

## MC-DMED Doctor of Medicine

<b>Year and Campus:</b>	2012 - Parkville
<b>CRICOS Code:</b>	071304G
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Level:</b>	Graduate/Postgraduate
<b>Duration &amp; Credit Points:</b>	400 credit points taken over 48 months full time.
<b>Coordinator:</b>	Professor Geoffrey McColl
<b>Contact:</b>	<p>Medicine, Dentistry and Health Sciences Student Centre  Level 1, Brownless Biomedical Library  The University of Melbourne  Victoria 3010 Australia  Phone: +61 3 8344 5890  Fax: +61 3 9347 7084  Email: <a href="mailto:sc-mdhs@unimelb.edu.au">sc-mdhs@unimelb.edu.au</a>  <a href="http://studentcentre.mdhs.unimelb.edu.au/">http://studentcentre.mdhs.unimelb.edu.au/</a> (<a href="http://studentcentre.mdhs.unimelb.edu.au/">http://studentcentre.mdhs.unimelb.edu.au/</a>)</p>
<b>Course Overview:</b>	<p>The Doctor of Medicine (MD) is a four year graduate entry medical course. The first year of the course 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 years. Years 2 and 3 of the course build on key clinical skills and knowledge from Year 1 learning in a full time clinical context, focusing on a broad range of patient encounters in a wide variety of settings. In Year 4 students complete a research project in an area of their interest. The second semester of Year 4 is a capstone semester in which students consolidate their learning in preparation for their imminent entry into the health care 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. Students also complete an elective placement outside of their allocated clinical school for at least four weeks to broaden their understanding of health care by exploring another area or setting in greater depth.</p>
<b>Objectives:</b>	<p>The Doctor of Medicine draws 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.</p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Self</li> <li>2. Knowledge</li> <li>3. Patient</li> <li>4. Medical Profession</li> <li>5. Systems of Health Care</li> <li>6. Society</li> </ol>
<b>Course Structure &amp; Available Subjects:</b>	<p>In order to qualify for the Doctor of Medicine (MD), students must successfully complete all subjects listed below (400 credit points)</p> <p>Year 1 - 100 credit points  MEDS90001 Foundations of Biomedical Science (81.25)  MEDS90002 Principles of Clinical Practice 1 (12.5)  MEDS90003 Student Conference 1 (6.25)</p> <p>Year 2 - 100 credit points  MEDS90004 Principles of Clinical Practice 2 (93.75)  MEDS90005 Student Conference 2 (6.25)</p> <p>Year 3 - 100 credit points  Fundamental Principles of Clinical Practice 3 (87.5)  Scholarly Selective 1 (6.25)  Student Conference 3 (6.25)</p>

