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| Unit Name | Foundations of Medicine 1 |
| Unit Number | 400861 |
| Unit Coordinator | Dr Ritesh Raju Building 30, Campbelltown Campus Phone: 4620 3878 Email: r.raju@westernsydney.edu.au |
| Session | Year-long |
| Year | 2021 |
| Handbook Summary | This unit integrates the foundational sciences with clinical skills. Students learn the structure and function of the human body, particularly, whole body organisation, basic anatomy, nutrition and metabolism, function and pathology of the gastrointestinal system (including liver), cardiovascular system and respiratory system. In addition, students will gain an understanding of health psychology, patient experience, the medical system, identifying risk, errors in medical practice, managing error and basic procedures such as hand washing. A particular focus will be the communities that make up Greater Western Sydney. Students will also participate in clinical tutorials and will gain skills in history taking and communication in Session 1H and skills in history and examination of the gastrointestinal tract, cardiovascular system and respiratory systems during Session 2H. |
| Credit Points | 80 credit points – The time studied per session is equivalent to 40 credit points. |
| Pre-requisites | Nil |
| Co-requisites | Nil |
| Incompatible/ not to be counted for credit with | 400737 Scientific Basis of Medicine 1 400738 Health Practice 1 |
| Unit Level | 1 – Undergraduate Level 1 |
| Assumed Knowledge | A basic understanding of core concepts of personality, cognition, learning, perception, biological, social and developmental psychology and research methods is desirable. |
| Attendance Requirements | Full time on campus |
| Enrolment Restrictions | Restricted to students enrolled in 4641 |

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| Learning Outcomes | CURRICULUM THEMES | OVERARCHING GRADUATE OUTCOMES |
| | 1. Patient Care | Provides patient centred care as a member of an interdisciplinary team under appropriate supervision. |
| | 1.1 Communication | <p>1.1.1 Communicates empathically and effectively with patients, families and health care team members to interact, negotiate, learn and foster understanding.</p> <p>1.1.2 Establishes trusting relationships and communicates sensitively, empathically and effectively, without prejudice, with individuals and families from diverse backgrounds.</p> <p>1.1.3 Creates and manages communication and information in all media, for example orally, in writing, electronically, by telephone.</p> |
| | 1.2 Patient Assessment | <p>1.2.1 Assesses patient health needs, attending to physical, functional, social, cultural and psychological factors.</p> <p>1.2.2 Gathers a relevant and comprehensive patient history, generating and testing differential diagnoses</p> <p>1.2.3 Performs an accurate and appropriate clinical examination, testing & refining differential diagnoses</p> <p>1.2.4 Synthesises clinical findings to develop prioritised differential diagnoses and a comprehensive problem list</p> <p>1.2.5 Selects, justifies and interprets investigations to evaluate likely diagnoses.</p> |
| | 1.3 Patient Management | <p>Develops, implements and monitors a management plan through a process of shared decision making which addresses the patient's unique medical, psychological and social needs and preferences:</p> <p>1.3.1 Formulates and implements (under supervision) a comprehensive management plan.</p> <p>1.3.2 Ensures that management addresses the patient's unique psychosocial, functional & cultural needs and preferences.</p> <p>1.3.3 Explores the role of integrative and complementary therapies utilised by patients for their health care.</p> <p>1.3.4 Monitors the effectiveness of management and provides continuity of care throughout the duration of clinical responsibility.</p> <p>1.3.5 Makes timely, informed and rational decisions in circumstances of uncertainty according to best practice.</p> <p>1.3.6 Performs an appropriate range of technical and practical procedures safely and effectively.</p> <p>1.3.7 Prescribes and administers an appropriate range of medications and other therapeutic agents safely and effectively.</p> <p>1.3.8 Recognises, assesses, initiates management and seeks assistance for deteriorating and critically unwell patients who require immediate care.</p> |
| | 2. Health in the Community | Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander Australia. |
| | 2.1 Determinants of Health & Illness | <p>2.1.1 Evaluates the determinants of health and illness in populations.</p> <p>2.1.2 Explains how health inequities arise from the interplay of biological, socio-economic, behavioural, sociocultural and environmental factors.</p> <p>2.1.3 Discusses and evaluates the major issues and trends confronting global health, their determinants and effects on individuals and populations.</p> |

