



UNIVERSITY
of
OTAGO

Te Whare Wānanga o Otāgo
NEW ZEALAND

OTAGO MEDICAL SCHOOL
Te Kura Hauora o Otākou

2021

University of Otago, Christchurch
Advanced Learning in Medicine
Fourth and Fifth Year
Handbook



ALM
4/5

**University of Otago, Christchurch
Fourth and Fifth Year
Handbook
2021**

Disclaimer: While all reasonable efforts have been made to ensure that the information contained in this publication is correct at the time of printing, matters covered in this publication are subject to change.

The University reserves the right to change courses and course requirements at any time.

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COURSE INFORMATION

2021 Year 4 and Year 5 Dates

Year 4

1st Semester

Monday, 1 February to Friday, 11 June 2021

Clinical Orientation/Hauora Maori Fortnight:

Monday, 1 February to Friday, 12 February (compulsory)

Waitangi Day: Monday, 8 February (observed)

Mid-Semester Vacation: 2-11 April inclusive (includes Easter)

ANZAC Day: Monday, 26 April (observed)

Queen's Birthday: Monday, 7 June

Mid-Year Vacation: 12-27 June inclusive (2 weeks)

2nd Semester

Monday, 28 June to Friday, 29 October 2021

Whole Class Teaching Week (WCTW): 28 June-2 July (compulsory)

Mid-Semester Vacation: 21-29 August inclusive (1 week)

Labour Day: Monday, 25 October

Semester ends: Friday, 29 October 2021

Year 5

1st Semester

Tuesday, 9 February to Friday, 11 June 2021

Waitangi Day: Monday, 8 February (observed)

Mid-Semester Vacation: 2-11 April inclusive (includes Easter)

ANZAC Day: Monday, 26 April (observed)

Queen's Birthday: Monday, 7 June

Whole Class Teaching Week (WCTW): 8-11 June (compulsory)

Mid-Year Vacation: 12-27 June inclusive (2 weeks)

2nd Semester

Monday, 28 June to Friday, 5 November 2021

Mid-Semester Vacation: 21 August – 29 August inclusive (1 week)

Labour Day: Monday, 25 October

Study Week

Tuesday, 26 October – Friday, 29 October

OSCE

Saturday, 30 October

Written/MCQ exams

Monday, 1 November – Friday, 5 November

TI Orientation

Friday, 5 November

Semester ends: Friday, 5 November 2021

Key Members of Staff and Contact Details

Dean	Prof David Murdoch	david.murdoch@otago.ac.nz	80522
Deputy Dean	Prof Vicky Cameron	vicky.cameron@otago.ac.nz	81210

Medical Education Unit & Reception (Ground Floor, UOC)

Assoc Dean (Medical Education)	Prof Lutz Beckert	lutz.beckert@cdhb.health.nz	
Assoc Dean (Undergraduate Student Affairs)	Tania Huria	tania.huria@otago.ac.nz	81080
Client Services administrator	Viv Hepburn	viv.hepburn@otago.ac.nz	81547
Medical Education Adviser	Anthony Ali	anthony.ali@otago.ac.nz	86295
Coordinator Student Experience	Amanda Clifford	amanda.clifford@otago.ac.nz	86161
Receptionist	Anna Groen	reception.uoc@otago.ac.nz	80530

Key Administrative and Support Staff – 5th Floor

Senior Manager Client Services	Melissa Paton	melissa.paton@otago.ac.nz	80554
Manager Client Services	Katrina Hogg	katrina.hogg@otago.ac.nz	81681
Dean's Executive Assistant	Robyn Maguigan	robyn.maguigan@otago.ac.nz	80522
IT Support Services team leader	Tim Young	tim.young@otago.ac.nz	81691
IT Support senior technician	Anna Young	anna.young@otago.ac.nz	81685
IT Support senior technician	Jarren Nelson	jarren.nelson@otago.ac.nz	80632
IT Support senior technician media	Dean Pester	dean.pesther@otago.ac.nz	81007
IT Helpdesk		its.servicedesk@otago.ac.nz	0800 479 888
Research & Development Manager	Rebecca Coombes	rebecca.coombes@otago.ac.nz	80038
Research Manager, Maori	To be advised		81658

Heads of Academic Departments

Anaesthesia	Prof Ted Shipton	ted.shipton@cdhb.health.nz	81642
Population Health	Prof Gillian Abel	gillian.abel@otago.ac.nz	364 3619
General Practice	Dr Ben Hudson	ben.hudson@otago.ac.nz	364 3604
Medicine	Prof Richard Gearry	richard.gearry@cdhb.health.nz	81846
Obstetrics & Gynaecology	Dr Jo Gullam	joanna.gullam@otago.ac.nz	85638
Pathology & Biomedical Sciences	Prof Martin Kennedy	martin.kennedy@otago.ac.nz	81530
Orthopaedics & MSM	Prof Gary Hooper	gary.hooper@otago.ac.nz	80430
Paediatrics	Prof Andrew Day	andrew.day@otago.ac.nz	80735
Psychological Medicine	Prof Richard Porter	richard.porter@otago.ac.nz	86404
Surgery	A/Prof Tim Eglinton	tim.eglinton@cdhb.health.nz	88174
Radiology	Prof Anthony Butler	anthony.butler@cdhb.health.nz	86359

Extension nos. starting with 80 can be direct dialled with prefix 3640 and last 3 digits of extension.

Extension nos. starting with 81 can be direct dialled with prefix 3641 and last 3 digits of extension.

Block Module Convenors

Year 4

SEGO	Mr Chris Wakeman - lead Prof Michael Ardagh Prof Bridget Robinson A/Prof Catherine Stedman Dr Matthew Strother Dr Tamara Glyn	christopher.wakeman@cdhb.health.nz michael.ardagh@cdhb.health.nz bridget.robinson@cdhb.health.nz catherine.stedman@cdhb.health.nz matthew.strother@cdhb.health.nz tamara.glyn@cdhb.health.nz
General Practice Public Health Addiction Medicine	Dr Lynette Murdoch Rose Crossin Dr James Foulds Prof Doug Sellman	lynette.murdoch@otago.ac.nz rose.crossin@otago.ac.nz james.foulds@otago.ac.nz doug.sellman@otago.ac.nz
Cardio/Respiratory CVPD	Dr Geoffrey Clare Mr Jeremy Simcock	geoffrey.clare@cdhb.health.nz jeremy.simcock@cdhb.health.nz

Year 5

Orthopaedics and Advanced Surgery Advanced Medicine Psychological Medicine Paediatrics Women's Health/ Developmental Medicine	Prof Gary Hooper Dr Ramez Ailabouni A/Prof David Jardine Dr Ben Beaglehole A/Prof Tony Walls Dr Jo Gullam – lead A/Prof Philip Pattemore Dr Stephanie Moor A/Prof Sue Luty	gary.hooper@otago.ac.nz ramez.ailabouni@cdhb.health.nz david.jardine@cdhb.health.nz ben.beaglehole@otago.ac.nz tony.walls@otago.ac.nz joanna.gullam@otago.ac.nz philip.pattemore@otago.ac.nz stephanie.moor@otago.ac.nz sue.luty@otago.ac.nz
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Vertical Module Convenors

Year 4 & Year 5

Clinical Skills Ethics	Dr Niki Newman Dr Simon Walker Dr Neil Pickering	nicola.newman@otago.ac.nz simon.walker@otago.ac.nz neil.pickering@otago.ac.nz
Hauora Maori – Y4 Hauora Maori – Y5 Pacific Health Palliative and End of Life Pathology Anatomic Pathology Microbiology Haematology Professional Development	Maia Melbourne-Wilcox Prof Suzanne Pitama Dr Allamanda Faatoese Dr Amanda Landers Dr Andrew Miller - lead Dr Andrew Miller Prof Steve Chambers Dr Sean MacPherson Prof Bridget Robinson A/Prof Tony Walls Dr Martin de Bock Dr Philip Adamson	maia.melbourne-wilcox@otago.ac.nz suzanne.pitama@otago.ac.nz allamanda.faatoese@otago.ac.nz amanda.landerson@otago.ac.nz andrew.miller@otago.ac.nz steve.chambers@cdhb.health.nz sean.macpherson@cdhb.health.nz bridget.robinson@cdhb.health.nz tony.walls@otago.ac.nz martin.debock@otago.ac.nz philip.adamson@cdhb.health.nz
Quality and Safety Radiology	Dr Phil Hider Dr Mike Hurrell	phil.hider@otago.ac.nz mike.hurrell@cdhb.health.nz

Year 5

Addiction Medicine Clinical Pharmacology	Prof Doug Sellman A/Prof Matt Doogue Dr Paul Chin	doug.sellman@otago.ac.nz matt.doogue@otago.ac.nz paul.chin@otago.ac.nz
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Attendance

Students are expected to attend all (100%) learning opportunities to gain experience, and should demonstrate enthusiasm, professionalism and commitment to learning. Individual block and vertical modules will clarify their expectations of attendance at the beginning of each module. Unsatisfactory attendance may result in terms being deferred or denied. Please also refer to the UOC policy on Student Leave in this handbook. In cases of absence due to illness of more than 3 days, a medical certificate should be presented to the module administrator or Undergraduate Administrator.

Communication

We cannot emphasise enough how important it is that you check and clear your student email regularly, preferably on a daily basis as this is the best and fastest way that we will get information to you including important announcements. Please empty your mailboxes on a regular basis so you don't go over quota and miss important emails. If you have any problems with your email please contact its.servicedesk@otago.ac.nz or 0800 479 888.

eVision Portal

- eVision is your online tool for applying to study, for accessing important study-related information and for viewing your personal details and updating your contact details while you study at Otago.
- eVision is your portal to other important University of Otago online applications. Access timetable information, Blackboard, Student Webmail, the library catalogue and more from one convenient place.
- Check out <http://www.otago.ac.nz/evision>
Note: Please advise the Undergraduate Administrator of any changes to your contact details.

It is also important that you check your pigeonhole and noticeboards on the LG floor regularly.

Forms

All forms required by students, e.g., Exam Impairment, Withdrawal etc, are available from the Undergraduate Administrator. Some forms are available on MedMoodle, e.g. leave requests.

Internet Use

For full details of the University of Otago regulations on Information and Communication Technology see <http://www.otago.ac.nz/administration/policies/otago081840.html>. Students are also reminded that the various Hospital Boards have policies in place regarding internet use.

Note:

- No user may use ICT for the purpose of accessing, sending or attempting to send: Objectionable Material, or abusive, fraudulent, harassing, threatening, or illegal content.

Cellphones, Tablets and Laptops

Please use cellphones, tablets and laptops in a considerate manner. Receiving calls, texting, tweeting, and/or updating your Facebook status during tutorials is NOT acceptable behaviour.

Social Media and the Medical Profession

Recent incidents involving University of Otago medical students make this a timely reminder of our ethical obligations when using any form of online social networking.

The internet immediately connects us with the public domain and we must continue to avoid making comments that could be interpreted as breaching the boundaries of patient-doctor confidentiality.

While blogging, tweeting and other social networking avenues are, for the most part, well intentioned, there is the potential for these activities to have future adverse consequences. As members of a professional community with high ethical standards, any comments, images and material you may leave on a personal page could embarrass you when seeking future employment.

A copy of the excellent “Guide to online professionalism for medical practitioners and medical students” can be found on moodle. This is a well-articulated, informed reference.

Remediation

Module convenors and clinical teachers work hard to identify students who, for whatever reason, are not up to sufficient standard to pass their clinical rotation. It is hoped that by identifying students who are having problems early more can be done to help them progress. Students who fail a module or who have a significant Conditional Pass on their PASAF are identified by the module convenor, discussed at Academic Progress Meetings and interviewed by the Associate Dean Student Affairs (ADSA).

The following table outlines the most common presenting problems and the suggested outcomes:

Issues which may contribute to a fail or conditional passes	Possible Outcomes
<ul style="list-style-type: none"> Health & Welfare Problems 	→ADSA for assessment and referral or Direct to Student Health
<ul style="list-style-type: none"> Problems in a specific area or specialty which can be readily addressed (eg Lateness) 	→ ADSA for identification of problem and discussion re how to address it. (eg buy alarm clock) Alerting next module convenor
<ul style="list-style-type: none"> Personality Issues or breaches of professional behaviour 	→ ADSA for discussion, identification of problem and ongoing monitoring. Alerting next module convenor Referral to Fitness to Practice Committee
<ul style="list-style-type: none"> Generic Problems across Specialties English Difficulties Difficulties adjusting to NZ culture Clinical deficiencies across specialties including problems with communication skills and difficulty synthesising clinical information and planning management	→ ADSA and referral for help with language. → ADSA and referral for Clinical Remediation

Remediation Timing

Students who are required to complete remediation or re-sit an assessment may be given the opportunity to do this during their next holiday break or at the end of the year, rather than with the next module’s assessment. You are strongly advised to be prepared for this eventuality when booking travel for your holidays so that you have the flexibility to change your plans. We also strongly recommend that 4th year students do not book any end of year travel until they know that terms have been awarded in November (date to be confirmed). Some students may need to remain in Christchurch for remediation and re-assessment if terms are deferred.

