in assignments & essays requirement	Due 9.00am, 27 April 2015, Monday of Week 9
1-4. Written Examination 1	11%	Contributes to the weighted average $\geq 50\%$ in exams requirement	Formal exam period
1-5. Written Examination 2	11%	Contributes to the weighted average $\geq 50\%$ in exams requirement	Formal exam period
1-6. Applied Examination	8%	Contributes to the weighted average $\geq 50\%$ in exams requirement	Formal exam period
1-7. Other Unit Requirements	Pass/Fail	Pass	During the semester – see following table

### **Summary of 1-7. Other Unit Requirements**

<b>Assessment Tasks</b>	<b>Requirement for pass</b>	<b>Date</b>
Submission of Safety in Practice Requirements	Complete and submit	Due 5.00pm, 6 March 2015, Friday of week 2

Laboratory Safety Quiz	100% (multiple attempts allowed)	13 Mar 2015, Friday of week 3
Cultural Safety Program	Attend and Participate	11 March 2015 or 18 March 2015, Wednesday of week 3 or 4
Case task presentations (CBL) – two (in addition to formative tasks above)	Pass both	Fridays of weeks 8 to 12 as per CBL schedule
Information literacy skills test	Pass (80%)	25 May 2015, Monday of Week 13
Clinical practice competency assessment	Pass	21 May and 28 May, 2015, Thursdays of weeks 12 and 13
Personal and Professional Development (PPD) Portfolio	Submissions address the questions adequately	P1a: 27 Feb 2015, Friday of week 1. P1b: 1 May 2015, Friday of week 9

### CAM101 Summative Assessment Details

<b>1-1. Essay 1 – Reflective essay</b>	
Task description	The task will require the student to use the “Describe, Reflect, Research, Decide, Act and Evaluate” framework for reflective writing to discuss what they bring to the study of medicine and how this influences their beliefs, values and qualities and the development of their professional values.
Task length	1500-2000 words
Links to learning outcomes	#22
Assessment criteria / guidelines	Must be attempted; contributes to the weighted average $\geq 50\%$ in assignments & essays requirement. Further details and assessment criteria will be available on MyLO. Refer to the Reflective Writing Guide and Reflective Essay Assessment Criteria Sheet. Contributes 3% to the final mark.
Date	see table above
<b>1-2. Mid-semester written exam</b>	
Task description	A written examination, including MCQ/EMQ/SAQ/EQ
Task length	2 hours
Links to learning outcomes	#1-23 as covered to date
Assessment criteria / guidelines	Material from weeks 1-5 inclusive. Contributes to the weighted average $\geq 50\%$ in exams requirement. Contributes 5% to the final mark.
Date	see table above
<b>1-3. Essay 2 – Academic essay</b>	
Task description	Describe and discuss the ethical frameworks for examining fairness and justice in the distribution of health across society
Task length	1500-2000 words
Links to learning outcomes	#15-21

Assessment criteria / guidelines	Must be attempted. Contributes to the weighted average $\geq 50\%$ in assignments & essays requirement. Refer to the Academic Essay writing guide and assessment matrix when planning and writing your essay, available on MyLO.. Contributes 2% to the final mark.
Date	see table above
<b>1-4. Written Examination 1</b>	
Task description	Comprised of MCQ/EMQ/SAQ/EQ, to test knowledge and understanding of concepts covered in semester 1.
Task length	3 hours
Links to learning outcomes	#1-23
Assessment criteria / guidelines	Contributes to the weighted average $\geq 50\%$ in exams requirement. Contributes 11% to the final mark.
Date	During the formal examination period.

<b>1-5. Written Examination 2</b>	
Task description	Comprised of MCQ/EMQ/SAQ/EQ to test knowledge and understanding of concepts covered in semester 1.
Task length	3 hours
Links to learning outcomes	#1-23
Assessment criteria / guidelines	Contributes to the weighted average $\geq 50\%$ in exams requirement. Contributes 11% to the final mark.
Date	During the formal examination period.
<b>1-6. Applied Examination</b>	
Task description	Comprised of SAQ/EQ, and possibly some MCQ/EMQ, to assess application of knowledge and understanding of concepts covered in semester 1. May include identification and explanation of specimens, models, medical images (photos, radiographs, CT, MRI, etc.), charts, graphs and any other material related to all learning sessions.
Task length	Up to 3 hours.
Links to learning outcomes	#1-23
Assessment criteria / guidelines	Contributes to the weighted average $\geq 50\%$ in exams requirement. Contributes 8% to the final mark.
Date	During the formal examination period.