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| 2.2 Health Needs | <p>2.2.1 Analyses the health needs and priorities of communities and populations, taking into consideration the historical, cultural, social and political forces which impact on health and wellbeing.</p> <p>2.2.2 Evaluates a range of strategies, including patient and population oriented approaches, for illness prevention and management, and health promotion.</p> <p>2.2.3 Demonstrates culturally sensitive communication and effective engagement with diverse communities and populations.</p> |
| 2.3 Health Care Systems | <p>2.3.1 Explains the roles of health agencies, services and providers and how they interact to provide health care to individuals and populations.</p> <p>2.3.2 Evaluates the effectiveness of health care systems and services in addressing individual and population needs and priorities.</p> |
| 2.4 Health Promotion | <p>2.4.1 Promotes the health and well-being of individual patients and populations within the context of the culture, health status and health needs of the community of which that patient is a member.</p> <p>2.4.2 Articulates the role of advocacy and public policy in promoting and protecting health and preventing disease.</p> |
| 2.5 Indigenous Health | <p>2.5.1 Explains how various factors, including historical, cultural and political, interact to influence the health of the Aboriginal and Torres Strait Islander peoples.</p> |
| 3. Personal and professional development | Demonstrates and develops professional skills, responsibilities and attitudes |
| 3.1 Ethical Practice | <p>3.1.1 Aware of and adheres to accepted medical professional codes of conduct.</p> <p>3.1.2 Applies ethical principles in professional practice.</p> <p>3.1.3 Displays and reflects on, appropriate professional attitudes and values.</p> <p>3.1.4 Values patient autonomy, privacy and confidentiality.</p> <p>3.1.5 Aware of and complies with legal responsibilities and requirements, and the guidelines of regulatory bodies.</p> <p>3.1.6 Maximises patient safety, ensures quality care, and manages risk and adverse medical outcomes</p> |
| 3.2 Teamwork | <p>3.2.1 Works effectively and cooperatively as a member of a multidisciplinary team and as a member of the health care system.</p> |
| 3.3 Learning & Teaching | <p>3.3.1 Engages in self and peer evaluation, lifelong learning and teaching.</p> |
| 3.4 Personal Needs | <p>3.4.1 Recognises own personal, physical and emotional needs and is aware of the pathways available for assistance.</p> |
| 3.5 Medical humanities | <p>3.5.1 Engages in scholarship of the arts and humanities to interpret the diverse human experience of health, illness and medical care.</p> |
| 4. Scientific basis of medicine | Develops and applies a sound understanding of the scientific foundations (social, basic and clinical) of medical practice. |
| 4.1 Applies Science to Practice | <p>Applies an understanding of the social and biomedical sciences to the assessment and management of the health needs of individuals and populations:</p> <p>4.1.1 Demonstrates an understanding of the body as a complex adaptive biological system.</p> <p>4.1.2 Applies an understanding of the basic, social and clinical sciences to clinical reasoning.</p> <p>4.1.3 Explains the underlying mechanisms of health problems.</p> <p>4.1.4 Explains the underlying mechanisms of investigative and therapeutic measures, including emerging technologies.</p> <p>4.1.5 Applies an understanding of the psychological and social sciences to interpret health and illness within a social and cultural context.</p> |
| 4.2 Uses Evidence | <p>Seeks, critically appraises and applies best available evidence relevant to health and illness in individuals and populations.</p> |