	<p>Year 4 - 100 credit points</p> <p>Semester 1: Scholarly Selective 2 (43.75) Student Conference 4 (6.25)</p> <p>Semester 2: Transition to Practice (50)</p> <p>Total: 400 cps</p> <p><b>Hurdle Requirement</b> Students must also successfully complete the following hurdle requirement in order to qualify for the Doctor of Medicine (MD):</p> <p><b>Elective Clinical Placement</b> Students will be expected, with the assistance of their clinical school, to find and confirm an elective place for at least four weeks at some point prior to graduation from the course. It is likely that the majority of students will complete this elective in the summer break between first and second year, second and third year, or third and fourth year of the program.</p>																					
<p><b>Subject Options:</b></p>	<p><b>Year One Subjects:</b> All subjects are compulsory for all students.</p> <table border="1" data-bbox="389 732 1485 992"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>MEDS90001 Foundations of Biomedical Science</td> <td>Year Long</td> <td>81.25</td> </tr> <tr> <td>MEDS90002 Principles of Clinical Practice 1</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>MEDS90003 Student Conference 1</td> <td>June</td> <td>6.25</td> </tr> </tbody> </table> <p><b>Year Two Subjects:</b></p> <table border="1" data-bbox="389 1021 1485 1227"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>MEDS90004 Principles of Clinical Practice 2</td> <td>Year Long</td> <td>93.75</td> </tr> <tr> <td>MEDS90005 Student Conference 2</td> <td>July</td> <td>6.25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	MEDS90001 Foundations of Biomedical Science	Year Long	81.25	MEDS90002 Principles of Clinical Practice 1	Year Long	12.50	MEDS90003 Student Conference 1	June	6.25	Subject	Study Period Commencement:	Credit Points:	MEDS90004 Principles of Clinical Practice 2	Year Long	93.75	MEDS90005 Student Conference 2	July	6.25
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<p><b>Entry Requirements:</b></p>	<p><b>Doctor of Medicine (MD) 400 credit points</b></p> <p>1. The Selection Committee will evaluate the applicant's ability to pursue the course successfully using the following criteria:</p> <ul style="list-style-type: none"> <li>• either, an undergraduate degree in any discipline, with studies to have been completed within 10 years of commencing the Doctor of Medicine,</li> <li>• or, for applicants whose most recently completed undergraduate degree was completed 10 or more years before 1 January of the year in which the applicant intends to commence the Doctor of Medicine, a Graduate Diploma, Master or PhD degree or equivalent completed within 10 years before 1 January of the year in which the applicant intends to commence the Doctor of Medicine;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• successful completion of pre-requisite studies in anatomy, physiology and biochemistry each consisting of at least one subject at second-year level of each, with pre-requisite subjects to have been completed within 10 years of commencing the Doctor of Medicine;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• performance in the Graduate Australian Medical Schools Admission Test (GAMSAT) or for international students who are located overseas only, either the GAMSAT or the North American Medical Colleges Admission Test (MCAT); all sections in the GAMSAT will be weighted equally.</li> </ul> <p>2. The Selection Committee will shortlist applicants for multi-mini interview on the basis of their performance in previous studies, using a Grade Point Average (GPA) computed in a manner approved by the Academic Board for the Doctor of Medicine, and their results in the GAMSAT or MCAT. The Selection Committee will give equal weight to the GPA, GAMSAT (or MCAT) and interview in determining offers to be made.</p>																					

	<p>For further information regarding selection criteria for the Doctor of Medicine, please refer to the Melbourne Medical School website: <a href="http://www.medicine.unimelb.edu.au/future/md/">http://www.medicine.unimelb.edu.au/future/md/</a> (<a href="http://www.medicine.unimelb.edu.au/future/md/">http://www.medicine.unimelb.edu.au/future/md/</a>)</p>
<p><b>Core Participation Requirements:</b></p>	<p>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:<a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a> 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. The Melbourne Medical School policy outlining requirements in relation to student disability for entry to and progression within the MD are outlined below. 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 listed below. 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:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• communication</li> <li>• motor</li> <li>• conceptual, integrative, and quantitative</li> <li>• behavioural and social.</li> </ul> <p>1. Observation: Practical Classes The student must be able to observe mandatory demonstrations and experiments in the designated subjects. Clinical Work The 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.</p> <p>2. Communication: Practical Classes The 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 Work A 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.</p> <p>3. Motor: Practical Classes A 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 Work Students 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.</p> <p>4. Intellectual-Conceptual, Integrative and Quantitative Abilities: Practical Classes The 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 Work The 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.</p> <p>5. Behavioural and Social Attributes: Practical Classes A 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 Work A student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgement, the prompt completion</p>

of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients and colleagues.