<b>1-7. Other Unit Requirements</b>	
<p><b>Laboratory Safety Quiz</b>  A MyLO-based MCQ quiz on the following topic: <b>Behaviour in the Laboratory</b>.  Due date: see table above.</p> <p>Assessment criteria / guidelines:  The pass mark is 100%; multiple attempts are allowed.</p>	
<p><b>Submission of student placement agreement</b>  Submission of your student placement agreement to School of Medicine administration. Due date: see table above.</p>	

<p><b>Cultural Safety Program</b>  Students <u>must attend and participate</u> in the Tasmanian Aboriginal Cultural Safety Program “Come Walk With Us” demonstrating cultural competence as a medical graduate attribute. Retain a copy of the Certificate of Attendance for your records.  Due date: See table above. You must attend your timetabled session. For students who miss the program due to illness (with medical certificate), another date may be arranged or an essay will be assigned, at the discretion of the unit coordinators and relevant staff.</p>	
<p><b>Case-based Presentations (CBL)</b></p> <p>Students will be required to undertake 2 formative and 2 summative presentations over the course of the semester. Students will work on their tasks in small groups (usually in pairs), and present their findings at the conclusion of the week, in a number of possible formats such as oral presentations, white board presentations or role play vignettes; and produce a summary sheet. The one-page summary of your presentation and a list of references are to be handed to your tutor at the time of the presentation and uploaded to MyLO under your CBL group afterwards. In the case of role plays, the summary needs to cover the background information from which the role play was developed.</p> <p>Each group presentation will be allocated 5 minutes for the presentation with 5 minutes for question time.</p> <p>Assessment criteria and guidelines:  For the two CBL presentations in weeks 8 to 12, students will need to address criteria listed in the CBL presentation assessment sheet and achieve a pass grade. Students will be graded individually. Students who do not achieve a pass will be asked to re-present the task in a subsequent week.</p>	
<p><b>Information and Research skills test</b></p>	
Task description	Students are required to demonstrate information and research skills when locating medical information on-line under examination conditions.
Task length	30 minutes
Links to learning outcomes	#9
Assessment criteria / guidelines	Demonstrate information and research skills acquired during workshops, lectures and formative quizzes over previous 12 weeks. The pass mark is 80%. A resit is allowed if not passed on the first attempt.
Date	see table above
<p><b>Clinical practice competency assessment</b></p>	
Task description	Students will demonstrate basic medical interview skills including history taking and general communication.
Task length	1 station in the format of an Objective Structured Clinical Examination (OSCE), up to 10 minutes
Links to learning outcomes	#11-14
Assessment criteria / guidelines	Students must achieve a pass (competent) result. If this is not achieved on the first attempt, remediation and a second opportunity to sit the assessment will be offered.
Date	see table above
<p><b>Personal and Professional Development (PPD) Portfolio</b></p>	

The PPD Portfolio, maintained over the five years of the MBBS course, is a meaningful collection of documents and evidence that captures the diversity of your learning experiences and abilities. It demonstrates your attainment of attitudes, skills and knowledge that you need to complete the MBBS course and embark upon a successful medical career, as articulated in the Australian Medical Council's Graduate Outcome Statements. Broadly, the PPD Portfolio demonstrates:

- Medical graduate attributes
- Self-directed learning
- Progress and performance
- Achievements and exemplary work
- Engagement in a range of professionally relevant activities.

As the PPD Portfolio is maintained over the five years of the MBBS course, your accumulating PPD Portfolio must be available for presentation in each year of the MBBS.

In semester 1, portfolio entries P1a and P1b must be completed. See table above for submission dates.