| | 4.3 Research | <p>4.3.1 Takes opportunities to engage in research and scientific endeavour.</p> <p>4.3.2 Applies an understanding of research rigour by formulating answerable research questions, selecting appropriate study designs, synthesising, critically analysing and disseminating research findings.</p> <p>4.3.3 Applies an understanding of ethical principles, and relevant guidelines and laws, to the conduct of research</p> | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|-----------------------------|----------|---------|--------------|--------|-----------------|--------|--------------|------------|-------------------|------------|-------------------|-----------|---------------------|-----------------------------------|------------------|-----------------------------------|-----------------------------------|----------|
| Unit Content | <p>The main topics of the unit are:</p> <ol style="list-style-type: none"> 1. The major objectives are to gain an integrated understanding of the structure and function of the human body. This will be addressed at the levels of organ systems, tissues, cells and molecules. The scientific basis of the following topics will be discussed: whole body organisation including basic anatomy, roles of the major organ systems, functional organisation of cells and their specific organelles, characteristics of specialised cells, structure-function characteristics of major biological molecules including carbohydrates, lipids, proteins, enzymes and DNA, the biochemical basis of complex processes such as homeostasis, reproduction and inheritance, growth and development, defence against infectious agents, pathological changes, ageing and death. 2. The unit then examines nutrition and metabolism before exploring the structure, function and pathology of the gastrointestinal system (including liver), cardiovascular system and respiratory system. 3. In the Personal and Professional Development (PPD) stream there is a focus on patient centred care, ethics in medicine and research, advocacy skills, critical thinking, personal and professional identity and well-being, quality and safety in medical practice 4. Population health will focus on local population health issues and evidence-based medicine through a basic introduction to epidemiology. 5. Introduction to Clinical Medicine will cover generic history taking and communication skills in semester 1 and skills in history and examination of the gastrointestinal tract, cardiovascular system and respiratory systems during semester 2. | | | | | | | | | | | | | | | | | | | | | |
| Mode of Delivery | <table border="1"> <thead> <tr> <th data-bbox="263 1245 991 1305">Type of delivery (e.g. lecture, tutorial, lab, etc.)</th> <th data-bbox="991 1245 1481 1305">No. Hours for each delivery</th> </tr> </thead> <tbody> <tr> <td data-bbox="263 1305 991 1346">Lectures</td> <td data-bbox="991 1305 1481 1346">10/week</td> </tr> <tr> <td data-bbox="263 1346 991 1386">PBL Tutorial</td> <td data-bbox="991 1346 1481 1386">4/week</td> </tr> <tr> <td data-bbox="263 1386 991 1426">Practical / lab</td> <td data-bbox="991 1386 1481 1426">4/week</td> </tr> <tr> <td data-bbox="263 1426 991 1467">PPD Tutorial</td> <td data-bbox="991 1426 1481 1467">10/session</td> </tr> <tr> <td data-bbox="263 1467 991 1507">Population Health</td> <td data-bbox="991 1467 1481 1507">10/session</td> </tr> <tr> <td data-bbox="263 1507 991 1547">Indigenous Health</td> <td data-bbox="991 1507 1481 1547">2/session</td> </tr> <tr> <td data-bbox="263 1547 991 1588">Medicine in Context</td> <td data-bbox="991 1547 1481 1588">4/session + 1 day placement in 1H</td> </tr> <tr> <td data-bbox="263 1588 991 1628">General Practice</td> <td data-bbox="991 1588 1481 1628">4/session + 4 full day placements</td> </tr> <tr> <td data-bbox="263 1628 991 1668">Introduction to Clinical Medicine</td> <td data-bbox="991 1628 1481 1668">1.5/week</td> </tr> </tbody> </table> | | Type of delivery (e.g. lecture, tutorial, lab, etc.) | No. Hours for each delivery | Lectures | 10/week | PBL Tutorial | 4/week | Practical / lab | 4/week | PPD Tutorial | 10/session | Population Health | 10/session | Indigenous Health | 2/session | Medicine in Context | 4/session + 1 day placement in 1H | General Practice | 4/session + 4 full day placements | Introduction to Clinical Medicine | 1.5/week |
| Type of delivery (e.g. lecture, tutorial, lab, etc.) | No. Hours for each delivery | | | | | | | | | | | | | | | | | | | | | |
| Lectures | 10/week | | | | | | | | | | | | | | | | | | | | | |
| PBL Tutorial | 4/week | | | | | | | | | | | | | | | | | | | | | |
| Practical / lab | 4/week | | | | | | | | | | | | | | | | | | | | | |
| PPD Tutorial | 10/session | | | | | | | | | | | | | | | | | | | | | |
| Population Health | 10/session | | | | | | | | | | | | | | | | | | | | | |
| Indigenous Health | 2/session | | | | | | | | | | | | | | | | | | | | | |
| Medicine in Context | 4/session + 1 day placement in 1H | | | | | | | | | | | | | | | | | | | | | |
| General Practice | 4/session + 4 full day placements | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Clinical Medicine | 1.5/week | | | | | | | | | | | | | | | | | | | | | |