Fifth year students should be aware that if they fail one or more modules they could be denied terms or have terms deferred until more work is set and passed.

Student Leave Policy

It is expected that all students will attend all scheduled learning experiences. This particularly applies to all laboratories in ELM and all block and vertical modules in ALM. It is however acknowledged that a student may wish to have leave from time to time to attend to personal or extracurricular matters.

The granting of leave is discretionary and considered case by case.

Application for Leave

Students are required to seek approval for all leave, and should request leave in advance from the appropriate convenor, supervisor or tutor.

In ALM, when any leave is taken an on-line Leave Request needs to be completed on MedMoodle (located on each year's homepage) and approved by the appropriate **block and vertical convenor(s)**. If the leave requested is longer than 3 days it also needs approval from the Associate Dean (Student Affairs). **Any leave of 3 or more days should be planned and requested well in advance.**

Consideration of leave application

When deciding on leave applications, the following points will be taken into consideration:

- Learning or professional development opportunities afforded by the activity
- The family, or community importance of the student attending the activity
- Whether the student has extenuating personal circumstances
- Whether the student is participating in a national or international sporting or cultural event
- Whether the student is presenting, organising or representing a group at a conference or meeting
- The length of leave relative to the activity
- The reason the activity cannot be undertaken during scheduled holidays
- The importance of missed teaching or assessment and the student's ability to catch up on missed activities
- The student's total leave in that year and any other leave in that module

If students wish to discuss the process of student leave the Client Services administrator in the Medical Education Unit can provide information.

If the student's application for leave is denied by the module convenor they may appeal to the Associate Dean (Student Affairs). An ultimate appeal could be made to the Dean.

If students wish to discuss the process of student leave they can direct their concerns to either the Student Staff Committee or the UOC Curriculum Sub-Committee.

Sick Leave, Bereavement Leave or other emergency

If a student is unable to attend learning sessions or their module due to illness or other reasons the appropriate tutor, module convenor and the student affairs office must be notified on the first day of the absence and on any subsequent days. The sick leave must also be recorded in the on-line leave request in MedMoodle when you have returned to study. This is the student's responsibility. It is important not only because of missed learning opportunities, but also because staff frequently arrange clinics and patients to be available for students, so need to know if the student will not be present.

A medical certificate is required for any student absent because of illness for more than 3 days in ALM. Note: part of professional responsibility is to absent yourself from work if you are ill in order to avoid infecting vulnerable patients.

The length of time taken for bereavement leave is considered on an individual basis.

Dealing with missed sessions

Please note it is the student's responsibility to arrange any necessary catch up with the module convenors. If missed content cannot be completed within the module this will lead to a module result of incomplete and a plan made to allow completion.

Failure to contact the tutor/module convenor if a session cannot be attended is considered unprofessional behaviour and will be brought to the attention of the Student Progress Committee.

Students on Placement – Contact Details in eVision

All students on placement through the University of Otago must fill in the 'override address' section in eVision to provide details of where the University can contact you during your placement period. By filling in the 'Override' address the University will be able to quickly contact you with regard to any issues that concern the area where you are on placement. The University is always concerned with the safety and well-being of its students and being able to locate you quickly in an emergency is the first step to ensuring you are safe and getting the support you need. Emergency contact information (e.g. the name and number of your mother, father, spouse) is used in the event the University needs to contact someone on your behalf should you be involved in or experience a health or safety emergency.

Trainee Intern Electives

You will be given the opportunity in 4th year to select your preferred elective quarter for trainee intern year. More information on the trainee intern elective will be provided on Moodle and at the 4th Year Elective evening.

UOC Gold Medal Teaching Awards

Awarded for excellence in teaching

1993	B M Colls	2009	AG Rothwell	2018	MW Ardagh
1994	R Fraser		TJ Wilkinson	2019	S Chambers
2003	GD Abbott	2012	JM McKenzie		D Jardine
	R Sainsbury	2013	JB Morton		
2004	PF Bagshaw		MG Nicholls		
	PW Moller	2014	SG Pitama		
	PJ Parkin	2015	L Beckert		
2007	EJ Begg	2016	MA Hurrell		
			AP Miller		

Research Opportunities

Research is the cornerstone of our teaching and learning activities here at the Christchurch Campus. The quality of research in Christchurch is renowned internationally and is a vital factor in maintaining the quality of health services in a tertiary teaching hospital and health service. The Campus is very fortunate in that it hosts a number of very strong research programmes and groups and amongst its staff has many researchers with an international reputation. The Christchurch Campus hosts a number of programme grants funded by the Health Research Council of New Zealand and enjoys research funding support from the Canterbury Medical Research Foundation, Lottery Health, the Cancer Society, and other grant-funding bodies.

We encourage you to take an interest in research during your time here at Christchurch. The campus is host to a large number of research meetings and seminars and these are advertised via email and on our postgraduate noticeboards.

The Research Office, Level 5 of the main Campus building, co-ordinates all information about research, research grants and funding opportunities. Please feel free to visit the Research Office or visit the Campus' Research web site, www.uoc.otago.ac.nz/research for a list of researchers and research groups and some of the projects that are presently underway.

Summer Studentships

If you would like to spend ten weeks over the summer vacation on a research project, email the Christchurch Research Office (research.uoc@otago.ac.nz) for the Summer Studentship Project List, available from early September. These Summer Studentships are a great introduction to

research and there are prizes for the best oral presentations of the research summaries. The projects commence in October/November and students receive a scholarship of \$5,000. The Summer Studentship Handbook and all the information you will need to apply for a Summer Studentship is available on the School's website at: www.uoc.otago.ac.nz/research/summer.htm or from the Research Office on Level 5, University of Otago, Christchurch building.

Bachelor of Medical Science (Hons)

If you would like to become more seriously involved in research you do not have to wait until you are qualified. You can take a year out to do a Bachelor of Medical Science (Hons) – the details are in the University Calendar and we can also put you in touch with other BMedSc students. This involves a thesis and there is a good chance that you will be able to publish your results in an internationally recognised scientific journal. You will also be in a strong position to follow on with an MMedSc or PhD at a later date. Research experience not only looks good on your CV, but also will give you a more critical and informed approach to medicine. If you might be interested in undertaking a BMedSc please make contact with Ruth Helms, Medical Education Unit, ground floor, UOC building, to discuss this option.

Further information available on the Otago Medical School website:
<http://www.otago.ac.nz/courses/qualifications/bmedschons.html>

YEAR 4 PROGRAMME 2021

Welcome from the Dean

On behalf of the staff at the University of Otago, Christchurch, welcome to Advanced Learning in Medicine.

Commencement of Year 4, with the shift to clinically based learning, is something of a "rite of passage", a new stage in the progression to professional practice. The complexities of diagnosis and management, and of the health care system, and the poignancy of the emotions and life changes encountered by patients and their families, take on a new urgency and reality. We hope the learning environment of the Christchurch campus and the Canterbury health care services will provide a firm foundation for effective and empathic clinical practice in the years ahead.

In addition to its medical education role, the Christchurch campus has over 700 postgraduate students enrolled in a variety of programmes to PhD level. The campus is also the primary centre for health research in the Canterbury region, with a wide range of internationally recognised research programmes. Your learning environment is enhanced by these postgraduate and research activities.

Your Year 4 Course Handbook provides general information which you will need to know for your clinical training in Christchurch's hospitals and other health services. It also outlines our expectations of you as you become part of the clinical team, and gives details of specific modules. Please read the Course Handbook carefully, to familiarise yourself with the School and your 4th Year programme, and essential issues relating to patient care, ethics, confidentiality of information, patient rights, and your own roles and responsibilities.

In the course of your clinical training you will be encouraged to think for yourself, to become comfortable with "self-directed learning", to move from theoretical to case-based learning, and to engage with the lifelong task of becoming a responsible and competent health professional. Your challenge, as you proceed from early to advanced learning in medicine, will be to acquire or enhance the knowledge, skills and attitudes through which you can best serve your patients and the wider community in the years ahead.

Best wishes for a stimulating and satisfying year.

Professor David Murdoch
Dean

Course Overview

Years 4 and 5 have been designed to help you apply your knowledge to practical situations and to help you develop from a student to an apprentice doctor.

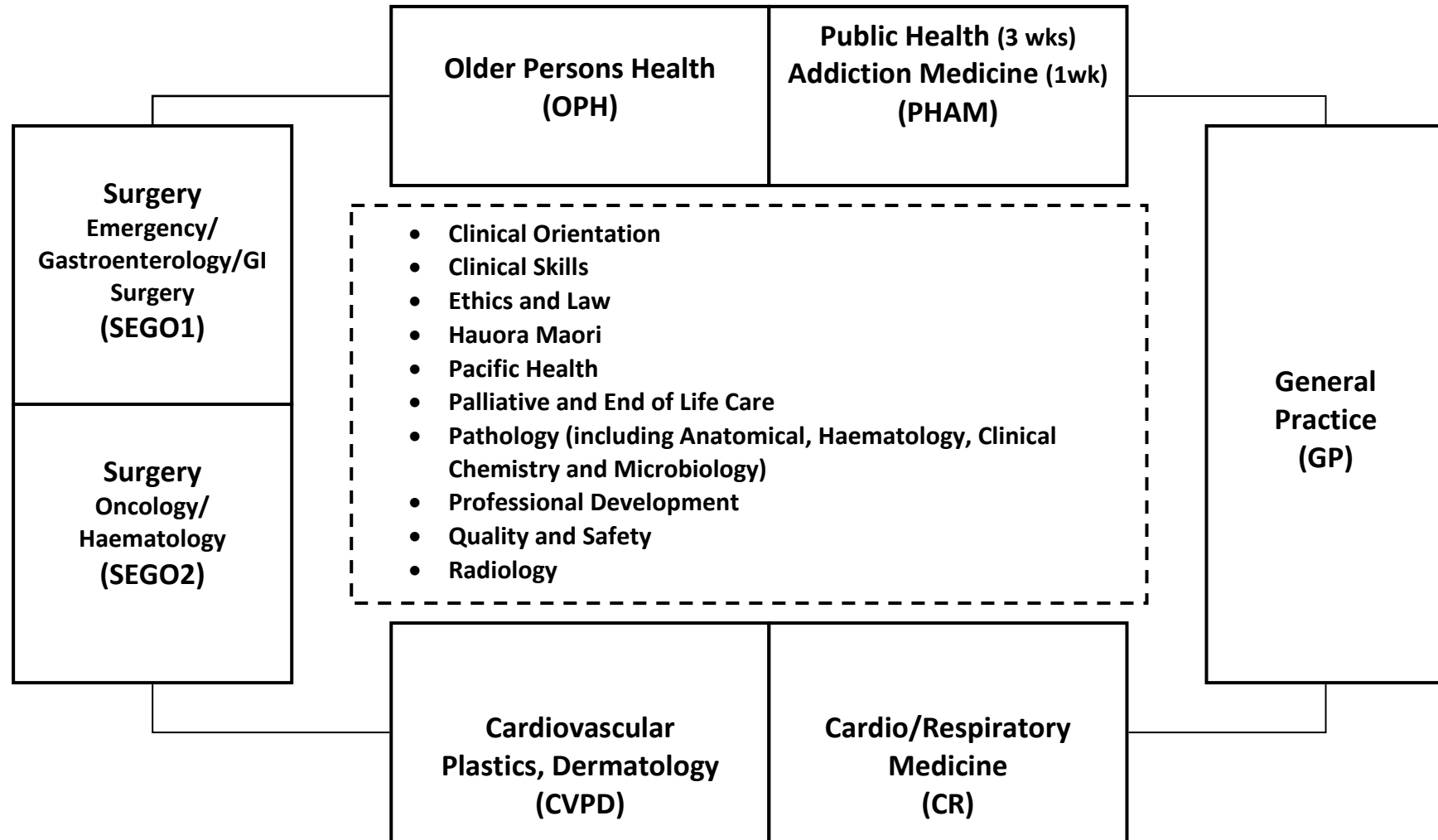
The course has a series of block modules and vertical modules. In Year 4 there are 2 four week modules and 3 eight week modules and you will rotate through each of them. Some topics are better learnt over longer periods of time and are therefore organised as vertical modules that run over the entire year.

The Pathology and Radiology vertical modules occur mostly on Thursday afternoons. Other vertical modules will be taught in dedicated teaching half days throughout the year. These are Addiction Medicine (Y5 only), Clinical Pharmacology (Y5 only), Clinical Skills, Ethics and Law, Hauora Maori, Palliative/End of Life Care, Professional Development, and Quality and Safety.