### CAM102 Formative Assessment

Assessment Task	Date
MCQ / EMQ quizzes on MyLO	weeks 5 and 12 *
Practice SAQ/EQ on MyLO	
Applied questions at selected practicals, tutorials, or on MyLO	Through semester
Clinical Practice skills	Through semester
Checklist report on professional behaviour	Mid- and end of semester

\* Individual academic staff may choose to provide additional practice (formative) MCQ, EMQ, SAQ, EQ and/or applied questions through the semester.

### CAM102 Summative Assessment Tasks and Their Weightings: Summary

For determination of your final mark in the unit, along with CAM101 Summative Assessment Tasks and the Criteria for a Pass.

Assessment Task	Weighting	Minimum requirement to pass year 1	Date
2-1. Essay 3: Reflective writing essay	2%	Must be attempted, contributes to the weighted average $\geq 50\%$ in assignments & essays requirement	Due 9.00am, 10 Aug 2015, Monday of week 5
2-2. Mid-semester written exam	5%	Contributes to the weighted average $\geq 50\%$ in exams requirement	21 Aug 2015, Friday of week 6
2-3. Essay 4: Academic Essay	3%	Must be attempted, contributes to the weighted average $\geq 50\%$ in assignments & essays requirement	Due 7.00am, 7 Sept 2015, Monday of week 8
2-4. Assignment in medical	5%	Must be attempted,	Due 9.00am,

research		contributes to the weighted average $\geq 50\%$ in assignments & essays requirement	28 Sept 2015, Monday of week 11
2-5. Written Examination 1	17%	Contributes to the weighted average $\geq 50\%$ in exams requirement	Formal exam period
2-6. Written Examination 2	17%	Contributes to the weighted average $\geq 50\%$ in exams requirement	Formal exam period
2-7. Applied Examination	11%	Contributes to the weighted average $\geq 50\%$ in exams requirement	Formal exam period
2-8. Other Unit Requirements	Pass/Fail	Pass	During the semester - see following table

### Summary of 2-8. Other Unit Requirements

Assessment Task	Requirement for pass	Date
Dissection Lab Rules MCQ quiz, on MyLO	100% (multiple attempts allowed)	By 11.59pm, 3 Aug 2015, Monday of week 4
Community Partnership Program (Community Health Visits) participation	Attend and participate	30 Sept 2015, Wednesday of week 11
Kids & Families Program (KFP) tasks including visits, participation in discussion forum, and case report	Attend and pass	<u>Visit 1</u> : 20 July to 24 Aug 2015, Monday week 2 to Monday week 7. <u>Discussion postings</u> due 9am, 24 Aug 2015, Monday week 7. <u>Visit 2</u> : 14 Sept to 5 Oct 2015, Monday week 9 to Monday week 12. <u>Case report</u> due 9am, 12 Oct 2015, Monday week 13.
Regional Communities Program participation	100% attendance	7-11 Sept 2015 Mon-Fri of week 8
Case task presentations (CBL) – four	Pass all four	Fridays of weeks 2-5 and 8-12 as per CBL schedule
Clinical practice competency assessment	Pass	15 Oct 2015, Thursday of week 13. Reassessment, if first attempt failed, during formal exam period.
Personal and Professional Development (PPD) Portfolio	Submissions address the questions adequately	P1c: 3 Aug 2015, Monday of week 4 P1d: 6 Oct 2015, Tuesday of week 12 Interview: during 12-14 Oct 2015, Monday to Wednesday of week 13

### CAM102 Summative Assessment Details

2-1. Essay 3: Reflective writing essay	
Task description	Produce a reflective writing essay based on your response to a substantial work of fiction or autobiography (text or film) inspired by