Assessment for this unit will be based on the following components:

| Assessment Item | Length/ Duration | Unit Learning Outcomes | Percentage | Threshold Y/N (see c) |
|---|-------------------------------|---|-----------------------------|-----------------------|
| 1. Paper A: SAQ | 2 hrs | All | 18.0 | N |
| 2. Paper B: MCQ | 2 hrs | All | 14.0 | N |
| 3. Introduction Block Formative Examination | 1 hr | All | Formative | N |
| 4. Nutrition & Metabolism Formative Examination | 1 hr | All | Formative | N |
| 5. Population Health Quizzes 1H & 2H | Compiled throughout 1H & 2H | 4.2, 4.3 | 4.0 | N |
| 6. PPD Assignments 1H | Compiled throughout 1H | 3.1, 3.2, 3.3, 3.4, 3.5 | Satisfactory/Unsatisfactory | Y |
| 7. PBL Tutor Assessment 1H | Participation throughout 1H | 1.1, 2.1, 3.1, 3.2, 4.1, 4.2 | Satisfactory/Unsatisfactory | Y |
| 8. Aboriginal and Torres Strait Islander Culture, Society and Health Assessment 1H | 30 minutes | 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 4.1 | Satisfactory/Unsatisfactory | Y |
| 9. MiC Placement | Throughout 1H | 1.1-3, 2.1-5, 3.1, 3.3, 3.5, 4.1, 4.2 | Satisfactory/Unsatisfactory | Y |
| 10. Paper C: Anatomy | 45 minutes | 4.11 | 10.0 | Y |
| 11. Paper D: SAQ/MEQ | 2 hrs | All | 24.0 | N |
| 12. Paper E: MCQ | 2 hrs | All | 24.0 | N |
| 13. Gastrointestinal Block Formative Examination | 1 hr | All | Formative | N |
| 14. Cardiovascular Block Formative Examination | 1 hr | All | Formative | N |
| 15. Respiratory Block Formative Examination | 1 hr | All | Formative | N |
| 16. Population Health Assignment 2H | 2000 words throughout 2H | 4.2, 4.3 | 6.0 | N |
| 17. Anatomy Reflection Task 2H | 500 words | 3.4, 4.1 | Satisfactory/Unsatisfactory | Y |
| 18. PPD Assignments 2H | Compiled throughout 2H | 3.1, 3.2, 3.3, 3.4, 3.5 | Satisfactory/Unsatisfactory | Y |
| 19. PBL Tutor Assessment 2H | Participation throughout 2H | 1.1, 2.1, 3.1, 3.2, 4.1, 4.2 | Satisfactory/Unsatisfactory | Y |
| 20. Aboriginal and Torres Strait Islander Culture, Society and Health Assessment 2H | 30 minutes | 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 4.1 | Satisfactory/Unsatisfactory | Y |
| 21. GP Placement | Throughout placement in 2H | All | Satisfactory/Unsatisfactory | Y |
| 22. Attendance | Throughout Unit See part I | 3.1, 3.2, 1.1, 1.2, 1.3 | Satisfactory/Unsatisfactory | Y |
| 23. OSCE | 2 hrs | 1.1, 1.2, 1.3, 1.4 | Satisfactory/Unsatisfactory | Y |
| 24. Professionalism | Throughout Unit See part K | 3.1, 3.2, 3.4 | Satisfactory/Unsatisfactory | Y |

Threshold: Threshold assessments are compulsory requirements within the unit that must be met in order to pass the unit. They include mastering professional skills and/or attainment of required professional attributes and may be graded. They confirm that students are deemed safe to learn and practice in clinical settings under supervision. These assurances are required for professional accreditation of the medical program, and for graduates to be eligible for registration with the Australian Health Practitioners Regulation Authority.

Failure to satisfactorily complete a threshold requirement will result in a fail grade for the unit.

