MC-DMED Doctor of Medicine

Year and Campus:	2011 - Parkville
CRICOS Code:	071304G
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	400 credit points taken over 48 months full time.
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Course Overview:	The Doctor of Medicine (MD) is a four-year Masters level entry to practice program, delivered in four phases. Building on prerequisite knowledge, Phase 1 (Year 1) combines bioscience, clinical, population health and behavioural science learning in a case-based context to develop the foundations of biomedical knowledge and skills required for subsequent phases. The Phase 2 (Years 2 & 3) program builds key clinical skills and knowledge on Phase 1 learning in a full time context, focusing on a broad range of patient encounters in a wide variety of settings. In Phase 3 (Year 4, Semester 1), students will select and complete a research project and report in an area of their interest, further developing research and presentation skills in one of a number of potential settings, including interstate or overseas (subject to approval). Phase 4 (Year 4, Semester 2) is a capstone semester, in which students consolidate their learning in preparation for their imminent entry into the healthcare workforce. A yearly student conference provides opportunities for broader disciplinary and inter-disciplinary learning and a compulsory rural rotation for all Commonwealth Supported students provides a minimum 4-week opportunity to experience clinical training in a rural setting.
Objectives:	The Doctor of Medicine will draw on the University of Melbourne's reputation for excellence in teaching and research to inspire and enable students to become outstanding doctors ready to excel as world-class leaders in their chosen field. Desired graduate attributes have been carefully defined, developed and mapped to every component of the course. The 67 attributes, listed in full below, have been collated into six domains: 1. Self 2. Knowledge 3. Patient 4. Medical Profession 5. Systems of Health Care 6. Society
Course Structure & Available Subjects:	In order to qualify for the Doctor of Medicine (MD), students must successfully complete all subjects as outlined below (400 credit points) Phase 1 (Year 1) 100 cps Foundations of Biomedical Science (81.25) Principles of Clinical Practice 1 (12.5) Student Conference 1 (6.25) Phase 2 (Year 2) 100 cps Principles of Clinical Practice 2 (93.75) Student Conference 2 (6.25) Phase 2 (Year 3) 100 cps Principles of Clinical Practice 3 (87.5) Scholarly Selective 1 (6.25) Student Conference 3 (6.25) Phase 3 (Year 4) 50 cps Scholarly Selective 2 (43.75)

Student Conference 4 (6.25)
Phase 4 (Year 4) 50 cps
Transition to Practice (50)
Total: 400 cps

Subject Options:

Year One Subjects:

All subjects are compulsory for all students.

Subject	Study Period Commencement:	Credit Points:
MEDS90001 Foundations of Biomedical Science	Not offered 2011	81.25
MEDS90002 Principles of Clinical Practice 1	January	12.50
MEDS90003 Student Conference 1	June	6.25

Entry Requirements:

For information regarding selection criteria for the Doctor of Medicine, please refer to the Melbourne Medical School website: **http://www.medicine.unimelb.edu.au/future/md/selection.html (http://www.futurestudents.unimelb.edu.au/ugrad/apply/scores/guaranteed-entry.html)**

Core Participation Requirements:

For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website:http://www.services.unimelb.edu.au/disability/The Melbourne Medical School policy outlining requirements in relation to student disability for entry to and progression within the MD are outlined below.Melbourne Medical School Policy in Relation to Students with DisabilitiesThe curriculum of the Melbourne MD has been developed using 67 graduate attribute statements in six domains (self, knowledge, patient, medical profession, systems of health care and society). Students entering the Melbourne MD must therefore have the aptitude to achieve these attributes during the course in readiness for progression to the prevocational year (internship).Compassion, integrity, concern for others, interpersonal skills, interest, insight into the effects of their own behaviour, and motivation are all personal qualities that will be assessed during the admissions and education processes.The Melbourne Medical School welcomes applications from students with disabilities. It is University and Faculty policy to take all reasonable steps to minimise the impact of disability upon academic study. Appropriate adjustments will be made to enhance the participation of students with a disability in the medical course. A prospective student with a disability is advised to discuss with the staff in the student centre issues related to his or her ability to successfully meet all the course requirements.All students of the MD must possess the intellectual, ethical, physical and emotional capabilities required to participate in the full curriculum and to achieve the levels of competence at graduation required by the faculty and the Australian Medical Registration Board. A student with a disability may be asked to provide independent medical or other clinical assessments of the disability and its possible impact on the ability of the student to successfully complete the course, before being accepted into the course. This statement would be treated in confidence with only those on the admissions committee and the Disability Liaison Unit having access to the document.Deliberate misinformation about the student's ability to successfully complete the course will be regarded as unprofessional practice and treated as such.While the Melbourne Medical School will make reasonable adjustments to minimise the impact of a disability, all students must be able to participate in the program in an independent manner. It is not reasonable for students to use an intermediary as an adjustment to compensate for a disability impacting on any of the five categories. In the clinical environment there is a primary duty of care to the patients and the needs of students cannot compromise this. It is expected that all students will be able to participate fully in all classroom based learning activities and to successfully fulfil the self-study requirements of the course. The presence of a disability will not automatically entitle the student to preferential treatment in clinical place allocation.A candidate for the Melbourne MD must have abilities and skills in the following five categories: • observation; • communication; • motor; • conceptual, integrative, and quantitative; • behavioural and social. I. Observation: Practical ClassesThe student must be able to observe mandatory demonstrations and experiments in the designated subjects.Clinical WorkThe student must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the senses of vision, hearing and somatic sensation. It is enhanced by