	experiences of aspects of medical/ethical practice. Further details will be available on MyLO.
Task length	1500-2000 words.
Links to learning outcomes	#22
Assessment criteria / guidelines	Further details and assessment criteria will be available on MyLO. Refer to the Reflective Writing Guide and Reflective Essay Assessment Criteria Sheet. Must be attempted; contributes to the weighted average $\geq 50\%$ in assignments & essays requirement. Contributes 2% to the final mark.
Date	See table above
<b>2-2. Mid-semester written exam</b>	
Task description	A written examination, including MCQ/EMQ/SAQ/EQ. Questions in applied exam format may also be included.
Task length	2 hours.
Links to learning outcomes	#1-22 as covered to date
Assessment criteria / guidelines	On material from weeks 1-5, and one gross anatomy practical in week 6. Contributes to the weighted average $\geq 50\%$ in exams requirement. Contributes 5% to the final mark.
Date	See table above
<b>2-3. Essay 4: Academic Essay</b>	
Task description	The Academic Essay will prepare students to optimise learning during the Regional Communities Program (RCP). The topic and assessment criteria will be provided early in semester and will be due prior to departing for the RCP week. Extensions are discouraged as the essay is important preparation for the RCP week and will only be granted in exceptional circumstances. Your essay should have an evidenced based approach, using academic references.
Task length	1500-2000 words plus a 100 word abstract. References are not included in the word count.
Links to learning outcomes	#13-18
Assessment criteria / guidelines	Refer to the Academic Essay writing guide and assessment matrix when planning and writing your essay, available on MyLO.  Must be attempted; contributes to the weighted average $\geq 50\%$ in assignments & essays requirement. Contributes 3% to the final mark.
Date	see table above
<b>2-4. Assignment in medical research</b>	
Task description	This assignment will develop your skills in presenting and interpreting medical data sets, designing a medical research study, accessing and analysing primary medical research articles, and managing references. You will <ul style="list-style-type: none"> <li>• analyse a medical data set;</li> <li>• design a clinical trial to test a hypothesis;</li> <li>• perform a search of the primary medical research literature, summarise your search strategies, and generate an Endnote (bibliographic management software) library; and</li> <li>• discuss the objectives, design, data presentation and analysis, statistics, results and conclusions of two primary research articles from your literature search.</li> </ul>
Task length	2500 words, and an Endnote library of at least 30 references.
Links to learning outcomes	#7-9
Assessment criteria /	Must be attempted. Contributes to the weighted average $\geq 50\%$ in

guidelines	assignments & essays requirement. Further details and assessment criteria will be available on MyLO. Contributes 5% to the final mark.
Date	see table above
<b>2-5. Written Examination 1</b>	
Task description	Comprised of MCQ/EMQ/SAQ/EQ, to test knowledge and understanding of concepts covered in semesters 1 and 2.
Task length	3 hours
Links to learning outcomes	#1-22
Assessment criteria / guidelines	Material from the entire year, weighted towards CAM102. Contributes to the weighted average $\geq 50\%$ in exams requirement. Contributes 17% to the final mark.
Date	During the formal exam period.

<b>2-6. Written Examination 2</b>	
Task description	Comprised of MCQ/EMQ/SAQ/EQ, to test knowledge and understanding of concepts covered in semesters 1 and 2.
Task length	3 hours
Links to learning outcomes	#1-22
Assessment criteria / guidelines	Material from the entire year, weighted towards CAM102. Contributes to the weighted average $\geq 50\%$ in exams requirement. Contributes 17% to the final mark.
Date	During the formal exam period.
<b>2-7. Applied Examination</b>	
Task description	Comprised of SAQ/EQ, and possibly some MCQ/EMQ, to assess application of knowledge and understanding of concepts covered in semesters 1 and 2. May include identification and explanation of specimens, models, medical images (photos, radiographs, CT, MRI, etc.), charts, graphs and any other material related to all learning sessions.
Task length	Up to 3 hours.
Links to learning outcomes	#1-22
Assessment criteria / guidelines	Material from the entire year, weighted towards CAM102. Contributes to the weighted average $\geq 50\%$ in exams requirement. Contributes 11% to the final mark.
Date	During the formal exam period.

<b>2-8. Other Unit Requirements</b>	
<p><b>Dissection Lab Rules MCQ quiz, on MyLO</b>          You must read the UTAS Dissection Laboratory Rules document, including information on respect for cadavers, security, safety and procedures. You will take a MCQ quiz on MyLO on safety, lab rules, and behaviour in the Dissection Lab. On the quiz, there will be a question where you indicate that you have read the Dissection Laboratory Rules and agree to abide by them.</p> <p><b>Assessment criteria / guidelines</b>          The pass mark on the quiz is 100%. The quiz may be attempted as many times as necessary to achieve 100%.</p> <p><b>Date</b>          See table above.</p>	



**Community Partnership Program (Community Health Visits) participation**

Students must participate in the Community Partnership Program, and must attend one placement. For students who miss the placement due to illness (with medical certificate), another placement date may be arranged or an essay will be assigned, at the discretion of the unit coordinators and relevant staff.