In order to be eligible for a pass mark in Foundations of Medicine 1, students must attempt all assessment items and achieve an aggregate score of 50% or higher (after standard setting has been applied) in the assessments outlined in the table above. In addition, students must:

- a. Attain an aggregate mark of 50% or higher (after standard setting has been applied) in Papers A – E.
- b. Have attempted Paper C: Anatomy Practical Exam and attained a mark of 50% or higher (after standard setting has been applied). Students who do not attain a mark of 50% on their first attempt will be provided with one opportunity to remediate provided that their mark is within 2 standard deviations of the mean mark of the cohort (after standard setting has been applied). The remediation task may take the form of an equivalent Practical Exam or Viva Voce at the discretion of the School. Successful completion of remediation will allow the student to progress into Foundations of Medicine 2 as long as they have met all other requirements of Foundations of Medicine 1. Students who are deemed unsatisfactory on the first attempt of Paper C: Anatomy, will receive a Fail for Paper C even after successful completion of remediation. The mark from the first attempt will be used in the calculation of the final aggregate for the unit, even after successful completion of remediation. As anatomy is a core component of the MBBS program, students must demonstrate competence to receive a pass mark in order to progress in the program.
- c. Have satisfactorily completed the requirements of the Personal and Professional Development (PPD) assignments in 1H and 2H as outlined in the Year 1 PPD Student Guide (published on the unit vUWS site). To receive an overall satisfactory result in PPD for session 1H and 2H, students are required to submit all the required items for PPD by the due date and obtain a satisfactory result for all the required items for PPD. If students do not meet these requirements on their first attempt, they will receive feedback, and be allowed one opportunity to remediate and resubmit their work for reassessment. If they do not meet the requirements for a satisfactory result after resubmission (and/or have failed to resubmit their work on time) they will be awarded a “Not Satisfactory” for PPD. Students must receive a satisfactory result for PPD for both Session 1H and 2H in order to receive an overall satisfactory grade for PPD. As PPD is a core component of the MBBS program, students must receive an overall satisfactory grade in the PPD theme to progress to the second year of the course.
- d. Have attained a satisfactory performance in Problem Based Learning (PBL) Tutor Assessment according to PBL Tutor Assessment Criteria as set out in the Foundations of Medicine 1 400861 Learning Guide. The criteria for attaining a satisfactory result for PBL tutor assessments vary according to the stage of the program. Year 1 Session 1H: A satisfactory result will be awarded if students do not receive more than one criterion at a level 4 in the end of Session 1H PBL tutor report. Year 1 Session 2H: A satisfactory result will be awarded if students do not receive any criteria at a level 4 in the end of Session 2H PBL tutor report. Students who receive a Not Satisfactory result for their PBL tutor assessment for Session 1H will be given feedback and one opportunity to remediate and convert their result to Satisfactory. It is the student’s responsibility to discuss a remediation plan with the PBL Coordinator in the first week of Session 2H. There will not be an opportunity to remediate a Not Satisfactory result at the end of Session 2H. As all teaching material is embedded in the PBL learning environment, it is imperative that students demonstrate adequate knowledge to receive a Satisfactory result for PBL tutor assessments for both Session 1H and 2H in order to receive a passing grade in Foundations of Medicine 1 and progress to the next stage of the medical program.
- e. Western Sydney University School of Medicine is committed to closing the gap in Aboriginal and Torres Strait Islander Communities health and life expectancy. The Aboriginal and Torres Strait Islander Culture, Society and Health curriculum is vertically integrated throughout the MBBS and it is important that students have demonstrated mastery of content in Foundations 1 before progressing. Students who are deemed unsatisfactory on their first attempt will be provided with one opportunity to remediate at the end of the semester. Successful completion of remediation will allow the student to progress into the second year of the MBBS program as long as they have met all other requirements of Foundations of Medicine 1.
- f. Have completed the MiC placement as set out in the MiC curriculum guide. As MiC community placements overlap student learning in other components of the unit, students must complete the placement to ensure they have a sound understanding of community medicine in order progress to second year of the program.
- g. Have attempted the OSCE and attained an aggregate mark greater than 50% (after standard setting has been applied) and have a mark greater than 50% (after standard setting) at 2 or more stations. Students who are deemed unsatisfactory on their first attempt will be provided with one opportunity to remediate at the end of the year. Successful completion of remediation will allow the student to progress into the second year of the MBBS program as long as they have met all other requirements of Foundations of Medicine 1. Students are required to demonstrate competencies in clinical skills in order to progress in the program.
- h. The Anatomy Reflection Task in 2H tests your ability to monitor and accurately assess your learning progress and develop learning plans. These skills are essential for clinical practice. Teaching and assessment of these skills are required for professional accreditation of the medical program and satisfactory achievement in the reflection writing task is required for graduates to be eligible for registration with the Australian Health Practitioners Regulation Authority. Satisfactory completion of the Anatomy reflection tasks is a compulsory requirement for this unit in order to progress in the program. One attempt at remediation may be offered at the discretion of the Personal and

