

## MEDS90028 Principles of Clinical Practice 3 (Oslo)

<b>Credit Points:</b>	50						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	This subject is not offered in 2014.						
<b>Time Commitment:</b>	Contact Hours: 180 hours Total Time Commitment: 40 hours per week for 18 weeks						
<b>Prerequisites:</b>	As designated by University of Oslo medical school.						
<b>Corequisites:</b>	None						
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>MEDS90020 Principles of Clinical Practice 3</td> <td>Year Long</td> <td>87.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	MEDS90020 Principles of Clinical Practice 3	Year Long	87.50
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MEDS90020 Principles of Clinical Practice 3	Year Long	87.50					
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>						
<b>Contact:</b>	<p><b>Administrative Contact:</b> md-enquiries@unimelb.edu.au</p>						
<b>Subject Overview:</b>	<p>Principles of Clinical Practice 3 (Oslo) is available only to students attending the Melbourne Medical School as participants in the Oslo exchange program through which a small number (estimated maximum of eight students per year) of students from the University of Oslo complete their women's and children's health rotations, while a similar number of University of Melbourne students fulfill this requirement at the University of Oslo.</p> <p>The aim of the subject is to develop students' key clinical skills in clinical settings in Women's and Children's Health. The subject will be delivered in two clinical terms: Women's Health (8 weeks), Children and Adolescent Health (8 weeks). In each rotation students will acquire the skills to prepare them for any form of clinical practice in that discipline.</p>						
<b>Learning Outcomes:</b>	<p>In line with the graduate attributes of the MD, by the end of the subject students should have developed the following objectives to a level appropriate for the third year of their course:</p> <p><b>Patient</b></p> <ol style="list-style-type: none"> <li>1. Learn from patients, health professionals and the community in relevant clinical settings</li> <li>2. Respect the rights of patients including patient choice, dignity and privacy in relevant clinical settings</li> <li>3. Communicate effectively with patients from diverse backgrounds including listening to, responding to, and understanding the patient's perspective in relevant clinical settings</li> <li>4. Apply the principles of rehabilitation in the amelioration of suffering from acute or chronic disability in relevant clinical settings</li> <li>5. Apply the principles of the care of the dying and ease pain and suffering in all patients</li> <li>6. Understand chronic illness and disability and its impact on the patient, their carers and communities</li> </ol>						

7. Construct an accurate, thorough, organised, medical history and perform an accurate physical and mental state examination
8. Integrate and interpret clinical findings and apply rigorous reasoning to arrive at an appropriate diagnosis or differential diagnosis
9. Select and interpret the most appropriate and cost effective diagnostic procedures
10. Formulate a simple evidence-based management plan in collaboration with a patient
11. Recognise serious illness in relevant clinical settings
12. Perform relevant medical procedures effectively and safely, with due regard for the patient's comfort including important emergency and life-saving procedures

### **Knowledge**

1. Understand the aetiology, pathology, symptoms and signs, natural history and prognosis of important physical and mental illnesses in all stages of life
2. Understand the management (pharmacological, physical, nutritional, behavioural and psychological) of important medical conditions at all stages of life
3. Access new knowledge from all sources and analyse and interpret it in a critical manner

### **Self**

1. Demonstrate empathy, compassion, honesty and integrity in relevant clinical interactions
2. Apply the principles of reflective practice in relevant clinical settings
3. Recognise when clinical problems exceed your knowledge in relevant clinical settings and to know when to ask for help
4. Identify and address your learning needs in relevant clinical settings
5. Respond constructively to assessment and appraisal in a clinical setting
6. Manage clinical uncertainty in relevant clinical settings
7. Apply effective time-management and organisational skills to relevant clinical settings
8. Recognise your own emotion and emotion in others in relevant clinical settings
9. Maintain your own physical, emotional, social and spiritual health and understand the importance of professional support in this process
10. Understand how your own spiritual, cultural or religious beliefs should not prevent the provision of adequate and appropriate health care to a patient

### **Medical Profession**

1. Understand the continuum of medical training and the diverse roles and expertise of doctors
2. Understand the potential conflicts of interest that may confront doctors
3. Apply the principles of ethics in the provision of health care
4. Provide effective feedback to colleagues in a clinical setting

### **Systems of Health Care**

1. Understand the roles, responsibilities and expertise of all health professionals, and how they work in teams to deliver health care
2. Understand the principles of team work and work effectively in a team
3. Understand the principles of quality and safety in health care systems
4. Understand the principles of effective record keeping
5. Understand the principles of continuity and coordination of health care

### **Society**

1. Understand the interactions between humans and their social and physical environment
2. Understand the principles of health promotion including primary and secondary prevention
3. Understand 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
4. Respect community values and appreciate a diversity of backgrounds and cultural values
5. Understand the principles of health literacy

	<p>6. Contribute to the community</p> <p>7. Contribute to the resolution of health inequities locally and globally</p> <p>8. Practise medicine in an environmentally responsible way.</p>
<b>Assessment:</b>	<p>Written examination of 2 hours duration (end of semester, 30%) Tutor assessment (throughout semester, 10%) Multi-station objective structured clinical examinations [OSCE] (end of semester, 30%) Mini-Clinical Evaluation Exercises [mini-CEX] 4, 2 in each rotation (throughout semester, 20%) Written tasks specific to rotation [2 case commentaries of 750 words each for Women's Health, and a referral letter for Children's Health] (throughout semester, 10%) Hurdle requirements: Sign-off of designated procedures (throughout year); Satisfactory standard in Professional Behaviour Checklist; Satisfactory standard in presentation of ePortfolio of case notes and other tasks as required; 75% attendance at lectures, tutorials and practical classes and 100% attendance at clinical placements and field visits.</p>
<b>Prescribed Texts:</b>	No prescribed texts. Written and on-line learning materials will be available to all students
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<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>Generic Skills:</b>	<p>Extensive knowledge of a particular professional area, including relevant professional knowledge and skills, and informed respect for the principles, disciplines, values and ethics of a chosen profession;</p> <ul style="list-style-type: none"> <li># Highly developed cognitive, analytic and problem-solving skills;</li> <li># Capacity for independent critical thought, rational inquiry and self-directed learning;</li> <li># Ability and self-confidence to comprehend complex concepts to express them lucidly, whether orally or in writing, and to confront unfamiliar problems;</li> <li># Leadership capacity, including a willingness to engage in constructive public discourse, to accept social and civic responsibilities;</li> <li># Ability and confidence to participate effectively in collaborative learning as a team-member, while respecting individual differences; and</li> <li># Ability to plan work and to use time effectively.</li> </ul>