**Date**

See table above.

**Kids & Families Program (KFP) tasks including visits, participation in discussion forum, and case report**

Detailed descriptions of the tasks and assessment criteria will be available on the KFP folder on MyLO.

The students must sign a Learning Agreement with their KFP family and present it to administration (External Liaison team) for sighting.

The student must conduct TWO family visits (see table above for dates) and complete the associated MyLO online modules. Families may be contacted to audit attendance.

The student must participate in one online discussion forum in MyLO (see table above for day and time due). The discussion forum will be marked out of 100 in 3 sections: a visit report, a response to another student's posting, and a brief research report on a relevant topic. All 3 sections must be attempted and an overall mark of 50/100 will be required to pass.

The KFP case report should be 1000-1250 words in length, and summarise the salient features of the child and his/her family and your reflections. This will include information you will collect in visit 2, as there is no discussion forum for visit 2. Students are required to record the dates of the two visits and the age of the child at the time of the visits. Instructions and marking criteria will be provided on MyLO in the KFP folder, and you are to submit the assignment via MyLO. See table above for day and time due.

If a pass mark is not achieved on one or more components of the KFP assessments, remediation will be required.

**Theme 3 Regional Communities Program participation**

Students are required to attend and participate actively in all sessions during the week. UTAS will provide accommodation and buses for transport. For the purposes of insurance, students will need to use these services rather than personal alternatives.

Request for exemption from the Regional Communities Program attendance would need to be sought from the Head of the School of Medicine in a timely manner, and if granted will incur a separate program of study and assessment.

In the event of sickness, a medical certificate from a non-relative is required. If a student has an illness early in the week and is unable to travel, but improves and is able to attend the remainder of the week, transport via bus may be arranged.

If a student fails to meet the attendance requirements, remediation will be required, including essay/s and/or other task/s, as determined by the unit coordinators and relevant staff.

**Assessment criteria / guidelines:** 100% attendance at the Regional Communities Program.

**Dates:** see table above.

**Case task presentations (four)**

Task description	Students will prepare four presentations (usually in pairs, or groups of 3 students) on assigned case task presentation topics available in the Assessment folder on MyLO, and present these to their CBL group on Friday mornings.
Task length	Each: 10 minute presentation + question time
Links to learning outcomes	#1-22
Assessment criteria / guidelines	Four presentations must be attempted during the semester. A criteria sheet / marking rubric will be available in the Assessment folder on MyLO. A one-page summary of your presentation and a list of references is

	to be handed to your tutor at the time of the presentation and uploaded to MyLO under your CBL group afterwards. In the case of role plays, the summary needs to cover the background information from which the role play was developed. All four presentations must be passed. Students will be graded individually. If a student fails a presentation the student will need to re-present the task in a subsequent week.
Dates	You will be rostered to present at four Friday morning sessions of weeks 2-5 and weeks 8-12 inclusive.
<b><i>Clinical practice competency assessment</i></b>	
Task description	Students will demonstrate surface anatomy knowledge and clinical examination skills relating to the upper and lower limbs and spine, using the standard neurological and musculoskeletal protocols, particularly for the knee, ankle, shoulder, and wrist joints.
Task length	One station, in the format of an Objective Structured Clinical Examination (OSCE), up to 10 minutes.
Links to learning outcomes	#11-12
Assessment criteria / guidelines	Students will be expected to develop competence across a range of clinical examination skills, which will be demonstrated and practiced during the semester. Students may be required to demonstrate competence in any of these skills during the competency assessment. Students must achieve a pass (competent) result. If this is not achieved on the first attempt, remediation and a second opportunity to sit the assessment will be offered near the end of the formal examination period.
Date	see table above
<b><i>Personal and Professional Development (PPD) Portfolio</i></b>	
See Comments about the PPD Portfolio under CAM101 assessment, above.	
In semester 2, portfolio entries P1c and P1d must be completed. See table above for submission dates.	
A portfolio interview will be scheduled Mon-Wed, week 13, depending on the availability of academic staff.	