**Graduate Attributes:**

The Graduate Attributes for the Melbourne MD were derived using a formal concept mapping process using seven reference groups (students, patients, bioscientists, doctors, allied health professionals, public health practitioners and Faculty members), refined by an expert group who then developed the graduate attribute framework. The framework was approved at a large, representative workshop. The product of this process was 67 graduate attribute statements collated into six domains of Self, Knowledge, Patient, Medical Profession, Systems of Health Care and Society. Subject objectives for each subject have been derived from these graduate attributes. It is envisaged that the educational process necessary to attain the graduate attributes by the completion of the course will require the objectives of each subject to build sequentially over the 4 years of the program. The subject objectives are derived in this way and are designed to allow the student to understand what they need to achieve in the individual subject in the context of the larger goal of attaining the graduate attributes for the course. As a result of this approach individual subject objectives may have different curriculum content weightings depending on the specific objective and the timing of the subject within the course.

**Self**In 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 care
2. an understanding of the principles of reflective practice, the ability to apply them, and a recognition of their importance in health care
3. 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 help
4. the ability to identify and address their own learning needs
5. the ability to respond constructively to appraisal, performance review or assessment
6. the ability to manage uncertainty
7. the ability to apply effective time management and organisational skills
8. the ability to recognise and manage emotion in themselves and others
9. the ability to maintain their own physical, emotional, social and spiritual health and a recognition of the importance of professional support in this process
10. 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 patient

**Knowledge**In building their relationship with knowledge, students will develop:

1. an understanding of the scientific method relevant to biological, behavioural and social science
2. an understanding of research methods and their applications
3. an understanding of normal structure, function and development of the human body and mind at all stages of life
4. an understanding of the molecular, biochemical and cellular mechanisms that are important in maintaining the body's homeostasis
5. 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 development
7. an understanding of the aetiology, pathology, symptoms and signs, natural history and prognosis of important physical and mental illnesses in all stages of life
8. 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 settings
11. an appreciation of the responsibility to contribute towards the generation of new knowledge

**Patients**In building their relationship with patients, students will develop:

1. an understanding of and respect for the rights of patients including patient choice, dignity and privacy
2. the ability to communicate with patients from diverse backgrounds including the ability to listen to, respond to, inform and understand the patient's perspective
3. the ability to advocate appropriately on behalf of the patient
4. 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 disability
6. an understanding of the principles of the care of the dying and a commitment to ease pain and suffering in all patients
7. an understanding of chronic illness and disability and its impact on the patient, their carers and communities
8. the ability to construct with the patient an accurate, thorough, organised, medical history and to perform an accurate physical and mental state examination
9. 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 illness
11. the ability to select and interpret the most appropriate and cost effective diagnostic procedures
12. the ability to formulate an evidence-based and cost effective management plan in collaboration with the patient
13. 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 illness

**Medical Profession**In 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 doctors  
 2. an understanding of the potential conflicts of interest that may confront doctors  
 3. 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 participation  
 5. an understanding of the principles of mentorship and the ability to apply them with colleagues  
 6. the ability to give effective feedback to colleagues in order to help them improve their performance  
 7. 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 career

**Systems of Health Care**  
 In 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 care  
 2. a respect for the roles and expertise of other health care professionals and the ability to communicate effectively with them  
 3. an understanding of the principles of team work and the ability to work effectively in a team, including as a leader  
 4. an appreciation of the responsibility to contribute to the education of all health professionals  
 5. an understanding of the principles of quality and safety in health care systems  
 6. 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 errors  
 7. an understanding of the principles of effective record keeping and the ability to maintain high quality medical records  
 8. an understanding of the principles of continuity and coordination of health care  
 9. 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 globally  
 11. an understanding of the role of political systems in shaping health care systems locally, nationally and internationally

**Society**  
 In building their relationship with society, students will develop:  
 1. an understanding of the interactions between humans and their social and physical environment  
 2. 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 illness  
 3. an understanding of the principles of health promotion including primary and secondary prevention  
 4. 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 globally  
 5. an understanding of the burden of disease in differing populations and geographic locations  
 6. 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 values  
 8. 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 issues  
 10. the ability and a willingness to contribute to the community  
 11. 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 society  
 13. 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.

**Links to further information:**

For more information about the Doctor of Medicine, please visit: <http://www.medicine.unimelb.edu.au/future/md/>