	the functional use of the sense of smell.II. Communication: Practical ClassesThe student must be able to hear and comprehend instructions in laboratories and practical sessions and be able to clearly and independently communicate knowledge and application of the principles and practices of the subject during assessment tasks.Clinical WorkA student must be able to hear, to speak, and to observe patients in order to elicit information, describe changes in mood, activity, and posture and perceive nonverbal communications A student must be able to communicate effectively and sensitively with patients in both oral and written modalities. The student must also be able to communicate effectively and efficiently in both oral and written modes with all members of the health care team, including using telephones and computers.III. Motor: Practical ClassesA student must be able to undertake the motor requirements for any mandatory practical sessions. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.Clinical WorkStudents should have sufficient motor function to elicit information from patients by physical examination; for example palpation, auscultation, percussion, and other diagnostic manoeuvres. The student should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. IV. Intellectual-Conceptual, Integrative and Quantitative Abilities: Practical ClassesThe student is expected to have the ability to develop problem-solving skills and demonstrate this ability in practical sessions. These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving requires all of these intellectual abilities. Clinical WorkThe student is expected to have the ability to develop problem-solving skills and demonstrate the ability to establish care plans and priorities. These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving requires all of these intellectual abilities. V. Behavioural and Social Attributes: Practical ClassesA student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgement, the prompt completion of all required tasks.Clinical WorkA student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgement, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients and colleagues. It is a requirement of the course that students will be expected to physically examine their peers (of both genders) in classroom settings and patients (of both genders) in clinics and hospital wards.
Graduate Attributes:	SelfIn building their relationship with self, students will develop:1. an understanding of the principles of empathy, compassion, honesty, integrity, altruism, resilience and lifelong curiosity; the ability to demonstrate them and a recognition of their importance in health care2. an understanding of the principles of reflective practice, the ability to apply them, and a recognition of their importance in health care3. an understanding of the principles of self-awareness, the ability to recognise when clinical problems exceed their knowledge and skill, and a willingness to seek help4. the ability to identify and address their own learning needs 5. the ability to respond constructively to appraisal, performance review or assessment6. the ability to manage uncertainty 7. the ability to apply effective time management and organisational skills8. the ability to recognise and manage emotion in themselves and others9. the ability to maintain their own physical, emotional, social and spiritual health and a recognition of the importance of professional support in this process10. a recognition of their own personal, spiritual, cultural or religious beliefs and an awareness that these beliefs must not prevent the provision of adequate and appropriate care to the patientKnowledgeIn building their relationship with knowledge, students will develop:1. an understanding of the scientific method relevant to biological, behavioural and social science2. an understanding of research methods and their applications3. an understanding of normal structure, function and development of the human body and mind at all stages of life4. an understanding of the molecular, biochemical and cellular mechanisms that are important in maintaining the body’s homeostasis5. an understanding of normal life processes including conception, development, birth, ageing and death.6. an understanding of the factors that might disturb normal structure, function and development7. an understanding of the aetiology, pathology, symptoms and signs, natural history and prognosis of important physical and mental illnesses in all stages of life8. an understanding of the management (pharmacological, physical, nutritional, behavioural and psychological) of important medical conditions 9. the ability to access new knowledge from all sources, to analyse and interpret it in a critical manner, and to apply it appropriately to their provision of health care 10. the ability to learn from patients, health professionals and the community in a broad range of settings11. an appreciation of the responsibility to contribute towards the generation of new knowledgePatientsIn building their relationship with patients, students will develop:1. an understanding of and respect for the rights of patients including patient choice, dignity and privacy2. the ability to communicate with patients from diverse backgrounds including the ability to listen to, respond to, inform and understand the patient’s perspective3. the ability to advocate appropriately on behalf of the patient4. an understanding