## EXAMINATIONS AND HOLIDAY PLANNING

Students should be aware that all end of semester examinations must be sat in Hobart in the ordinary formal exam periods, 6-23 June 2015, and 24 October to 10 November 2015. Results for the full year are released 27 November 2015.

Deferred Ordinary examinations for semester 1 must be sat in Hobart during the Supplementary and Deferred Ordinary examination period, from 15-17 July 2015.

Deferred Ordinary examinations and supplementary examinations (if offered) for semester 2 must be sat in Hobart during the MBBS course's Supplementary and Deferred Ordinary (Supp/DO) examination period, from early to mid-December 2015, which is different from the University's Supp/DO examination period.

These dates should be kept in mind if you are planning to leave the Hobart area. Sitting exams at alternative venues is not permitted in the MBBS course. A list of [Key University dates](#) is available.

## SUBMISSIONS OF ASSIGNMENTS

General information relating to assignments is available at the websites listed above.

Written tasks (including assignments, essays, and other unit requirements as relevant) must be submitted electronically in CAM101-102 MyLO Dropbox. An assignment cover sheet Word document template is available in MyLO; download a copy, complete the first page, and compose your written task beginning on page two of the file. Submission of the correct file to the appropriate dropbox is your responsibility (the file can be viewed within the dropbox after submission). MyLO sends a Dropbox submission receipt to your University of Tasmania email account; you should check your email account after submission for this receipt. If you experience problems submitting to MyLO Dropbox, please email the assignment to the PDA team member for the unit. Failure to correctly upload correct documents will incur late penalties as described below.

### Submitting drafts of your assignment to Turnitin

In addition to your CAM101 CAM102 MyLO site, you should see on your MyLO home page a 'course' called 'Academic Honesty'. This is available to all UTAS students, and has information about academic writing and Turnitin. Within the Academic Honesty course, you are able to submit drafts of your work and get a Turnitin report, prior to submitting your final assignment. You may submit multiple drafts, but possibly only once every 24 hours. The final version of your assignment must be submitted through the CAM101 CAM102 MyLO site, not the 'Academic Honesty' course.

## REQUESTS FOR EXTENSIONS, AND PENALTIES ON ASSIGNMENTS

Requests for extension must be submitted in writing to the **associate unit coordinator** before the due date for the assignment, using the form available on MyLO in the Forms folder. Students will be advised once the application has been reviewed (requests will not necessarily be granted), and the signed form must be submitted with the work by the agreed due date.

Unless an extension has been granted in writing, a penalty of 5% of the awarded mark will be accrued for each working day the assignment is overdue. In addition, all assessment results will be withheld until the assignment is submitted.

Unless otherwise stated, each task must be +/-10% of the stated word length, range, or limit. Assignments that fall outside this limit will attract a penalty of 10% of the awarded mark.

'Other unit requirement' assignments that are graded on a PASS/FAIL basis, which do not contribute a percentage to the final mark, may be automatically graded as Fail-Resubmit if they are more than +/-10% of the stated word length, range, or limit, or submitted late without a granted extension. In the latter case, if the 'Other unit requirement' assignment is of pass standard, an additional assessment task may be set. In addition, all assessment results will be withheld until the 'Other unit requirement' assignment, and additional task if set, is completed.

## ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT, DISHONESTY, AND PLAGIARISM

**Academic misconduct** includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, self-copying, falsification of experimental data, and any other conduct by which a student seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or improperly disadvantages any other student.

**Academic integrity** is about mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you give credit where it is due and acknowledge the contributions of others to your own intellectual efforts. At its core, academic integrity requires honesty. This involves being responsible for ethical scholarship and for knowing what academic dishonesty is and how to avoid it.

**Academic referencing.** In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

You will be asked to use either Harvard or Vancouver referencing styles; please see the assignment instructions for which style to use.

For information on presentation of assignments, including referencing styles, see the [UTAS Library Guide for Referencing and assignment writing](#).

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by UTAS as a serious offence.

