



## COURSE OUTLINE

# MED301 Integrated Medical Science

**Course Coordinator:** Rebecca Donkin (rdonkin@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Session 7

SCHI

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course you will build upon and integrate your understanding of principles in the medical sciences, public health and epidemiology by engaging with a series of problem-based learning (PBL) clinical cases and scenarios. You will work in small groups with a clinical facilitator and utilize cases and scenarios to engage with and stimulate critical thinking and reasoning to better understand the concepts of medical sciences that underpin human diseases and clinical disorders. PBL is a challenging and self-directed approach to education that is widely used in Australian medical schools.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS LOCATIONS			
<b>Tutorial/Workshop 1</b> – Seminars by a medical specialist	1hr	Week 1	7 times
<b>Tutorial/Workshop 1</b> – PBL tutorials with a clinical facilitator	4hrs	Week 1	8 times
<b>Independent Study/Research</b> – Self-directed learning	2hrs	Week 1	8 times
<b>Lecture</b> – Online recorded lectures	1hr	Week 1	8 times

### 1.3. Course Topics

- Introduction to case-based learning (PBL) and critical thinking and reasoning in medicine.
- Overview of case-based learning (PBL) activity participation
- Case studies that promote case based learning and integrate medical science

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Develop a collaborative learning partnership between yourself, student peers and academics by engaging in problem-based learning and active discussion about complex clinical case studies.	Engaged
2	Demonstrate a deep knowledge of fundamental principles in medical science, public health and epidemiology that are essential to an understanding of human diseases and disorders.	Knowledgeable
3	Draw on evidence-based literature to exercise judgement in analysing and proposing solutions to complex clinical problems.	Creative and critical thinker
4	Construct and generate new approaches to and thinking about complex clinical problems.	Creative and critical thinker

### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

#### 5.1. Pre-requisites

LFS303 and enrolled in Program SC385

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

A general understanding of the structure and function of the human body from disciplines in medical science such as human anatomy and physiology, pathophysiology, biochemistry, microbiology, pharmacology, genetics and immunology. Also, an appreciation of foundation principles in public health and epidemiology.

### 6. How am I going to be assessed?

#### 6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

#### 6.2. Details of early feedback on progress

Students will be provided with early feedback on their preparation and participation in the PBL tutorials by their clinical facilitator.

#### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Group	Facilitator feedback	Refer to Format	In Class
All	2	Written Piece	Individual	1000 words for both written pieces	Refer to Format	Online Assignment Submission
All	3	Examination	Individual	2-hours	Week 8	Online Test (Quiz)

### All - Assessment Task 1: PBL Activity Participation

<b>GOAL:</b>	The goal of this assessment task is to provide you with feedback during the semester about your level of preparation for and participation in the PBL tutorial group discussions for the five clinical case studies.													
<b>PRODUCT:</b>	Activity Participation													
<b>FORMAT:</b>	<p>A marking criteria sheet will be used by your PBL clinical facilitator to score your level of preparation for and participation in the discussion associated with each of the five case studies. You must pass this assessment task for successful completion of the course.</p> <p>If you fail a case study or you are unable to participate in the discussion of a case study, then you will be asked to complete a viva voce with the MED301 Course Coordinator and/or the Program Coordinator and/or PBL clinical facilitator. The viva voce will involve a problem-solving and clinical reasoning task associated with the case study.</p> <p>Submit Weeks 2, 4, 6, 8. Please refer to the MED301 Assessment folder in Blackboard for more specific details about the PBL Activity Participation.</p>													
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Develop a collaborative learning partnership between yourself, student peers and your clinical facilitator by engaging in problem-based learning and active discussion about complex clinical case studies.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Prepare for each case study, including your punctuality at the PBL tutorials, completion of pre-readings, and use of learning resources and library databases.</td> <td>2 3 4</td> </tr> <tr> <td>3</td> <td>Participate in the discussion of each case study, including your level of engagement with the other members of your PBL tutorial and ability to stay focussed on the discussion points, and your overall contribution to the active learning experience.</td> <td>1 2 4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Develop a collaborative learning partnership between yourself, student peers and your clinical facilitator by engaging in problem-based learning and active discussion about complex clinical case studies.	1	2	Prepare for each case study, including your punctuality at the PBL tutorials, completion of pre-readings, and use of learning resources and library databases.	2 3 4	3	Participate in the discussion of each case study, including your level of engagement with the other members of your PBL tutorial and ability to stay focussed on the discussion points, and your overall contribution to the active learning experience.	1 2 4	
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### All - Assessment Task 2: Clinical Case Analysis

<b>GOAL:</b>	The goal of this assessment is for you to prepare a clinical case analysis for two of the case studies discussed during the PBL tutorials that demonstrates that you can draw on your knowledge of evidence-based literature in the medical sciences, public health and epidemiology to propose new solutions to complex clinical problems.
<b>PRODUCT:</b>	Written Piece
<b>FORMAT:</b>	<p>Each Clinical Case Analysis will be 1000-words in length (+/-10%) and will be in the format of short-answers to research questions directed at you using the current literature to propose solutions to the clinical case studies. You must reference the two Clinical Case Analyses in either Harvard or Vancouver style. Submission will be online via SafeAssign on Blackboard.</p> <p>Submit: Weeks 5 and 8. Task 2a. Clinical Case Analysis 1: Haematology or genetics. (due Week 5) Task 2b. Clinical Case Analysis 2: Complex Clinical Case, respiratory or pathology cancer. (due Week 8)</p> <p>You must pass this assessment task for successful completion of the course.</p> <p>Please refer to the MED301 Assessment folder in Blackboard for more specific details about the Clinical Case Analyses, including access to the grading rubric and SafeAssign links.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	2 3
	2	3 4
	3	3
	4	3

### All - Assessment Task 3: Examination

<b>GOAL:</b>	The goal of the examination is to assess your ability to integrate and apply knowledge in the medical sciences, public health and epidemiology to solve clinical problems.						
<b>PRODUCT:</b>	Examination						
<b>FORMAT:</b>	<p>The exam will comprise of 100 multiple choice questions (MCQs) and short answer questions (SAQs). The questions will draw on your knowledge and understanding of the key concepts covered during the lecture modules, case studies and tutorials during the session.</p> <p>You will be expected to achieve 80% or higher on the exam to pass this assessment task and for successful completion of the course.</p> <p>Please refer to the MED301 Assessment folder in Blackboard for more specific details about the examination.</p>						
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1	2 3						
2	2 3						

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

The classes for MED301 will be scheduled at the Sunshine Coast Health Institute, which is located at the Sunshine Coast University Hospital. You will be expected to arrange your own transport to the hospital for your MED301 classes. For technology enhanced learning you will require access to sufficient internet connection, microphone/audio and camera connection.

## 9. How are risks managed in this course?

Risk assessments have been performed for all laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

### 10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)