The best way to get the most of your year is to take as many opportunities as you can to meet patients, to find out about their problems and then to synthesise this with your theoretical knowledge. We encourage you to read about the conditions that your patients have. This is a great way to help your theoretical knowledge “stick” in your mind. You will never know everything so learning to identify important gaps and working out ways to fill them are important lifelong skills. Don’t expect therefore to be taught everything. Rather, by seeing the common and important conditions in your patients we hope you will be stimulated to identify and prioritise your own learning.

University of Otago, Christchurch

Year 4 Advanced Learning in Medicine Modules



Block Modules



Vertical Modules

2021 Year 4 Groups – 15 January 2021

Group A	Group B	Group C	Group D
BOYCE Caitlin (Catey)	BARUGH Julia	BAJUNAID Mishal	BLAY Lucy
BROCHERIE Paris	BROWN Liam	BLAND Caitlin	FENG Yuyi (Jenna)
BURGESS Alice	CAO Helen	COATES Patrick (Paddy)	HALPIN Lewis
CAMERON-DUNN Samuel (Sam)	DHAKAL Rishav	DUNN Georgia	HU Gerald
CHUAH Joshua (Josh)	HAYES William (Jimmy)	HARTLEY Ella	LEADLEY Connor
FROELING Julia	HELU Tatila	HYNES John	MAYHEAD Anneke
KERSHAW Zachary (Zac)	HUNT Louise	JU William	MURRAY Cerianne
McCULLOUGH Benjamin	HUTCHINSON Joseph (Joe)	KAYES Julia	ORANGE Luke
PAGE Maya	LEE Justin	KEENAN Brydie	SOMERVELL Emma
PAIRMAN Lorna	McVICAR Nina	KUMAR Shiristi	THOMPSON Nasya
SEARLE Jordon (Jordan)	RICHARDSON Georgia	MacDONELL Nathan	van TURNHOUT Andrea
SHEPHEARD Tess	TAYLOR Millicent (Millie)	NICOLL Fiona	WHARTON Grace
SHERIDAN-ALEFOUNDER Ashlyn	van der LINDEN Jacinta	SWAN Meg	WILLIAMS Zoe
WILLIAMS Jasmyn	WILDING Susannah	TAIT Samantha	
Group E	Group F	Group G	Group H
BAILIE-BELLEW Grania (Arni)	BOS Imogen (Imo)	BROWN Caitlin	ARNOLD Kate
BECKETT Olivia	CONNER David	DYSON Georgia	BARBAFIERA Bianca
DU Qingfeng	GOH Jerry	GOESSI Jacob	ENDERSBY Lara
HENDERSON Benjamin (Ben)	KRAUSS Robin	GOH Ashleigh	GENT Oliver
HONEYFIELD Zoe	LAY Rose	HOLDAWAY Mark	GUEST Megan
JORDAN Justin	McKEEMAN Alysha	HU Albert	KERSHAW Campbell
KAW Anu	MORETON Hannah	MAHER Hannah	KIM Ye Kyung
MANNING Bryony	NATHU Priyanka	MITCHELL-WITEHIRA Ariana	LAING Erica
McDONALD Kato	REYNEKE Josua (Bernard)	PETRIE Mack	LI Ruijian (Ritchie)
MILLS Sophie	ROXBURGH Erin	REAY Charlotte	McCALL Poppy
MILNE Lachlan (Lachie)	SHAJI Emmanuel	STEVENSON Elizabeth (Lizzie)	PERRY Adelaide
SHARP Samantha	TOMKINS Samuel	SU'A Taliah	WARD Joshua
WEHI-HOUGHTON Maia	WANG Analise	TAY Yan Hao	WILLIAMS Georgia
YOUNG Nicholas		WELSH Emma	

2021 Year 4 Rotations

Module	Dates	GP		CR	CVPD	OPH	PHAM	SEGO1	SEGO2
Semester 1	15/2-12/3	A	B	C	D	E	F	G	H
	15/3-16/4	B	A	D	C	F	E	H	G
	19/4-14/5	C	D	A	B	G	H	E	F
	17/5-11/6	D	C	B	A	H	G	F	E
Semester 2	28/6-2/7	Y4 Whole Class Teaching Week							
	5/7-30/7	E	F	G	H	A	B	C	D
	2/8-3/9	F	E	H	G	B	A	D	C
	6/9-1/10	G	H	E	F	C	D	A	B
	4/10-29/10	H	G	F	E	D	C	B	A

GP	General Practice
CR	Cardio/Respiratory
CVPD	CardioVascular, Plastics, Dermatology
OPH	Older Person's Health
PHAM	Public Health (3 weeks) / Addiction Medicine (1 week)
SEGO 1 & 2	Surgery/Emergency Medicine/Gastroenterology/Oncology

Summary of Year 4 Modules 2021

	Group	15/1-12/3	15/3-16/4	19/4-14/5	17/5-11/6	5/7-30/7	2/8-3/9	6/9-1/10	4/10-29/10
ARNOLD Kate	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
BAILIE-BELLEW Grania (Arni)	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
BAJUNAID Mishal	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
BARBAFIERA Bianca	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
BARUGH Julia	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
BECKETT Olivia	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
BLAND Caitlin	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
BLAY Lucy	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
BOS Imogen	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
BOYCE Caitlin (Catey)	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
BROCHERIE Paris	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
BROWN Caitlin	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
BROWN Liam	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
BURGESS Alice	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
CAMERON-DUNN Samuel	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
CAO Helen	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
CHUAH Joshua	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
COATES Patrick (Paddy)	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
CONNER David	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
DHAKAL Rishav	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
DU Qingfeng	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
DUNN Georgia	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
DYSON Georgia	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
ENDERSBY Lara	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
FENG Yuyi (Jenna)	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
FROELING Julia	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
GENT Oliver	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
GOESSI Jacob	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
GOH Ashleigh	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
GOH Jerry	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
GUEST Megan	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
HALPIN Lewis	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
HARTLEY Ella	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
HAYES William (Jimmy)	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
HELU Tatila	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
HENDERSON Benjamin	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
HOLDAWAY Mark	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
HONEYFIELD Zoe	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
HU Albert	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
HU Gerald	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
HUNT Louise	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
HUTCHINSON Joseph	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
HYNES John	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
JORDAN Justin	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD

Summary of Year 4 Modules 2021

	Group	15/1-12/3	15/3-16/4	19/4-14/5	17/5-11/6	5/7-30/7	2/8-3/9	6/9-1/10	4/10-29/10
JU William	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
KAW Anu	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
KAYES Julia	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
KEENAN Brydie	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
KERSHAW Campbell	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
KERSHAW Zachary	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
KIM Ye Kyung	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
KRAUSS Robin	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
KUMAR Shiristi	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
LAING Erica	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
LAY Rose	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
LEADLEY Connor	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
LEE Justin	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
LI Ruijian (Ritchie)	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
MACDONELL Nathan	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
MAHER Hannah	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
MANNING Bryony	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
MAYHEAD Anneke	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
MCCALL Poppy	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
MCCULLOUGH Benjamin	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
MCDONALD Kato	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
MCKEEMAN Alysha	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
MCVICAR Nina	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
MILLS Sophie	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
MILNE Lachlan	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
MITCHELL-WITEHIRA Ariana	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
MORETON Hannah	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
MURRAY Cerianne	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
NATHU Priyanka	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
NICOLL Fiona	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
ORANGE Luke	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
PAGE Maya	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
PAIRMAN Lorna	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
PERRY Adelaide	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
PETRIE Mack	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
REAY Charlotte	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
REYNEKE Josua (Bernard)	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
RICHARDSON Georgia	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
ROXBURGH Erin	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
SEARLE Jordon	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
SHAJI Emmanuel	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
SHARP Samantha	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
SHEPHEARD Tess	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
SHERIDAN-ALEFOUNDER Ashlyn	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO

Summary of Year 4 Modules 2021

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SOMERVELL Emma	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
STEVENSON Elizabeth	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
SU'A Taliah	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
SWAN Meg	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
TAIT Samantha	C	CR	CVPD	GP	GP	SEGO	SEGO	OPH	PHAM
TAY Yan Hao	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
TAYLOR Millicent	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
THOMPSON Nasya	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
TOMKINS Samuel	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
VAN DER LINDEN Jacinta	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
VAN TURNHOUT Andrea	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
WANG Analise	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
WARD Joshua	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
WEHI-HOUGHTON Maia	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD
WELSH Emma	G	SEGO	SEGO	OPH	PHAM	CR	CVPD	GP	GP
WHARTON Grace	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
WILDING Susannah	B	GP	GP	CVPD	CR	PHAM	OPH	SEGO	SEGO
WILLIAMS Georgia	H	SEGO	SEGO	PHAM	OPH	CVPD	CR	GP	GP
WILLIAMS Jasmyn	A	GP	GP	CR	CVPD	OPH	PHAM	SEGO	SEGO
WILLIAMS Zoe	D	CVPD	CR	GP	GP	SEGO	SEGO	PHAM	OPH
YOUNG Nicholas	E	OPH	PHAM	SEGO	SEGO	GP	GP	CR	CVPD

Clinical Orientation

Module Convenors: Prof Lutz Beckert and Prof Suetonia Palmer
lutz.beckert@cdhb.health.nz
suetonia.palmer@otago.ac.nz

Module Coordinator: Claire Willis

Contact Details: Email: clinicalorientation.uoc@otago.ac.nz

Phone: 364 1642

Department of Anaesthesia, Lower Ground floor, Parkside East

The aim of Clinical Orientation (which is in conjunction with the introduction to Hauora Māori) is to familiarise you to your clinical environment and prepare you for your clinical work. At the end of the two weeks of the Clinical Orientation and Hauora Māori you should be able to:

- Identify the physical support structure assisting your learning including the library, computer lab, seminar rooms, lecture theatres and the hospital layout including teaching facilities on the wards.
- Recognise organisational support networks aiding your learning, and meet the people involved including the Dean (Prof David Murdoch) and Dean's office staff, the Associate Dean Māori (Prof Suzanne Pitama), Associate Dean Undergraduate Student Affairs (A/Prof Tania Huria), Education Adviser (Anthony Ali), Associate Dean of Medical Education (Prof Lutz Beckert), module convenors, mentors and peers (Trainee Interns).
- Experience a working hospital alongside a Doctor and Nurse.
- Revise, practice and interpret a patient's presenting symptoms, history of presenting complaint and past medical history.
- Revise and practise some of the clinical examination skills you have learnt in ELM 2 and 3.
- Appreciate collaborative work, small group work and peer support to achieve clinical learning outcomes.
- Learn and practice a clinical model to work with Māori patients and whānau.

There will be no formal assessment at the end of Clinical Orientation (although there is an assessment component for the clinical orientation to Hauora Māori).

If you have any questions about any of the Clinical Orientation module, please don't hesitate to contact us.

Older Persons Health Module

Module convenors: Dr Hamish Jamieson / Dr Michaela Glanville / Dr Kate Eggleston

Module administrator: Anne Vernall

Contact details: Shared Services Division / Department of Medicine
Portacom C
Burwood Hospital, 300 Burwood Road
Phone: 337 7918 – Burwood Office
Phone: 364 0825 – Christchurch Hospital Office
E-mail: anne.vernall@otago.ac.nz

The focus of this module is the assessment, treatment and rehabilitation of older people to help them to improve their functioning and quality of life. With the ageing of New Zealand's population this is everyone's business rather than a purely specialist area of medicine or surgery. You will have opportunities to see patients in the wards and hopefully to accompany staff on community visits into patients' homes. You will see how a range of health professionals work as a team to enhance and promote independence with older people.

This module aims to help you improve your general clinical skills but you will also have particular opportunities to learn how to examine the neurological system and a person's mental state, to conduct a psychiatric interview, and to learn about the particular needs of older people whose independence is threatened.

Most patients stay longer at Burwood Hospital compared with the acute wards at Christchurch Public Hospital, giving you good opportunities to get to know your patients and to see how the team works alongside them and their care partners outside of hospital.

The objectives for this attachment are to:

- 1 Master a neurological examination
- 2 Obtain, collate and document a complete history and examination of an older person
- 3 Master the basic assessment and management of a person with dementia or delirium
Including:
 - Taking a psychiatric history
 - Performing a mental state examination, including bedside cognitive assessment
 - Ordering appropriate tests
- 4 See and learn about common health problems for older people (in a variety of settings)
Including:
 - Stroke
 - Parkinson's Disease
 - Incontinence
 - Falls
 - Osteoporosis
 - Frailty
 - Appropriate prescribing
- 5 Display appropriate attitudes to older people and to colleagues

Seminar Room

There is a seminar room allocated for your use. This is located in Portacom C near Entrance 4 off Mairehau Road at Burwood Hospital site.