	of factors affecting human relationships and the psychological, cultural and spiritual well-being of patients 5. an understanding of principles of rehabilitation in the amelioration of suffering from acute or chronic disability6. an understanding of the principles of the care of the dying and a commitment to ease pain and suffering in all patients7. an understanding of chronic illness and disability and its impact on the patient, their carers and communities8. the ability to construct with the patient an accurate, thorough, organised, medical history and to perform an accurate physical and mental state examination9. the ability to integrate and interpret clinical findings and apply rigorous reasoning to arrive at an appropriate diagnosis or differential diagnosis 10. the ability to recognise serious illness11. the ability to select and interpret the most appropriate and cost effective diagnostic procedures12. the ability to formulate an evidence-based and cost effective management plan in collaboration with the patient13. the ability to perform relevant medical procedures effectively and safely, with due regard for the patient's comfort including important emergency and life-saving procedures 14. a recognition that it is not always in the interests of the patient to do everything that is technically possible to make a precise diagnosis or to attempt to modify the course of an illnessMedical ProfessionIn building their relationship with the medical profession, students will develop:1. an understanding of the continuum of medical training and the diverse roles and expertise of doctors2. an understanding of the potential conflicts of interest that may confront doctors3. an understanding of and ability to apply the principles of ethics in the provision of health care and research.4. an understanding of organisational governance, the ability to be an active participant in professional organisations, and an appreciation of the benefits of this participation5. an understanding of the principles of mentorship and the ability to apply them with colleagues6. the ability to give effective feedback to colleagues in order to help them improve their performance7. an understanding of educational theory and practice and the ability to teach 8. an appreciation of the responsibility to maintain standards of medical practice at the highest level throughout a professional careerSystems of Health CareIn building their relationship with systems of health care, students will develop:1. an understanding of the roles, responsibilities and expertise of all health professionals, and how they work in teams to deliver health care2. a respect for the roles and expertise of other health care professionals and the ability to communicate effectively with them3. an understanding of the principles of team work and the ability to work effectively in a team, including as a leader4. an appreciation of the responsibility to contribute to the education of all health professionals5. an understanding of the principles of quality and safety in health care systems6. the ability to work effectively as a doctor within a quality and safety framework including the ability to recognise, respond to and learn from adverse events and medical errors7. an understanding of the principles of effective record keeping and the ability to maintain high quality medical records8. an understanding of the principles of continuity and coordination of health care9. an understanding of the structure of the Australian health care system and health care systems globally 10. an understanding of the principles of efficient and equitable allocation and use of finite resources in health care systems, locally and globally11. an understanding of the role of political systems in shaping health care systems locally, nationally and internationally SocietyIn building their relationship with society, students will develop:1. an understanding of the interactions between humans and their social and physical environment2. an understanding of the determinants of a well society and the economic, political, psychological, social and cultural factors that contribute to the development and persistence of health and illness3. an understanding of the principles of health promotion including primary and secondary prevention4. an understanding of the health of indigenous Australians including their history, cultural development and the impact of colonisation and the ongoing health disparities of indigenous people in this country and globally5. an understanding of the burden of disease in differing populations and geographic locations6. an understanding of the differing requirements of health care systems in a culturally diverse society 7. the ability to respect community values, including an appreciation of a diversity of backgrounds and cultural values8. an understanding of the principles of health literacy and a willingness and ability to contribute to the health education of the community 9. the ability to consider local, regional, national and global ramifications of health care issues10. the ability and a willingness to contribute to the community11. a commitment to contribute to the resolution of health inequities locally and globally 12. an understanding of the relationship between environmental issues and the health of local communities and society13. a commitment to practise medicine in an environmentally responsible way
Professional Accreditation:	Graduates of the Doctor of Medicine (MD) are eligible for registration with the Medical Board of Australia.