**Plagiarism.** Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, or copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the [UTAS Academic Integrity](#) and [Plagiarism and Academic Integrity](#) websites.

*Copying someone else's work.* The intentional copying of someone else's work and presenting it as one's own is a serious offence.

*Self-copying / Re-submission of assessment.* It is inappropriate to copy your own work, in part or in whole, and submit it for assessment in more than one Unit of study at this, or another, university. This also applies to students repeating a Unit. Unless otherwise approved, all assessment tasks undertaken in a unit must be done within the enrolment period.

*Group work.* It is important that all group members make appropriate contributions to the required task. Copying from others, or contributing less, little or nothing to a group assignment and then claiming an equal share of the marks is not appropriate. When working as a member of a group or team, it is important to keep records of your own work. Even though you may have group discussions and work together – always write your own notes, and keep records what you have personally contributed to any group assessment product/s.

*Collusion.* Protect your academic work. The intentional sharing of your work potentially allows others to copy your work and cheat to gain an academic advantage. In these circumstances, both you and the person that copied your work may be subject to allegations of academic misconduct.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism, self-copying, copying from others and collusion. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

### **Falsification and fabrication of data**

*Academic writing.* Increasingly, the use of patient data and reflection on experience are embedded in assessment tasks. The falsification and fabrication of student experiences that form the basis of assessment tasks (such as reflective essays) are inconsistent with academic integrity. This may

include the fabrication or misrepresentation of patient encounters, interactions with peers, staff or members of the community. The creation of records of experiences for which there is no basis in fact, that misleads or deceives the reader/assessor, is a breach of academic integrity and the standards expected of health professionals and University of Tasmania graduates.

*Experimental Sciences.* In addition to plagiarism, responsible and ethical conduct of research requires that all researchers have confidence in research undertaken and reported to peers. The falsification and fabrication of data are inconsistent with academic integrity. Falsification of data refers to the selective modification of data collected in the conduct of experimental research, or the misrepresentation of processes or uncertainty during statistical analysis of the data. Falsification may also involve the selective omission, deletion, or suppression of data inconsistent with the research objectives. Fabrication of data refers to the creation of records of research for which there is no basis in fact, that misleads or deceives the reader/assessor, and is a breach of academic integrity and the standards expected of health professionals and University of Tasmania graduates.

### **Penalties.**

Breaches of academic integrity are serious offences punishable by penalties that may range from deduction/cancellation of marks to exclusion from a unit, a course or the University. In some cases, students of the health professions may be notified to the Australian Health Professional Regulatory Authority (AHPRA).

Details of penalties that can be imposed are available in [Student Discipline \(Ordinance 9\)](#) – Part 3 Academic Misconduct, of the [University Council Ordinances](#).

## **FEEDBACK ON ACADEMIC WORK AND PERFORMANCE**

The School of Medicine recognises that feedback is an important part of the learning process. Feedback is provided in many ways, and from different sources. Feedback from academic staff may be in the form of verbal comments made during practical classes, written comments made on submitted assessment tasks, checklists on criteria sheets / marking rubrics or formal interview processes. Feedback may come in the form of results from formative assessment quizzes, or a mid-semester examination. Finally, feedback may come from your colleagues in the form of informal comments on assignments or group work, or written or oral peer assessment of practical or clinical skills.

*Time frame:* Academic staff aim to mark all assessment tasks and return them to students within three weeks of submission. *NOTE:* This timeline may be extended to four weeks where tasks are held across multiple sites or require double marking or moderation before release.

As soon as practicable after the completion of assessment tasks during the semester, academic staff will provide a brief summary of performance to the whole class. This could be in the form of a post on MyLO, in-class discussion or emailed commentary to the whole class. Whilst individual students who fail the task will be invited to discuss performance and receive personal feedback, this opportunity is available to all students but will be managed at the discretion of the academic staff.

*Feedback on written work:* Academic staff aim to provide criteria / marking rubric checklists or written comments on all written assessment tasks (e.g. assignment, academic essay, reflective essay, etc.).

*Results of Formative Quizzes on MyLO:* Feedback and results may be available immediately upon completion of the quiz (or answers provided in a pdf document), once the quiz is closed, or once all students have completed the quiz, through the MyLO site.