Parking

You cannot park in front of Burwood Hospital. The car park is specifically for the use of members of the public to use when attending the hospital as either a visitor or a patient. The staff carpark is at the rear of the hospital through gate 5 off Mairehau Road. The best parking is on Mairehau Road or the streets nearby.

Computers

We have 3 University computers and a printer for your use connected to the School network and 2 DHB computers in Portacom C and 1 DHB computer located in the Librarian's Office in Portacom A. The CDHB network is available from ward computers in the hospital itself.

Lockers

Student lockers are available and also a key to Portacom C. You will be required to pay (in cash) a \$20 refundable deposit for these keys **on your first day**. (We do not have Eftpos facilities). The Portacom will be locked when unoccupied.

Medical Library

We have a medical library on site that has several text books on student reserve as well as a number of journals and texts related to care of older people that are available for borrowing.

Textbooks and equipment

You don't need to purchase any textbooks specifically for this attachment but a general medical textbook is useful. Equipment to examine the neurological system is available but we encourage you to bring your own tendon hammer and tuning fork. You should bring your stethoscope.

Revision

It is advised that you are familiar with the Cranial Nerve and Peripheral Nerve examination techniques before the first day as we will be building on the basic knowledge of these that you gained prior to the rotation.

We look forward to meeting with you and we hope very much that you enjoy learning with us.

Public Health Medicine Module

Module Convenor: Dr Rose Crossin
Module Administrator: Shelley Morgan
Enquiries to: Department of Population Health
Email: rose.crossin@otago.ac.nz
shelley.morgan@otago.ac.nz

Orientation

On the first day of each attachment students should meet the module convenor on the 7th Floor of the School at 9.00 am for the Public Health Introduction seminar. The room will be specified in a welcome email sent the week before teaching begins.

Duration

The Public Health Medicine module is of three weeks duration, with the fourth week, Addiction Medicine, being held at the National Addiction Centre. This module is part of the combined Older Person's Health and Public Health Medicine module.

Teaching

Objectives

The learning objectives for the Public Health Medicine module are grouped into ten areas:

- Burden of disease and injury among populations
- Cultural competence
- Determinants of health and their contributions to health outcomes and inequalities
- Global health
- Health systems
- Health advancement and reducing inequalities using frameworks of public health including the Treaty of Waitangi
- Pacific health
- Population level thinking
- Research skills
- Statutory and clinical responsibilities in protecting populations and individuals

Learning objectives for the course are provided in the handbook, which will be distributed and discussed with students at the beginning the module. Learning objectives are also described for each session on Moodle.

Course Content

The course in Public Health Medicine will consist of seminars, case-studies, workshops, group work (including a group project), and community visits. The main areas to be covered include:

- Determinants of health and disease
- Health promotion and disease prevention
- Environmental health, including global climate change
- Communicable disease surveillance and control
- Public health research, including quantitative and qualitative research methods, study design, and interpretation
- Population health screening
- Organisation and funding of health care, including the New Zealand health system and health economics
- The role of the community in the planning and delivery of health care

Seminars, case-studies, and workshops

A series of seminars, case-studies and workshops will be held on the topics listed above and the timetable and venues for these sessions will be available at the beginning of the attachment.

Course Reading

All readings relevant to the public health attachment can be found on Moodle.

Student Assessment and Course Evaluation**Terms:**

The award of Terms will be dependent on satisfactory attendance and performance during the module. Students are expected to attend all sessions unless prior permission has been granted. Students will be assessed on their contribution to the seminars, workshops and the group presentation.

Formal Assessment:

Students will be required to participate in two formal assessment activities for the Public Health Medicine module. These consist of a series of written assessment tasks and a group advocacy project and presentation. Dates and other relevant details for these assessments will be discussed on the first day of the attachment.

We look forward to meeting you and hope you will find the Public Health Medicine module interesting and enjoyable.

Addiction Medicine Module

4th Year Module Convenor: Prof Doug Sellman
Module Administrator: Lisa Andrews
Contact Details: National Addiction Centre
Department of Psychological Medicine
1st Floor, Terrace House, 4 Oxford Terrace
Phone: 372-6780
Email: lisa.andrews@otago.ac.nz

Introduction

We look forward to meeting you during the 4th year Addiction Medicine block course at the University of Otago, Christchurch.

Addiction Medicine is a rapidly evolving medical specialty that has relevance to most other areas of medicine. Addictive behaviours underpin many of the common conditions that people present with in both primary and secondary care services, particularly mental health conditions and gastrointestinal, cardiovascular and respiratory diseases.

The World Health Organisation estimates that tobacco, alcohol and illicit drugs are responsible for **over 12% of deaths worldwide** and **about 9% of disability** (see http://www.who.int/substance_abuse/facts/global_burden/en/). Over 90% of this morbidity and mortality is from alcohol and tobacco rather than illicit drugs.

Alcohol and other substance use disorders are often undetected or undertreated. There are several reasons for this, including patients' denial, shame and stigma. However, clinicians' lack of knowledge or confidence in treating people with addiction problems also contributes to this issue.

Therefore, our hope is that you will gain the skills to recognise these conditions whatever field of medicine you are working in, as well as an awareness of treatments that are available and how to access them. We find that most students experience a positive shift in their attitude and gain confidence in interacting with people who are experiencing an addiction problem, as a result of this course.

Course structure

Addiction Medicine is taught in a variety of ways across the three University of Otago campuses. Here in Christchurch it is now split across 4th and 5th Year. The 4th Year course is a one-week attachment which follows the three week course in Public Health, and forms part of the combined Public Health and Addiction Medicine (PHAM) attachment.

Course materials

For the 4th Year module in 2021, a course booklet will be delivered into your pigeonhole by the Friday before the commencement of the run. Please read the Introduction and bring this booklet along with you on the first day of the Addiction Medicine attachment. The week long module consists of a collection of tutorials, discussion groups, clinical skills sessions, clinical interviewing sessions and patient discussion groups. You will also have a half-day clinical attachment at a treatment programme.

You will also find a selection of course materials, including some of the powerpoint presentations for the teaching sessions, on MedMoodle.

Assessment

The assessments for the 4th Year Addiction Medicine component of the PHAM module are:

1. **Formative assessment**, includes three tasks:
 - a. A short report (300-500 words) of your attendance at a recovery group meeting (see booklet for more detail on what to write about)
 - b. A brief, informal, oral presentation of your half-day clinical attachment. This can involve visual materials (eg powerpoint) and is done together with any other student(s) who attended the same attachment
 - c. A brief advocacy presentation (normally a brief letter to the editor – this will be explained in class)
2. The **summative assessment** for the course consists of an 8-minute OSCE on the final day of the course, covering assessment and/or intervention skills (100%). The OSCE closely follows the format of the end of 5th year OSCE exam, except that students will be given brief direct feedback at the end of the exam. Students who do not pass the OSCE (score above 60%) will be invited to resit, usually within one week. If unsuccessful with the resit, students will receive a conditional pass for the addiction medicine component of the combined addiction / public health module, following which a further resit or a viva exam (or other remediative activities) will be organised.

It is a UOC requirement that you receive one final grade for the combined PHAM module. The convenors of the two course components meet after every 2nd four week block to review marks in the two components. The final outcome for the module (Distinction / Pass / CP / Fail) is determined based on consensus between the module convenors. Students must receive a pass grade for both components to pass the course, while it is possible to receive an overall distinction based on outstanding performance in either component. Because of the requirement for the public health and addiction medicine convenors to confer, we are typically unable to give you the final grade until after this meeting has occurred.

General Practice Module

Module convenor: Dr Lynette Murdoch
Module administrator: Wendy Sincock
Contact details: Department of General Practice
14 Gloucester Street
Phone: 364 3613
Email: lynette.murdoch@otago.ac.nz
wendy.sincock@otago.ac.nz

On the first Monday morning of the module please report to the Department of General Practice at 14 Gloucester Street. Half of you will be asked to come at 9.00am, the other half at 10.00am. We will e-mail you in advance so you know what time to arrive.

During the module you will participate in small group tutorials and gain clinical experience by working with GPs. We will contact you before the start of the module to allow you to choose your GP placements.

Details of the module, including most of the learning resources, are on Moodle and can be accessed anytime. We will aim to have your timetable on Moodle the week before you start the module.

We look forward to meeting you.

Cardio-Respiratory Medicine (CR) Module

Module Convenor: Dr Geoff Clare
Department of Medicine

Module Coordinator: Fran Barrett
Department of Medicine
Ground floor, Parkside
Christchurch Hospital
Ph: 364 1116 (ext 81116)
Fran.Barrett@otago.ac.nz

Please meet Dr Geoff Clare and Mr Jeremy Simcock at 9.00am on the first Monday morning of the module in Room 704, 7th Floor, UOC Building for an introduction to the combined CR/ CVPD modules.

The Cardio-Respiratory module and the Cardiology, Vascular, Plastics & Dermatology module are integrated to allow more patient centered learning. The two modules will be assessed as one and results will be finalised at the completion of the eight weeks. Students will receive a personalised timetable at the beginning of the module.

For the four weeks of Cardio-Respiratory medicine, students will be allocated to ward based clinical teams, have at least three bedside tutorials per week and have the opportunity to observe cardiac catheterisation, cardiac exercise testing, echocardiography, bronchoscopies and lung function testing. Whilst based on either Cardiology or Respiratory wards, students are encouraged and expected to see patients from both specialties.

It is expected that students show a high degree of independent learning to cover the learning objectives in Cardiology and Respiratory Medicine. We will support this with content related lectures, small group tutorials (including topics such as systematic ECG analysis, smoking cessation, GTN and asthma inhalers), a log book, practice MCQs (self-assessed), and weekly 'signpost' sessions to monitor progress. Preparation for teaching sessions from Moodle content is vital for them to function efficiently and for full value to be gained.

The end of the module combined assessments will assess medical knowledge relevant to the learning objectives via MCQs, assess the ability to take a history, perform a focused examination and provide patient education via an OSCE, and assess the ability to gather, express and synthesize clinical information through focused written case histories. In addition students will have the opportunity to explore, in more depth, a topic that interests them via a short oral presentation involving critical appraisal of a recent or landmark research paper.

Student engagement and feedback is essential for the success of this module.

CVPD Module

(Cardiology, Vascular Surgery, Plastic Surgery & Dermatology)

Module Convenor: Mr Jeremy Simcock
Department of Plastic Surgery

Module Administrator: Jane Marriner
Phone: 364 0640 Ext 80834
jane.marriner@otago.ac.nz

Please meet Mr Simcock at 8.30am on the first Monday morning of the run in Room 704, 7th Floor, UOC Building for an introduction to this module.

The Cardiology, Vascular Surgery, Plastic Surgery, Dermatology (CVPD) module and Cardio-Respiratory (CR) module are integrated to allow more patient centered learning. Students will receive a personalised timetable at the beginning of the module.

Students on the CVPD module (4 weeks), in addition to whole group tutorials, will be allocated to a range of clinical sessions in groups of 2 or 3. These include outpatient clinics and operating lists at both Christchurch and Burwood Hospitals. These learning opportunities will be scheduled for all sessions except the two allocated to vertical module teaching (Tuesday pm and Thursday pm). Students will have the opportunity to complete self-directed study to cover the learning objectives for the CVPD module at other times. A list of recommended reading will be provided and preparation is expected prior to most sessions. A workbook will be provided to guide clinical learning with a focus on student preparation, interaction and reflection. All other course information and content are available on Moodle.

The end of module assessments will assess medical knowledge in the CVPD objectives via an MCQ exam, assess the ability to take a history, perform a focused examination, interpret investigations and provide patient education via an OSCE and assess the ability to synthesize clinical information gained through focused case histories. In addition students will have the ability to excel in a topic of their choice through the preparation of an electronic poster presentation (e-Poster).

Student engagement and feedback is essential for the success of this module.

Surgery/Emergency Medicine/Gastroenterology/Oncology (SEGO) Module

Module Convenors: Mr Chris Wakeman (Overall SEGO Convenor and Surgery Convenor)
Ms Tamara Glyn (Surgery Co-Convenor)
Associate Professor Timothy Eglinton (Surgery HOD)
Professor Michael Ardagh (Emergency Medicine Convenor)
Associate Professor Catherine Stedman (Gastroenterology Convenor)
Professor Bridget Robinson (Oncology Convenor)
Dr Matthew Strother (Oncology Co-Convenor)

Module Administrator: Jennifer Van Dijk
Enquiries to: Ground Floor, 36 Cashel St
Telephone: 364 3634
Email: surgery.uoc@otago.ac.nz

Please report at 7.55 am on the first Monday morning of the run to Room 706, 7th Floor, Main University Building.

This eight week surgical module combines clinical areas that are closely aligned, namely Oncology, Gastroenterology and Emergency Medicine. The surgical module is split into two parts, Surgery & Gastroenterology, and Surgery & Oncology. Emergency Medicine is taught throughout the eight weeks.

