

MEDS50002 Specialty Health Rotations

Credit Points:	50									
Level:	5 (Undergraduate)									
Dates & Locations:	This subject is not offered in 2013.									
Time Commitment:	Contact Hours: Eighteen-week period in Semester 10 or 11 including bedside tutorials, outpatient clinics, special clinics, emergency departments and problem-based learning tutorials. Estimated non-contact time commitment: an average of at least 20 hours per week Total Time Commitment: Not available									
Prerequisites:	<p>Successful completion of Semesters 8 and 9 (Integrated Clinical Studies). That is, either of the following:</p> <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>MEDS40003 Integrated Clinical Studies</td><td>Not offered 2013</td><td>50</td></tr><tr><td>MEDS50003 Integrated Clinical Studies (Bridging)</td><td>Not offered 2013</td><td>50</td></tr></table>	Subject	Study Period Commencement:	Credit Points:	MEDS40003 Integrated Clinical Studies	Not offered 2013	50	MEDS50003 Integrated Clinical Studies (Bridging)	Not offered 2013	50
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MEDS40003 Integrated Clinical Studies	Not offered 2013	50								
MEDS50003 Integrated Clinical Studies (Bridging)	Not offered 2013	50								
Corequisites:	N/A									
Recommended Background Knowledge:	N/A									
Non Allowed Subjects:	N/A									
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/									
Contact:	jschwarz@unimelb.edu.au (mailto:jschwarz@unimelb.edu.au)									
Subject Overview:	<p>This subject consists of four units: Rural health; Psychiatry; Rehabilitation, Aged Care, Palliative Care and Psychiatry of Old Age (RAPP); and Emergency Medicine.</p> <p>Rural Health: The curriculum aims to give students an understanding of rural health epidemiology and differentials and the provision of health care in rural areas, alongside cultural safety training. The placement may include exposure to GP practices, hospitals, district nursing and allied health consultations, community programmes, indigenous health services or occupational medicine.. These experiences will be tied together by the five themes of the RHM and equip students with the skills of whole-person care and teamwork between health professionals.</p> <p>Psychiatry: The curriculum aims to give students an understanding of the biological, psychological and social causes of common serious illnesses; the major disabilities, handicaps and impairments besetting the individual and families suffering from a mental disorder; the principles of treatment of major mental disorders in a range of settings; the importance of stigma, culture, gender and developmental stages when assessing, recognising and managing psychiatric illness. An important generic skill will be empathic communication.</p> <p>RAPP: Rehabilitation, Aged Care, Palliative Care and Psychiatry of Old Age: The curriculum aims to give students an understanding of the principles underlying assessment and management of patients in each discipline. Students are particularly expected to gain an understanding of the importance of the interactions between community and hospital services (acute and sub acute) for patient care in each discipline. The importance of family input to care will also be stressed. The teaching methods used will be tutorials, seminars and clinical sessions, which will occur in hospital and community settings and on home visits. Generic skills to acquire are an understanding of multidisciplinary management, the social consequences of illness and holistic care.</p>									

	<p>Emergency Medicine: The curriculum aims to give students a solid grounding in the principles underlying the assessment and early management of patients presenting to emergency departments. Students are particularly expected to gain an understanding of triage processes, the assessment of the seriously ill and victims of trauma, the challenges of managing patients in emergency departments and the importance of teamwork in emergency care. Students will be based in an emergency department and some attendance after hours and at weekends will be expected. The teaching methods used will be problem-based tutorials, procedural skills tutorials and clinical experience under supervision in the emergency department setting.</p>
Objectives:	<p>Rural Health: The five themes of the RHM – Access to Care; Overlapping Relationships; Models of Rural Health Service Delivery; Interprofessional Team Practice; Cultural Safety have related learning objectives which help to structure the placement experience and are assessed in the presentation and exam questions.</p> <p>Psychiatry: The curriculum aims to give students an understanding of the biological, psychological and social causes of common serious illnesses; the major disabilities, handicaps and impairments besetting the individual and families suffering from a mental disorder; the principles of treatment of major mental disorders in a range of settings; the importance of stigma, culture, gender and developmental stages when assessing, recognising and managing psychiatric illness.</p> <p>RAPP: Rehabilitation, Aged Care, Palliative Care and Psychiatry of Old Age: The curriculum aims to give students an understanding of the principles underlying assessment and management of patients in each discipline.</p> <p>Emergency Medicine: The curriculum aims to give students a solid grounding in the principles underlying the assessment and early management of patients presenting to emergency departments.</p>
Assessment:	Two 2 hour written exams (50%). One 5 station objective structured clinical examination (40%) and one oral case presentation of 25-30 minutes (10%). Hurdle requirement: 75% attendance at lectures, tutorials and practical classes and 100% attendance at clinical placements and field visits.
Prescribed Texts:	N/A
Recommended Texts:	Information Not Available
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	Information Not Available