- Professional academic lead if a first attempt at each is unsatisfactory.
- i. Have met the attendance requirements of the MBBS program: A student's attendance will be assessed as 'Satisfactory' and 'Unsatisfactory' as outlined below and summarised in Table 1. Attendance is fundamental in the MBBS program and students must be assessed as satisfactory as per Table 1 in order to progress in the program.
 - a. **Satisfactory:** students who attend 80%, or greater, of each compulsory component of the Unit, per session.
 - b. **Unsatisfactory:** students who have not met the attendance threshold, i.e attended less than 80%. This will constitute a compulsory fail grade (CF).
 - c. Students will be deemed to be **Tardy** if they are recorded as LATE in greater than 15% of any compulsory component of the Unit, per session, and where there are no, or inadequate, grounds to grant special consideration. All tardy students will be referred to the Unit Coordinator for an assessment of their professionalism and overall attendance. The Unit Coordinator can recommend a **Fail grade** for the entire Unit in these cases.
 - d. Any "Wellbeing Days" will be accounted for in the latitude between 80% and 100% attendance of compulsory components for which no documentation is required.
 - e. A student will be recorded as present if they attend the entire compulsory component. It is the student's responsibility to ensure that they are marked present. A student will be recorded as absent if they:
 - i. do not attend a compulsory component
 - ii. leave a compulsory component early without permission
 - iii. arrive after the commencement of the compulsory component having missed a substantial part of the component (as determined by the Unit Coordinator)
 - iv. attend a compulsory component that is not their allocated time without prior permission from Unit Coordinator or Clinical Dean
 - v. fail to comply with all aspects of the Anatomy Facility Code of Conduct Policy (<https://policies.westernsydney.edu.au/document/view.current.php?id=211>) and/or fail to complete the associated contract.
 - vi. A student will be recorded as late for a compulsory component if they arrive after the commencement of the component but have not missed a substantial part of the component (at the discretion of the Unit Coordinator)
 - vii. If a student arrives after the commencement of a component it is at the discretion of the teaching staff whether they will be allowed to join the class.

Table 1. Summary of assessment classifications relating to attendance

| Assessment Classification | % Attendance ¹ | Impact on Final Grade ² |
|---------------------------|---------------------------|---|
| Satisfactory | ≥80% | None |
| Unsatisfactory | <80% | Compulsory Fail (CF) |
| Tardy | >15% Late | Referral to the Unit Coordinator who can recommend a Fail grade in the Unit to the School of Medicine Results and Progression Committee |

¹ The % attendance must be met within each compulsory component of the Unit, per session. Individual compulsory components are: PBL; practicals; ICM; GP placement; MiC placement; Other Mandatory Learning Activities, where all other tutorials, workshops, and forums are grouped together.

² Where there are no, or inadequate, grounds to grant special consideration

- j. Have attained a satisfactory performance in the GP Supervisor Clinical Attachment Assessment (CAA). Students who receive a "Not Satisfactory" result for their CAA will be provided feedback and given one opportunity to remediate and convert their result to "Satisfactory". It is intended this placement will overlap student learning in areas such as PPD, PBL and Population Health, so students must be assessed as satisfactory in this assessment to ensure they have a sound understanding of General Practice.
- k. Students must behave professionally at all times and comply with codes of conduct and policies for professional practice as outlined by:
 - NSW Ministry of Health (https://www1.health.nsw.gov.au/pds/ActivePDSDocuments/PD2015_049.pdf),
 - The Australian Health Professional Regulation Authority "Good Medical Practice" (<http://www.medicalboard.gov.au/documents/default.aspx?record=WD10%2F1277&dbid=AP&chksu m=eNjZ0Z%2FaiN7oxivHXDRQnQ%3D%3D>)

The University's Student Code of Conduct Policy (<https://policies.westernsydney.edu.au/document/view.current.php?id=258>), which includes the Student Conduct Rule (<https://policies.westernsydney.edu.au/document/view.current.php?id=304>)

As part of professional standards, students must read, sign and submit the WSU School of Medicine Code of Conduct form.