Your time will primarily be spent in Surgery. Your experiences in Oncology and Gastroenterology are to extend and expand your comprehension of the diseases that may present to a surgeon and to provide a more longitudinal appreciation of the clinical management of presenting diseases.

Booklets including timetables and other course information for the module will be handed to you on your first morning.

All resources for the SEGO run (including learning objectives, assessment information,

Clinical Skills Vertical Module

Module Convenor: Dr Niki Newman

Module Convenor for 4th and 5th Year

Simulation Centre Director

Clinical Skills Director

Professional Practice Fellow

Email: niki.newman@otago.ac.nz

Phone: (03) 364-3892

Module Administrator: Heather Reilly

Simulation Centre Administrator

Email: heather.reilly@otago.ac.nz

Phone: (03) 364-3890

Simulation Centre | Te Whare Whakataruna:

Level 1, 72 Oxford Terrace, Christchurch

Email: simcentre.uoc@otago.ac.nz

www.otago.ac.nz/christchurch/services/simulationcentre

Learning Outcomes:

Clinical Skills encompass all the skills used in the processes of consultation and management of patients. They specifically include communication skills, consultation (includes communication, history, examination), problem-solving (clinical reasoning), and procedural skills.

These skills also contribute to the development of professional skills and are not learned in isolation but throughout all components of your programme, in particular during your block module clinical attachments.

During the three years of the Clinical Skills Vertical Module at UOC you will develop your professional and clinical skills in a simulated clinical environment. By the end of the module you will be able to:

1. Demonstrate a range of professional behaviours and skills required of a newly graduated medical practitioner.
2. Demonstrate the use of a systematic approach to the assessment and initial management of patients.
3. Demonstrate critical thinking and reasoning skills during patient assessment, diagnosis (history, examination, investigation) and initial management.
4. Perform procedural skills in a way which demonstrates safe, effective techniques and strategies to minimise complications.
5. Be ready to apply clinical skills learned through simulation, to the real clinical learning environment.

Clinical Skills Programme

The Clinical Skills Vertical Module (CSVm) sessions are held on Monday afternoons and Tuesday afternoons in 4th year (and on one Wednesday afternoon), and Wednesday afternoons and Friday mornings in 5th year; at the University of Otago Christchurch Simulation Centre, 72 Oxford Terrace, which is a scenic, seven minute riverside walk from Christchurch Hospital.

MedMoodle

Please ensure you check the Clinical Skills MedMoodle pages regularly as they contain your timetable for the year, the relevant resources to prepare you for each session, and other important information. Learning at the Simulation Centre includes practical hands-on time and active participation, therefore we expect you to prepare in advance of each session to help maximise your learning.

Assessment

Attendance and participation in all sessions of the Clinical Skills module is a 'terms' requirement. An absence from any session without a satisfactory explanation and/or making up the missed session will potentially generate a conditional pass and may result in terms being denied. A register of attendance is maintained for this module.

We look forward to seeing you at the Simulation Centre.

Ethics and Law Vertical Module

The ethics teaching in ALM is designed to build upon the ethics you did in ELM. It aims to extend your sensitivity to and of understanding the concepts introduced in ELM, and to develop your ability to apply them in a wide range of different areas of practice, particularly (though not exclusively) in clinical situations. Through this you will become able to make complex ethical decisions on the basis of sound ethical reasons.

Ethics is taught in tutorials which take place in each rotation. They are led by teachers from the Bioethics Centre, sometimes with clinicians from the students' current attachment. The ethical issues taken up in each tutorial will reflect those encountered on the attachment.

In some tutorials, students will be expected to present cases for discussion and reflection by tutors and class mates.

General supporting material is on Moodle. See the 'Introduction to Clinical Ethics', and the glossary of key concepts introduced in ELM 2 & 3. Material for each class is also to be found on Moodle.

Medical law is taught in ALM 5 during the mid-year whole class learning week. Legal concepts are often raised and discussed in ethics classes. This reflects the close relationship between ethics and law.

The overarching learning goals for ALM ethics are as follows:

- To develop an understanding of and respect for the values that underpin medical practice

- To be able to recognize ethical problems as they arise in medical practice

- To develop the ability to apply ethical concepts to specific medical situations and programs

- To be able to critically reflect on and participate in ethical discussion relevant to medical practice

- To develop the ability to make complex ethical decisions and to explain the reasons for those decisions

In each year, students are expected to attend all four classes or to provide an explanation for non-attendance. Non-attendance at two or more tutorials, even with an explanation, will be referred to the Student Progress Committee.

In year 5 you will be required to complete two assessments: a clinical ethics case analysis (as part of a group), and a written clinical ethics case analysis. See the Moodle page for details. There will also be a short answer question relating to ethics, law and professionalism in the end of year exam.

Hauora Māori Vertical Module

Course Convenor: Maia Melbourne-Wilcox (maia.melbourne-wilcox@otago.ac.nz)
45 Cambridge Terrace
MIHI, Christchurch

Teaching Fellow: Amber Philpott (amber.philpott@otago.ac.nz)
45 Cambridge Terrace
MIHI, Christchurch

The Māori/Indigenous Health Institute (MIHI) represents a major milestone in the development of Māori focussed clinical teaching and health research at the University of Otago, Christchurch.

This Hauora Māori vertical module is hosted by MIHI and is carried out in accordance with our mission statement:

To contribute to Māori health gain and capacity building through health research, training and teaching.

The purpose of the Hauora Māori vertical module is to further develop your clinical competencies in understanding the following:

- Developing competencies in the application of Hauora Māori clinical models to clinical practice.
- Understanding the role of clinicians in contributing to Māori health gains.
- Factors that contribute to continued health disparities between Māori and non-Māori in New Zealand.

We know that you will enjoy the Hauora Māori vertical module and find it useful in your professional development.

This year the Hauora Māori vertical module involves:

1. A combination of Immersed Integrated and Independent learning blocks.
2. The immersed teaching block for 2021 is at Ōnuku Marae, Banks Peninsula and occurs during the first week of February.
3. Scheduled integrated (during block modules) Hauora Māori teaching sessions.
4. Immersed and Integrated teaching blocks will build your knowledge and understanding of how to apply key principles of Hauora Māori to your clinical practice.
5. All students will be required to complete two summative assessment and two formative assessments within the Hauora Māori vertical module.
6. Your summative assessment within the vertical module will be matched to Immersed, Integrated and Independent learning opportunities throughout the year.
7. Hauora Māori completes a PASAF of your overall performance, including attendance and professionalism throughout the year.

Palliative and End of Life Care (PEOLC) Vertical Module

Module Convenor: Dr Amanda Landers
Nurse Maude Hospice Palliative Care Service

Module Administrator: Fran Barrett
Department of Medicine
Ground Floor, Parkside
Email: fran.barrett@otago.ac.nz

Enquiries: amanda.landiers@otago.ac.nz

The PEOLC Module is new and evolving this year in its current format. The University of Otago recognises the importance of caring for people with life-limiting illnesses and the need for all medical professionals to have effective teaching in this area.

The purpose of this module is to equip you with the knowledge and skills to provide quality care to people facing the end of their lives, in a wide range of settings and including malignant and chronic illnesses.

Essential skills will be taught in collaboration with other specialities such as Pharmacology, Ethics, Anaesthetics/Pain Management, Hauora Maori and General Practice throughout 4th and 5th year. It is a complex area of medicine and requires complementary experiences from many parts of the curriculum. There is also dedicated teaching time in 4th and 5th year vertical sessions which will focus on the four major principles: understanding palliative care, communicating effectively with patients and their families/whanau, symptom management and the legal aspects of end-of-life care.

Moodle

The PEOLC Moodle site will have important information and extra resources about each session. It is important to read the site as it gives a step-by-step guide of any preparation you may need to do before the session. It also links to other relevant parts of the curriculum/modules.

Assessment

Assessment is based on attendance and participation to make 'terms'. An absence from any session without a satisfactory explanation and/or making up the missed session will potentially cause a conditional pass to be given and terms may be denied. A register of attendance is kept and uploaded onto Moodle. Unsatisfactory attendance and participation may require an extra small group tutorial at the discretion of the convenor.

In ALM4 there will a short MCQ test in the last session requiring a 60% pass mark.

In ALM5 a presentation to the class will be part of the assessment for the year. It will not require extra time outside of the session as all preparation will happen within the allocated module time. Students will be required to have shown reasonable effort to pass.

Pathology Vertical Module

Head of Department: Professor Martin Kennedy (martin.kennedy@otago.ac.nz)

Module Convenors:

Anatomical Pathology: Dr Andrew Miller (andrew.miller@cdhb.health.nz)
Clinical Chemistry: Dr Chris Florkowski (chris.florkowski@cdhb.health.nz)
Haematology: Dr Sean MacPherson (sean.macpherson@otago.ac.nz)
Microbiology: Professor Steve Chambers (steve.chambers@otago.ac.nz)

Administration Team:

Enquiries to: Alice Milnes (Administrator Client Services) or
Fran Cox (Administrator Client Services)
Level 2, School of Medicine building
Tel: 378 6381 (internal 86381)
E-mail: pathology.uoc@otago.ac.nz

Moodle

The Pathology Vertical Module has an active student resource in MedMoodle. Please note that this site also has Radiology material related to the integrated Pathology-Radiology tutorials. Please ensure that you check MedMoodle regularly as it will have up-to-date information on weekly and semester timetables, lectures, handouts, images and other material relevant for your course work.

If you find that a link doesn't work or some information you require is not available on the Pathology pages, please send an e-mail to pathology.uoc@otago.ac.nz.

Teaching Programme

The Pathology programme is run over two years (Year 4 and Year 5). The formal component of the programme comprises small and large group tutorials and lectures based around the major subspecialties of pathology (Anatomical Pathology, Clinical Chemistry, Haematology and Microbiology). All of these are assessed and contribute to terms and Potential Distinction.

Y4 Pathology teaching will be on Thursday afternoon. Some of this teaching will be combined with the Y5 class. For many sessions there will be preparatory material which you will be expected to have completed before the session. Each Y4 student has the opportunity to attend an autopsy on a Tuesday morning on a designated date - see the Autopsy roster on MedMoodle. If you wish to attend the autopsy, please ensure that the time does not clash with your other commitments on your rostered Tuesday morning. Attendance is not compulsory and you do not have to attend if you do not wish to.

Details of each week's programme are posted on MedMoodle and will be emailed to you. You should consult the weekly timetable as this will have the most current information on venues/topics. Please note that the timetable may change at short notice.

There are in-course assessments in each of the pathology sub-disciplines: Anatomical Pathology, Clinical Chemistry, Haematology and Microbiology. Satisfactory performance in the assessments is a Pathology Terms requirement. Passes (or Passes after Conditions Met – PACM) are required in at least THREE of the FOUR pathology sub-disciplines to obtain Terms in Pathology. The Department provides ample opportunities for remediation for each assessment for any who fail – our objective is to get you through all the assessments with a solid core of pathology learning.

We hope that you enjoy the Y4 Pathology course and look forward to meeting you. We welcome you and your feedback.

Professional Development Vertical Module

Module Convenors:

Prof Bridget Robinson

Email: bridget.robinson@cdhb.health.nz

Dr Martin de Bock

Email: martin.debock@otago.ac.nz

A/Prof Tony Walls

Email: tony.walls@otago.ac.nz

Dr Phil Adamson

Email: philip.adamson@cdhb.health.nz

Welcome to Professional Development.

We will focus on the wider social contexts of medical practice that are not always encountered during routine clinical care but are necessary for the future challenges you will face as a doctor.

Teaching sessions will be on Monday or Tuesday afternoon in fourth year and Wednesday afternoon or Friday morning in fifth year. These sessions will be mostly small group interactive learning opportunities with input from a variety of people from other professional organisations and within the wider health team.

Assessment

Assessment and Terms is based on attendance at all four sessions during the year. If you are unable to attend the session, you must email the administrator (as per Moodle information) with your reason for not attending, **before** the session takes place.

Making the transition from medical student to doctor is a huge challenge. We are sure you will enjoy the professional development sessions and find them useful for developing your own personal and professional attitudes needed for sound medical practice.

Quality and Safety Vertical Module

Module Convenor:

Dr Phil Hider

Department of Population Health

Email: phil.hider@otago.ac.nz

Patient safety and quality improvement are becoming increasingly important in healthcare.

The ELM course introduced quality and safety as an important area for student learning and this vertical module aims to build on that foundation. The programme allows discussion of a range of factors related to patient safety, systems causation of adverse events both in medicine and other industries, and various quality improvement methods and techniques. Improving the quality and safety of patient care incorporates evidenced-based medicine, communication, patient-centeredness, cultural competency and teamwork.

The module teaching sessions occur within the vertical module teaching times of Monday afternoons in 4th year and Wednesday afternoons in 5th year. The sessions will involve a mixture of exercises, presentations, discussions and self-directed work with a focus on prescribing and medication safety. Some sessions will include opportunities for inter-professional learning.