*Results of Mid-semester Examinations:* The School of Medicine aims to provide a printed summary of results by discipline / subject within three weeks of mid-semester examinations, emailed by the Medical Education Unit (MEU). However, it is not possible to provide this feedback to those students sitting the mid-semester as a Deferred Ordinary exam. A session for oral and/or written feedback on SAQ/EQ will be scheduled approximately three weeks after the exam.

*Results of End of Semester Examinations:* The MEU will email end of semester exam results with discipline / subject breakdowns AFTER the Supplementary / Deferred Ordinary exam periods have concluded. However, it is not possible to provide this feedback to those students sitting the end of semester examination/s as Deferred Ordinary examinations. Also, it is not possible to provide this feedback on supplementary examinations.

### **Illness or other serious circumstances**

Students are expected to attempt all formative and summative assessment activities, and must pass all 'Other Unit Requirements' assessment tasks. During weeks 1-14 (before the end-of-semester examination weeks), if a student needs to sit an exam on an alternative date due to illness, or is unable to participate in or complete the 'Other Unit Requirements', a medical certificate will be required. If other serious circumstances have occurred, these must be discussed with the associate unit coordinator. Note that having a medical certificate or serious circumstances does not guarantee that alternative arrangements will be made.

For exams occurring during the end-of-semester formal exam period (Written Examinations 1 and 2, and Applied Examination), see the [UTAS Examinations & Results](#) website for information on applying for a deferral of an examination in cases of illness or other serious circumstance.

Specific dates of the CAM101 and CAM102 end-of-semester examinations will be released by the Examinations Office on Fridays of week 10 (8 May 2015 and 25 September 2015).

### **FURTHER INFORMATION AND ASSISTANCE**

If you are experiencing difficulties with study in a particular subject area, or a specific assignment, contact the relevant lecturer in the first instance. If you are having general difficulty with your studies, personal or life planning issues, disability or illness which may affect your course of study, raise these with Mr William Cuellar (CAM101-102 associate unit coordinator), Dr Jane Rienks (Student Adviser, [Jane.Rienks@utas.edu.au](mailto:Jane.Rienks@utas.edu.au) 6226 1993), or Dr Emma Warnecke (Director, Student Development & Support, MBBS Program, School of Medicine, [Emma.Warnecke@utas.edu.au](mailto:Emma.Warnecke@utas.edu.au)). There is also a [University Student Counselling Service](#) 6226 2697

There is a range of University-wide support services available to you at the [Current Students](#) homepage, [First Year at UTAS](#), [Student Equity](#), [International Student Support](#), [Student Learning](#), [Student Advisers](#), [Disability Services](#), and more which can be found on the [Student Support and Development](#) page of the University website.

Should you require assistance in accessing the UTAS Library visit the [Library website](#) for more information or contact the Clinical Library 6226 4813 [Clin.Reference@utas.edu.au](mailto:Clin.Reference@utas.edu.au), or Morris Miller Library 6226 2227 [MML.Reference@utas.edu.au](mailto:MML.Reference@utas.edu.au).

### **Peer Assisted Study Sessions (PASS)**

The Peer Assisted Study Sessions program (PASS) is available to all students studying in this unit. PASS offers regular, out-of-class study sessions where you can come together with other students in a relaxed environment to revise the course content and develop your academic reasoning and study skills. PASS sessions are offered on campus each week and run for 50 minutes. PASS sessions are led by PASS Leaders, high-achieving students who successfully completed the unit. The sessions are conducted in an informal setting where you work with others to complete activities, discuss readings, develop study tools and prepare for examinations. There is no need to register, just come along to the session time that suits you the best. Data from universities, both nationally and internationally, indicates that students who attend PASS regularly on average earn higher subject grades than students who do not attend PASS.

Session times can be viewed either on your student timetable or on the PASS website: <http://www.utas.edu.au/pass>.

### URLs in this document

The university computing environment is a dynamic interface. Students are advised that the URLs provided in this document are subject to change. You may need to input your UTAS user name and password to access some of the URLs.

(Unit outline based on the UTAS unit outline proforma, and additional documents from the School of Medicine and Faculty of Health.)



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