School of Medicine Student Code of Professional Conduct

This code has been adapted from the New Zealand Code of Professional Conduct for Medical Students. The Australian Medical Council Professionalism Group has recommended its adoption by Australian medical schools. The form can be found on the Medicine Course Hub on vUWS. Failure to uphold these inherent requirements and professional standards may result in the student being awarded a Fail grade for the unit.

- l. If a student withdraws from the unit prior to the session 1H census date no academic penalty is imposed, and no grade is recorded on the student's academic transcript. If a student withdraws from the unit during session 1H, after the census date, they will receive an 'E' grade (Fail Discontinued) on their academic transcript. The last date to discontinue after census is the Friday that is two weeks before the published start date of the exams for the session. For an explanation of the UWS grade award, please see: https://www.westernsydney.edu.au/currentstudents/current_students/exams/results . Students who have satisfactorily passed 1H assessments will be awarded a Y grade (Continuing) until their final grade for the Unit is determined after all assessments are completed for the unit. If a student has been awarded a Y grade (Continuing) in the unit, having completed at least one session of study, and subsequently withdraws from the unit, the Y grade will be converted to a 'F' grade (Fail) for the unit. In the event of serious illness or misadventure experienced by a student after the session 1H census date, the student may apply for a W grade (withdrawal without academic penalty) through the official University processes.
- m. A student must not submit work as part of their assessment in Foundations of Medicine 1 if it has been previously submitted in a previous attempt of this unit, or if it has been previously submitted for an assessment item towards a different qualification (e.g high school assessment task, previous tertiary study) except where appropriately referenced, and with prior permission from the Unit Co-ordinator of this unit. Any breaches of this requirement will be treated as Academic Misconduct, as per The University policy.

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| Essential Library Resources | The WSU MBBS is an integrated 5 year professional entry program which emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for Units in the MBBS program. A list of recommended textbooks is available in the Unit Learning Guide. |
| Online Learning | Lecture notes and tutorial questions will be made available on the E-Learning (vUWS) link on the Western home page https://vuws.westernsydney.edu.au/ . Students are expected to consult vUWS daily during semester, as all announcements will be made via vUWS and teaching material will be regularly updated and posted online. Students must also regularly check their @student.westernsydney.edu.au email account, as all official University correspondence will occur via that route. |

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| Special Requirements | <p>All Students To be eligible to enrol in a unit and attend a health-related placement in your course, students must meet Western Sydney University course requirements AND Special Legislative Requirements to be assessed in their first year of study against the following:</p> <ol style="list-style-type: none"> 1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire course. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf International students must additionally have a translated International Police Check or statutory declaration. 2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire course. 3. A current approved first aid certificate valid for their entire course, approved provider courses can be found at http://training.gov.au 4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course. 5. NSW Undertaking/Declaration form 6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool) 7. Relevant Local Health District specific documentation as requested. <p>Contact your School for further details. Resources are also available on the Placement Hub website https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance</p> <p>Inherent Requirements Students are also expected to meet the inherent requirements of the course as outlined in the Western Sydney University Inherent Requirements for Medicine Courses: www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses</p> <p>Inherent requirements are the fundamental components of a Course or Unit, that are necessary to demonstrate the capabilities, knowledge and skills essential to achieve the core learning outcomes of the Course or Unit, while preserving the academic integrity of the university's learning assessment and accreditation processes. The Disability Education Standard, Section 3.4 (3) states: "In assessing whether an adjustment to the Course, Unit of the Course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the Course or program, and other requirements or components that are inherent in or essential to its nature. Note: In providing for students with disabilities, a provider may continue to ensure the integrity of its Courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award."</p> <p>Essential Equipment:</p> <ol style="list-style-type: none"> 1. Stethoscope 2. Pencil Torch 3. White Laboratory Coat 4. Watch (with a second hand or display) 5. Closed in shoes |
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