There will be opportunities to consider issues related to the quality of patient care and patient safety that students observe during their block modules.

- During the 4th year you will be asked to reflect on where patient harm may occur.
- During the 5th year you will be asked to consider an area where you think improvement is necessary and suggest solutions.

Assessment

There is no PASAF for this Module. Assessment will be based on attendance.

Contacts

If you have any questions about the course, please contact:

phil.hider@otago.ac.nz

Radiology Vertical Module

Module Convenor: Dr Mike Hurrell
Radiology Department, Christchurch Hospital

This module is run in conjunction with the Pathology Department and is a weekly combined Radiology-Pathology teaching session. Module documentation will be handed out as part of the Pathology materials, and this will direct you to websites for additional Radiology information.

A brief and excellent student-orientated textbook, David Lisle's *Medical Imaging for Students*, is available on-line via the Canterbury Medical Library.

Four of the seven concurrent pathology tutorials held each week will include radiology questions to be worked on. These topics can be discussed with a radiologist or radiology registrar when they visit your group at 1600 hrs.

Each tutorial group must split into two small subgroups to facilitate constructive collegial discussion and to get enhanced radiologist-student interaction. By discussing the radiology and pathology findings with other members of your subgroup, it is hoped that these interactions will help you gain insights into the disease processes themselves, understand how the pathology is reflected in the imaging, and encourage mutual professional cooperation and support (collegiality).

Formal assessment is at the end of the year as part of the RadPath OSPE. This will test three of the tutorial topics worked on during the term using questions from the modules themselves.

Additional short MCQ self-tests are available on Moodle to check your understanding of module topics. Although these tests do not contribute to your final grade, the results will be useful to guide your pre-OSPE revision, and encourage you to seek help if you need to. If you do not understand something, ask the tutor during the tutorial, ask a knowledgeable classmate, or email me (mike.hurrell@cdhb.health.nz) for assistance. I really do want you to understand this core material and pass the OSPE!

Awards for 4th Year Students

There are a number of Otago Medical School and UOC awards made at the end of the 4th, 5th and 6th Year. The full awards list is available in the Dean's office. Several of these awards, although presented at the end of the 5th Year, are given on the basis of achievement in the 4th Year as well as in the 5th Year of the course.

The University of Otago, Christchurch Awards are:

Denis Stewart Award in Pathology

The Denis Stewart Award in Pathology was established by the New Zealand Society of Pathologists to commemorate the outstanding contribution which Dr Denis Tiffin Stewart made to pathology in all its aspects. The award is funded from a capital sum contributed by pathologists throughout New Zealand and by members of the Christchurch medical staff. This sum is invested by the Society.

The award is made annually to the student achieving the highest standard in Pathology throughout the 4th and 5th Years of the MB ChB degree course in the Christchurch School of Medicine. It will be awarded on the recommendation of the Dean and the Professor of Pathology of the School.

Robin Carrell Award in Pathology

Established in 2006, this award is presented to the student achieving the highest standard in Research Essays.

Ian Town Award for Excellence in Respiratory Medicine

Established in 2006, this award is presented for the best presentation on a respiratory topic at the end of the Cardio-Respiratory module.

The Neil Columbus Award in Cardiology

This award was instituted in 1992 and shall be presented annually by the University Council on the recommendation of the academic staff concerned to the 4th Year student enrolled at the University of Otago, Christchurch whose project presentation in the broad area of cardiology is judged best of the year.

Plastic Surgery Award

Established in 2012, this award is presented to the 4th year student for the best e-poster presentation on a Plastic Surgery topic at the end of the CVPD module.

Graham Riley Award in Health Care of the Elderly

Awarded annually by the Health Care of the Elderly Education Trust to the top 4th Year student in Health Care of the Elderly. It is to reflect Dr Graham Riley's interest in continuing the advancement of teaching in Health Care of the Elderly.

ANZSGM Australia New Zealand Society of Geriatric Medicine Award

This award shall be presented to a person who in the year of the award is the best performing 4th Year medical student enrolled in the 'Care of the Elderly' clinical attachment in Dunedin, Wellington and Christchurch campus (total of 3 awards).

AMI Award in Public Health

Established in 1994 by donation from the AMI Insurance Company. The award shall be presented annually on the recommendation of the Professor of Public Health in Christchurch to the 4th Year student at UOC who has the best achievement in the Public Health module as determined by consideration of results from the final examination and assessment of module work.

**SEGO Award for Best Overall OSCE Mark in the Surgery/Oncology/Gastroenterology/
Emergency Medicine attachment**

This award was instituted in 2001.

Department of Surgery Awards for Clinical Excellence in Surgery

There are four awards presented annually – one for each of the four groups for the best overall OSCE mark on that module.

Chirnside-Morton Award in Emergency Medicine

Named after Mr Alan Chirnside and Mr John Morton, who established the first academic position in Emergency Medicine in Australasia. This award is presented annually to the student who achieves the best overall performance in Emergency medicine during the 4th Year of the MB ChB degree course at UOC.

Maori/Indigenous Health Institute (MIHI) Hauora Maori Award

Established in 2016, this award is presented annually for general excellence in the ability to learn, apply and engage in Hauora Maori in 4th Year.

4th Year Scholarships – Otago Medical School

These are available at <http://micn.otago.ac.nz/current-students/scholarships/alm-years-4-6>

FIFTH YEAR PROGRAMME 2021

Introduction from the Dean

Welcome to 5th Year - may the year be a rewarding and productive one for you.

The resources of Christchurch's hospitals and other health services will provide you with an excellent opportunity, through your 5th Year programme, to encounter the major areas of clinical specialisation. The challenge of acquiring increasingly specialised knowledge and skills relating to particular conditions must be complemented by an appreciation of and respect for the individuality of each patient. Sir William Osler's advice to clinicians in 1899 was to "care more particularly for the individual patient than for the special features of the disease." Osler's challenge is still relevant today, perhaps more so given the complexities of modern medical specialisation and sub-specialisation. It will be important also for you to grapple with the ethical and societal issues which provide the wider context for clinical practice, at a time in medical history when the demand for health care increasingly exceeds available resources.

Our campus is dependent not only on the excellence of our clinical teachers, but also on the world class research undertaken in Christchurch. Some familiarity with the School's research activities will broaden your understanding of the close relationship between research and clinical effectiveness, so take advantage of opportunities to attend research presentations. The School has an international reputation for research across the clinical disciplines.

The examination at the end of 5th Year is generally seen as a major assessment hurdle, but for those who have been conscientious through the year, the main challenges will be to integrate and demonstrate what has been learned. Local and common components of 5th Year assessment are directed toward the clinical and practical experience you will have had on the wards, in clinics, and in the community. You should check carefully the requirements and objectives for each of your clinical modules, and then make the most of the learning opportunities available to you.

The 5th Year programme offers an excellent opportunity to extend your knowledge and skills, and enhance the attitudes and values central to your care of patients and their families. Best wishes for a thoroughly productive and enjoyable year.

Professor David Murdoch
Dean

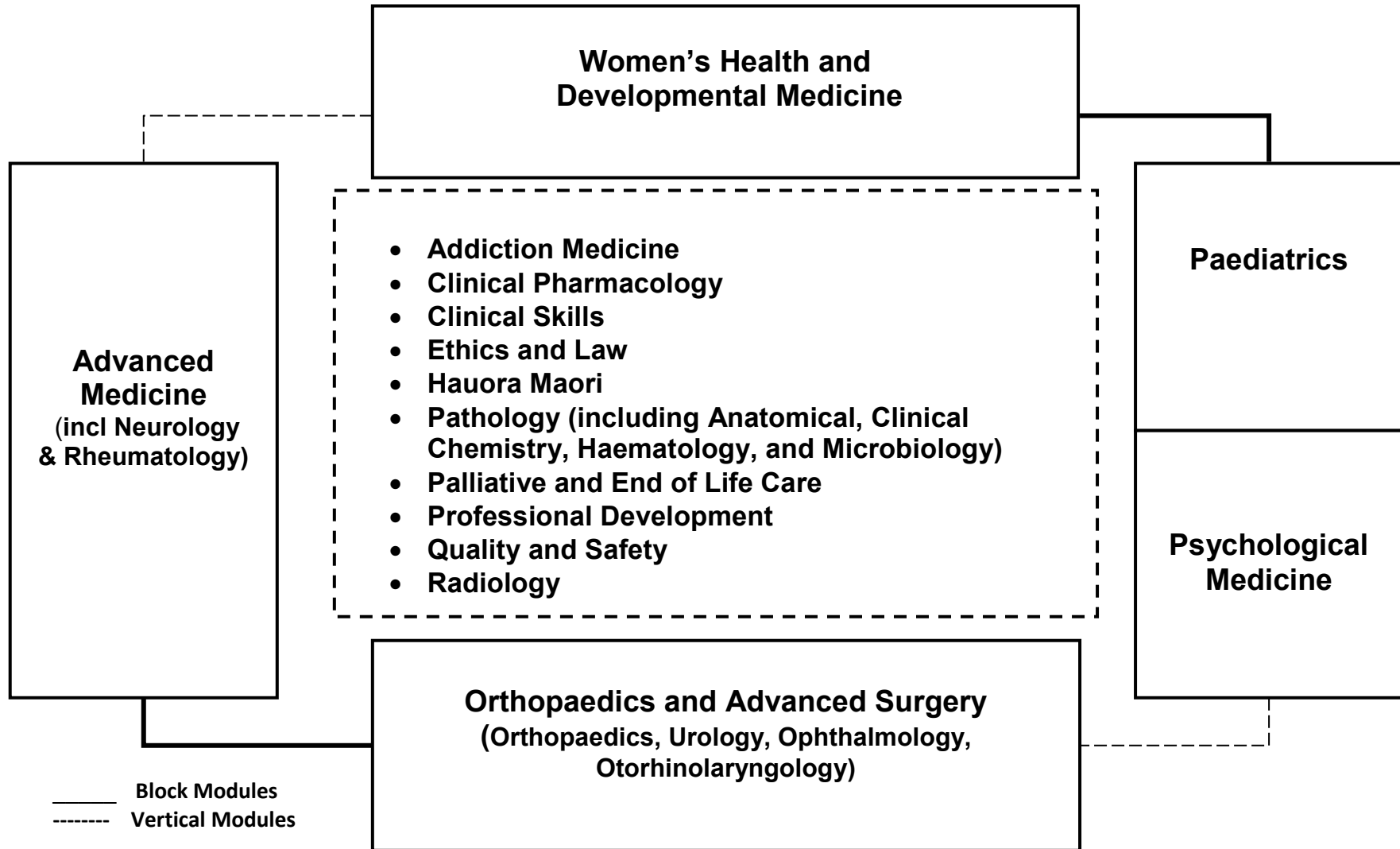
Course Overview

Years 4 and 5 have been designed to help you apply your knowledge to practical situations and to help you develop from a student to an apprentice doctor.

The course has a series of block and vertical modules. There are 2 four week modules and 3 eight week module in Year 5 and you will rotate through each of them. Some topics are better learnt over longer periods of time and are therefore organised as vertical modules that run over the entire year. The Pathology vertical module teaching occurs on Thursday afternoons. Other vertical modules will be taught in dedicated teaching half days throughout the year. These are Addiction Medicine, Clinical Pharmacology, Clinical Skills, Ethics and Law, Hauora Maori, Palliative and End of Life Care, Professional Development, and Quality and Safety.

The best way to get the most of your year is to take as many opportunities as you can to meet patients, to find out about their problems and then to synthesise this with your theoretical knowledge. We encourage you to read about the conditions that your patients have. This is a great way to help your theoretical knowledge “stick” in your mind. You will never know everything so learning to identify important gaps and working out ways to fill them are important lifelong skills. Don’t expect therefore to be taught everything. Rather, by seeing the common and important conditions in your patients we hope you will be stimulated to identify and prioritise your own learning.

University of Otago, Christchurch Year 5 Advanced Learning in Medicine Modules



2021 Y5 Student Groups - 23 December 2020

Group A	Group B	Group C	Group D
BIDDLE Sarah	BLACKMORE Samuel (Sam)	BARNETT Isabella	BOWEN Emily
CHIM Michael	CARNEGIE Abigail (Abby)	BOTTING Tom	DAVEY Regan
FISHER Calum	DAVEY Drew	CAHILL Charlotte	DELPACHITRA Shenyll
FOOKES Victoria	DUTHIE Cassian	FRATER Jordan	JOHNSTON Phoebe
GWYNNE JONES Julia	KIM Jamin	ISAACS Rosie	MOOLENAAR Marcella
HARTLEY Rachael	LI Shelley	JONES Gavin	NOSA Jonathan
HILL Callum	MATTINGLY Ben	KIBBLEWHITE Christopher (Chris)	O'BYRNE Ellen
HOWARD Charlotte	McNAUGHTON Grant	LIU Yizhuo (Valery)	ROBERTSON Ella
KLADNITSKI Sergey	MOORE Amy	MORIARTY Samantha (Sam)	SCIASCIA Harris
MURRAY Toriana (Tori) semester 2 only	SCHAFFER Josephine	THOMAS Emily	SOWTER Daniela
SCHULZ Ailsa-Rose (Rosie)	SULLIVAN Grace	WOLYNCEWICZ Benjamin	SUTCLIFFE Oliver
TOWERS Sarina	WU Ruiqi (Rachel)	WOOTTON Alexandra (Alex)	
Group E	Group F	Group G	Group H
BAIN Caroline	ADDY Kaleb	BEATTIE Harriet	APPLETON Jasmine
BANKIER Shane	APRECIO Merk	EASON Josephine (Josie)	CLARK Elinor
CHAND Raksheel	BATTY Anna	HUNTER Greer	GELL Billie
DE GRAAF Steven	CHUA Aquila	KATIPA-MAIKUKU Jacqueline (Jackie)	HARTLEY Molly
ELPHICK-IAVETA Amelia	CLARK Rosa	MAKIN Mark	HAY Immanuel
LEWIS Claudia	DELPACHITRA Navodhi	MARTIN Gemma	KELLAND Scott
LISLE Stella	DONALDSON Jack	PAIN Daniel	LIM Angela
PEAT Samuel (Sam)	HUGHES Emilie	PHILLIPS Jazmin	MASTERS Luke
RIDGEN Michael	KAHU Hineari (Hine)	SEIDELIN Jasmine	MIDDELBERG Jessica (Jess)
RUDDLE Caitlin	MELLIS Isabella	WATSON Lachlan (Lachie)	PATERSON Jaimee
STANNERS Jessica	RUSSELL Kaden	WILLIAMS Nicola	WANG Dongfan (Mark)
THWAITES Julia	URQUHART Anna	YEE-GOH Anthony	

RMIP

CLARKE Isabel	DELL Ceri	EIVISON Isla	LINSCOTT Oliver	MEURILLON Lys	ON Sebastian
SOMERFIELD Amanda	SONI Rutvi	TAYLOR William	WESTGARTH Sophie	WHEELER Annaliese	WHITCOMBE Hazel

UOC 2021 Year 5 Block Module Rotations

	Dates	WHDM		PAED	PSYC	OAS		ADV MED	
Semester 1	9/2-5/3	A	B	C	D	E	F	G	H
	8/3-1/4	B	A	D	C	F	E	H	G
	12/4-7/5	C	D	A	B	G	H	E	F
	10/5-4/6	D	C	B	A	H	G	F	E
	8-11 /6	Y5 Whole Class Teaching Week							
Semester 2	28/6-23/7	E	F	G	H	A	B	C	D
	26/7-20/8	F	E	H	G	B	A	D	C
	30/8-24/9	G	H	E	F	C	D	A	B
	27/9-22/10	H	G	F	E	D	C	B	A
	26-29/10	Study Week							
	30/10-5/11	Exam Week							

- WHDM** Women's Health and Developmental Medicine (8 weeks)
PAED Paediatrics (4 weeks)
PSYC Psychological Medicine (4 weeks)
OAS Orthopaedics and Advanced Surgery (8 weeks)
ADV MED Advanced Medicine (including Neurology and Rheumatology) (8 weeks)

Summary of Year 5 Block Modules 2021

	Group	9/2-5/3	8/3-1/4	12/4-7/5	10/5-4/6	28/6-23/7	26/7-20/8	30/8-24/9	27/9-22/10
ADDY Kaleb	F	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PSYC	PAED
APPLETON Jasmine	H	ADV M	ADV M	OAS	OAS	PSYC	PAED	WHDM	WHDM
APRECIO Merk	F	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PSYC	PAED
BAIN Caroline	E	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PAED	PSYC
BANKIER Shane	E	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PAED	PSYC
BARNETT Isabella	C	PAED	PSYC	WHDM	WHDM	ADV M	ADV M	OAS	OAS
BATTY Anna	F	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PSYC	PAED
BEATTIE Harriet	G	ADV M	ADV M	OAS	OAS	PAED	PSYC	WHDM	WHDM
BIDDLE Sarah	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADV M	ADV M
BLACKMORE Samuel	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADV M	ADV M
BOTTING Tom	C	PAED	PSYC	WHDM	WHDM	ADV M	ADV M	OAS	OAS
BOWEN Emily (Milly)	D	PSYC	PAED	WHDM	WHDM	ADV M	ADV M	OAS	OAS
CAHILL Charlotte	C	PAED	PSYC	WHDM	WHDM	ADV M	ADV M	OAS	OAS
CARNEGIE Abigail (Abby)	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADV M	ADV M
CHAND Raksheel	E	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PAED	PSYC
CHIM Michael	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADV M	ADV M
CHUA Aquila	F	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PSYC	PAED
CLARK Elinor	H	ADV M	ADV M	OAS	OAS	PSYC	PAED	WHDM	WHDM
CLARK Rosa	F	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PSYC	PAED
CLARKE Isabel		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
DAVEY Drew	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADV M	ADV M
DAVEY Regan	D	PSYC	PAED	WHDM	WHDM	ADV M	ADV M	OAS	OAS
de GRAAF Steven	E	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PAED	PSYC
DELL Ceri		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
DELPACHITRA Navodhi	F	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PSYC	PAED
DELPACHITRA Shenyll	D	PSYC	PAED	WHDM	WHDM	ADV M	ADV M	OAS	OAS
DONALDSON Jack	F	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PSYC	PAED
DUTHIE Cassian	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADV M	ADV M
EASON Josephine (Josie)	G	ADV M	ADV M	OAS	OAS	PAED	PSYC	WHDM	WHDM
ELPHICK-IAVETA Amelia	E	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PAED	PSYC
EVISON Isla		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
FISHER Calum	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADV M	ADV M
FOOKES Victoria	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADV M	ADV M
FRATER Jordan	C	PAED	PSYC	WHDM	WHDM	ADV M	ADV M	OAS	OAS
GELL Billie	H	ADV M	ADV M	OAS	OAS	PSYC	PAED	WHDM	WHDM
GWYNNE JONES Julia	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADV M	ADV M
HARTLEY Molly	H	ADV M	ADV M	OAS	OAS	PSYC	PAED	WHDM	WHDM
HARTLEY Rachael	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADV M	ADV M
HAY Immanuel	H	ADV M	ADV M	OAS	OAS	PSYC	PAED	WHDM	WHDM
HILL Callum	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADV M	ADV M
HOWARD Charlotte	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADV M	ADV M
HUGHES Emilie	F	OAS	OAS	ADV M	ADV M	WHDM	WHDM	PSYC	PAED
HUNTER Greer	G	ADV M	ADV M	OAS	OAS	PAED	PSYC	WHDM	WHDM
ISAACS Rosie	C	PAED	PSYC	WHDM	WHDM	ADV M	ADV M	OAS	OAS
JOHNSTON Phoebe	D	PSYC	PAED	WHDM	WHDM	ADV M	ADV M	OAS	OAS

WHDM Women's Health and Developmental Medicine
OAS Orthopaedics and Advanced Surgery
RMIP Rural Medical Immersion Programme students

PSYC Psychological Medicine
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Summary of Fifth Year Block Modules 2021

	Group	9/2-5/3	8/3-1/4	12/4-7/5	10/5-4/6	28/6-23/7	26/7-20/8	30/8-24/9	27/9-22/10
JONES Gavin	C	PAED	PSYC	WHDM	WHDM	ADVM	ADVM	OAS	OAS
KAHU Hineari (Hine)	F	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PSYC	PAED
KATIPA-MAIKUKU Jacqueline	G	ADVM	ADVM	OAS	OAS	PAED	PSYC	WHDM	WHDM
KELLAND Scott	H	ADVM	ADVM	OAS	OAS	PSYC	PAED	WHDM	WHDM
KIBBLEWHITE Christopher	C	PAED	PSYC	WHDM	WHDM	ADVM	ADVM	OAS	OAS
KIM Jamin	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADVM	ADVM
KLADNITSKI Sergey	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADVM	ADVM
LEWIS Claudia	E	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PAED	PSYC
LI Shelley	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADVM	ADVM
LIM Angela	H	ADVM	ADVM	OAS	OAS	PSYC	PAED	WHDM	WHDM
LINSCOTT Oliver		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
LISLE Stella	E	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PAED	PSYC
LIU Yizhuo (Valery)	C	PAED	PSYC	WHDM	WHDM	ADVM	ADVM	OAS	OAS
MAKIN Mark	G	ADVM	ADVM	OAS	OAS	PAED	PSYC	WHDM	WHDM
MARTIN Gemma	G	ADVM	ADVM	OAS	OAS	PAED	PSYC	WHDM	WHDM
MASTERS Luke	H	ADVM	ADVM	OAS	OAS	PSYC	PAED	WHDM	WHDM
MATTINGLY Benjamin	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADVM	ADVM
McNAUGHTON Grant	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADVM	ADVM
MELLIS Isabella	F	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PSYC	PAED
MEURILLON Lys		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
MIDDELBERG Jessica	H	ADVM	ADVM	OAS	OAS	PSYC	PAED	WHDM	WHDM
MOOLENAAR Marcella	D	PSYC	PAED	WHDM	WHDM	ADVM	ADVM	OAS	OAS
MOORE Amy	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADVM	ADVM
MORIARTY Samantha	C	PAED	PSYC	WHDM	WHDM	ADVM	ADVM	OAS	OAS
MURRAY Toriana -2 nd sem	A					OAS	OAS	ADVM	ADVM
NOSA Jonathan	D	PSYC	PAED	WHDM	WHDM	ADVM	ADVM	OAS	OAS
O'BYRNE Ellen	D	PSYC	PAED	WHDM	WHDM	ADVM	ADVM	OAS	OAS
ON Sebastian (Seb)		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
PAIN Daniel	G	ADVM	ADVM	OAS	OAS	PAED	PSYC	WHDM	WHDM
PATERSON Jaimee	H	ADVM	ADVM	OAS	OAS	PSYC	PAED	WHDM	WHDM
PEAT Samuel	E	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PAED	PSYC
PHILLIPS Jazmin	G	ADVM	ADVM	OAS	OAS	PAED	PSYC	WHDM	WHDM
RIDGEN Michael	E	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PAED	PSYC
ROBERTSON Ella	D	PSYC	PAED	WHDM	WHDM	ADVM	ADVM	OAS	OAS
RUDDLE Caitlin	E	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PAED	PSYC
RUSSELL Kaden	F	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PSYC	PAED
SCHAFFER Josephine	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADVM	ADVM
SCHULZ Ailsa-Rose (Rosie)	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADVM	ADVM
SCIASCIA Harris	D	PSYC	PAED	WHDM	WHDM	ADVM	ADVM	OAS	OAS
SEIDELIN Jasmine	G	ADVM	ADVM	OAS	OAS	PAED	PSYC	WHDM	WHDM
SOMERFIELD Amanda		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
SONI Rutvi		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
SOWTER Daniela	D	PSYC	PAED	WHDM	WHDM	ADVM	ADVM	OAS	OAS

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STANNERS Jessica	E	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PAED	PSYC
SULLIVAN Grace	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADVM	ADVM
SUTCLIFFE Oliver	D	PSYC	PAED	WHDM	WHDM	ADVM	ADVM	OAS	OAS
TAYLOR William		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
THOMAS Emily	C	PAED	PSYC	WHDM	WHDM	ADVM	ADVM	OAS	OAS
THWAITES Julia	E	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PAED	PSYC
TOWERS Sarina	A	WHDM	WHDM	PAED	PSYC	OAS	OAS	ADVM	ADVM
URQUHART Anna	F	OAS	OAS	ADVM	ADVM	WHDM	WHDM	PSYC	PAED
WANG Dongfan (Mark)	H	ADVM	ADVM	OAS	OAS	PSYC	PAED	WHDM	WHDM
WATSON Lachlan (Lachie)	G	ADVM	ADVM	OAS	OAS	PAED	PSYC	WHDM	WHDM
WESTGARTH Sophie		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
WHEELER Annaliese		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
WHITCOMBE Hazel		RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP	RMIP
WILLIAMS Nicola	G	ADVM	ADVM	OAS	OAS	PAED	PSYC	WHDM	WHDM
WOLYNCEWICZ Benjamin	C	PAED	PSYC	WHDM	WHDM	ADVM	ADVM	OAS	OAS
WOOTTON Alexandra	C	PAED	PSYC	WHDM	WHDM	ADVM	ADVM	OAS	OAS
WU Ruiqi (Rachel)	B	WHDM	WHDM	PSYC	PAED	OAS	OAS	ADVM	ADVM
YEE-GOH Anthony	G	ADVM	ADVM	OAS	OAS	PAED	PSYC	WHDM	WHDM

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Women's Health and Developmental Medicine Module

Departments of Obstetrics & Gynaecology / Paediatrics / Psychiatry

Head of Department:	Dr Jo Gullam
Module Convenor:	Dr Jo Gullam
Paediatric Liaison:	A/Prof Philip Pattemore
Child Psychiatry Liaison:	Dr Katherine Donovan
Adult Psychiatry Liaison:	A/Prof Sue Luty
Module Administrator:	Francoise Hurt
Link Admin for Paediatrics:	Michele Armstrong
Link Admin for Psychiatry:	Lisa Andrews

Enquiries to: University Department of O & G,
Level 3, Christchurch Women's Hospital
Ph: 364 4630 (internal extn 85630)
E-mail: francoise.hurt@otago.ac.nz

Students should report to the University Department of Obstetrics and Gynaecology at 0830h on the first day of the attachment.

Introduction

The current course was developed for 2011 and combines material from the disciplines of Obstetrics and Gynaecology, Midwifery, Adult and Child Psychiatry, Adolescent Health, Neonatal and General Paediatrics. This is an interactive and multidisciplinary approach to reproductive and women's health focussing on biopsychosocial development from conception to adulthood. The run is intended to provide a basic introduction to women's health and to the journey of development from conception through childhood and adolescence to adulthood and beyond menopause.

As well as comprehensive teaching from the individual specialities, there will be regular multidisciplinary sessions with an emphasis on problem solving, communication and evidence based practice.

The run is administered jointly by the above departments, with central coordination by the Department of Obstetrics and Gynaecology.

Objectives

To attain proficiency in history taking and examination in Obstetrics and Gynaecology, Neonatal Paediatrics and Adolescent Health.

To attain proficiency in history taking and examination in Adult Psychiatry relevant to pregnancy and the Puerperium.

To gain an understanding of the principles of history taking and examination in Child and Adolescent Psychiatry

To consolidate previous learning and acquire a sound knowledge of the curriculum relating to above specialities.

To develop sound consultation and communication skills.

To use this knowledge base and clinical skill to formulate differential diagnosis and management plans.

To understand critical appraisal of evidence and to use evidence to inform practice.

Teaching Programme

1. The introductory week comprises tutorials on essential topics and skills including history taking and examination, informed consent, and communication. There will be no rostered clinical duties during this week to enable all students to attend the sessions.
2. There follows a comprehensive six week programme of clinical work. This will include sessions in Birthing Suite, Ante-Natal Clinics, Gynaecology Clinics and Theatre, Acute Gynaecology Assessment Unit, Neonatal Paediatrics, Child and Adolescent Psychiatry, Maternal Mental Health, Family Planning and Sexual Health. A supporting tutorial programme will run simultaneously with material from all the clinical disciplines, Hauora Māori and Ethics. Reference material and resources will also be available on Moodle. Some of this teaching will take the form of long case scenarios and multidisciplinary case scenarios. The students are expected to contribute actively to all sessions.
3. Week eight of the module is Case Presentations, MCQ and OSCE.

Details of these sessions can be found in the Module Handbook.

Assessment

Assessments will include:

1. Continuous assessment including feedback from clinical attachments.
2. Case presentation
3. Topic presentation
4. Logbook
5. Clinical Reflection following the Youth In-Patient session
6. MCQ and OSCE examination modelled on the end of year assessments.

The module has been designed to offer a solid grounding in the various disciplines, whilst encouraging a holistic approach to the problems encountered in day to day practice.

Please also refer to documents located under Module Info on MedMoodle. We look forward to welcoming you to the module.

Paediatrics Module

Module Convenor: Assoc Prof Tony Walls
Module Administrator: Michele Armstrong
Contact Details: Department of Paediatrics
3rd Floor, Terrace House, 4 Oxford Terrace
Phone: 372 6718
Email: tony.walls@otago.ac.nz
michele.armstrong@otago.ac.nz

Students are to report to the Department of Paediatrics at 0845 on the first day of the module for an introductory session with A/Prof Tony Walls in the Paediatric Seminar Room (opposite Paediatrics Outpatient Dept, Lower Ground Floor, Riverside).

Paediatric experience in Christchurch consists of four weeks in 5th year and four weeks in 6th year, as well as neonatology, child development and behaviour during the 5th year Women's Health & Development module.

Tutorials are held in the morning/early afternoon in the paediatric department seminar room or at Terrace House. These provide an introduction to Paediatrics, covering child assessment and common paediatric conditions. Pre-tutorial preparation tasks and tutorial notes are available on Moodle. Each run has a Global Health Classroom session – a group tutorial where we link with medical students in either Samoa or Fiji to discuss cases.

Afternoons allow students to pursue self-directed learning and clinical experience. Students are rostered to attend the Children's Acute Assessment (CAA) unit and clerk acute admissions under supervision. There are weekly bedside examination tutorials and small group Mentor Sessions.

Visits to Plunket rooms, kindergartens, and either Ferndale or Allenvale Special School have been arranged to encounter normal and impaired development, and different child-learning environments. You will need to make your own way to these visits.

Assessments: You are required to obtain a pass in each of these components to gain terms:

1. Online learning modules: These need to be completed in the first 2 weeks of the run. Students must obtain a pass mark for all of the tutorials combined and all learning modules must be completed to obtain terms.
2. Logbook: Students list the age, sex, and diagnosis/problem list of all cases they have seen, write a short discharge letter and brief discussion notes for one case. Students will reflect on their extramural visits (format to be discussed). The completed logbook is uploaded to Moodle.
3. Clinical Skills Checklist and Mini CEX: Students are expected to develop confidence in handling babies, and interacting with toddlers, older children and adolescents, along with their parents. Students carry a checklist of bedside clinical skills to be observed during the attachment. Students are also required to have two mini Clinical Exams (Mini CEX) rated by Registrars or Consultants. The checklist and Mini CEX are uploaded to Moodle.
4. MCQ: A Moodle-based MCQ, based on common clinical paediatric issues, is held in the last week. A pass requires 60% correct answers. Most issues are covered in the coursework, but some topics such as rheumatology, pharmacology/poisoning, dermatology are not, so some general reading in the recommended textbooks and articles is required. The MCQ bank is available on Moodle.
5. A communication skills test (OSCE) with two stations is held in the final week.
6. Module tutors will comment on your attitudes, attendance and participation – including your completion of pre-tutorial on-line exercises.

Module resources are available on Moodle. A clinical examination techniques booklet and a clinical experience checklist will be given to you during your orientation session on the first day. We look forward to seeing you then.

Psychological Medicine Module

Module Convenor: Dr Ben Beaglehole
ben.beaglehole@otago.ac.nz

Module Administrator: Lisa Andrews
1st Floor, Terrace House, 4 Oxford Terrace
372 6780
lisa.andrews@otago.ac.nz

Students should report to the reception area of Te Awakura, Hillmorton Hospital (Annex Road) on the first Monday of their four week module for their orientation. You will be advised by email of the reporting time the week prior to the start of the run.

Each student will be attached to a clinical team and be expected to participate as a member of this team. Students will review patients with the consultant psychiatrist and psychiatric registrar from each team and be expected to see patients on their own to gain experience in taking psychiatric histories. Possible attachments include acute inpatient psychiatry, rehabilitation psychiatry, old age psychiatry, youth inpatient psychiatry and mothers and babies psychiatry.

For interested students, arrangements can be made to attend outpatient clinics and spend time with junior doctors on call.

Detailed information on the run can be found on Moodle.

Orthopaedic and Advanced Surgery Module

Orthopaedic and Advanced Surgery Module

Orthopaedic Surgery

Module Convenor: Mr Ramez Ailabouni and Professor Gary Hooper

Module Administrator: Jane Marriner

Department of Orthopaedic Surgery and MSM

Lower Ground Floor, Parkside West

Phone 364 0640 (Extension 80834)

Students will be emailed the week before the start attachment advising where and when the introduction to the module will be held.

The Orthopaedic Surgery side of the module combines attachments to orthopaedic surgery, musculoskeletal medicine, spinal injuries and rehabilitation. There is teaching input from clinical pharmacology, pathology and radiology. The aim is for you to gain understanding and competence in the following general objectives.

The Objectives of the Course are to:

1. Become competent in the clinical interview of patients with musculoskeletal disorders
2. Become competent in the examination of the musculoskeletal system especially of the hand, shoulder, hip, knee and spine
3. Gain a sound knowledge of common musculoskeletal conditions
4. Learn the principles of management of acute and established musculoskeletal conditions
5. Understand the impact of musculoskeletal disorders on the individual, the family and the community.

Teaching Programme

Orthopaedic clinics, tutorials and surgery

Pharmacology tutorials

Radiology and Pathology tutorials

Topic Presentations

Assessment

Assessments of knowledge, skills and attitudes are largely based on the following items:

- Structured Clinical Examination (OSCE) at the end of the run
- MCQ
- Pain Assessment
- satisfactory completion of patient Case Studies
- Patient based Topic Presentation – as allocated

The marking of the structured clinical examination is carried out after the exam to give immediate feedback on performance.

We look forward to welcoming you to our programme.

Prof Gary Hooper

Convenor

Head of Department

Advanced Surgery

Module Convenors:

Ophthalmology:	Associate Professor Mark Elder
Otolaryngology:	Associate Professor Phil Bird
Urology:	Mr Stephen Mark and Dr Jane McDonald
Module Administrator:	Jane Marriner
	Email: jane.marriner@otago.ac.nz

This eight week module combines Orthopaedic Surgery and the Advanced Surgery module (Otolaryngology, Ophthalmology and Urology) which will be assessed as one. The results will be finalised at the completion of the eight weeks.

During the Advanced Surgery module you will participate in tutorials, undertake self-directed learning from resources on Moodle and textbooks, and gain clinical experience by attending clinic and theatre opportunities in Ophthalmology, Otolaryngology and Urology. There is teaching input from Clinical Pharmacology, Pathology and Radiology.

All readings and resources relevant to the Advanced Surgery module will be uploaded to Moodle.

You will receive a handbook which outlines the Orthopaedics and Advanced Surgery learning objectives, timetable and module assessments at the orientation session on the first Monday of the attachment.

Assessment

Assessments of knowledge, skills and attitudes are largely based on the following items:

- Patient based Topic Presentation – as allocated
- Clinical Scenario Assessment (Ophthalmology only)
- MCQ

We look forward to welcoming you to our programme.

Advanced Medicine Module (General Medicine/ Neurology/ Rheumatology)

Module convenor: Assoc Prof David Jardine
Module coordinator: Fran Barrett
Department of Medicine
Ground floor, Parkside
Phone: 364 1116 ext: 81116
Email: fran.barrett@otago.ac.nz

Students will be divided into two groups at the start of the combined attachment. Those doing General Medicine for the first four weeks will report to the General Medicine morning handover meeting at 8.00am in the Great Escape Café annex and all be joined by the second group at 8.30am for an introduction to Neurology and Rheumatology.

You will attend clinics and tutorials in Endocrinology, Diabetes, Nephrology, Neurology, Rheumatology and Clinical Pharmacology. Skills will be assessed in a combined OSCE (General Medicine/ Neurology/ Rheumatology) and combined MCQ assessment, based on ward teaching, clinics and tutorials, during the final week of the combined eight week module.

General Medicine

Each student is attached to a General Medicine team at Christchurch Public Hospital and will see acute admissions under their teams. They will also be able to follow these patients on the wards. Most of the teaching in General Medicine is ward based. You will be taught history taking, physical examination and differential diagnosis. These skills will be assessed in a combined OSCE (General Medicine/ Neurology/ Rheumatology) on the last Wednesday of the run.

Textbooks to buy before starting:

- Clinical examination: A guide to systematic physical diagnosis - Tally and O'Connor
- We also recommend that you buy either the Oxford Textbook of Medicine or Harrison's Principles and Practice of Internal Medicine

Equipment required:

- stethoscope
- reflex hammer
- watch with a second hand
- tape measure
- small torch

Neurology

- To provide proficiency in the basic clinical skills of interviewing and examining patients with neurological and neurosurgical disorders.
- To introduce the student to the methods of problem solving used in diseases of the nervous system.
- To introduce the student to the commonest and most important neurological disorders.

Detailed Skills Objectives

Students will acquire and demonstrate their proficiency in the following skills:

- Take a neurological history
- Examine higher mental function
- Examine the peripheral nervous system
- Examine the cranial nerves
- Write up neurological and neurosurgical cases
- Interpret neuroradiological investigations
- Understand the principles and purpose of electrophysiological studies

Rheumatology

- **History:** Become competent in the clinical interview of patients with rheumatological disorders.
- **Examination:** Become competent in the examination of the musculoskeletal system especially of the hand, hip, knee and spine, GALS screening examination.
- **Investigations:** To understand the characteristics that make a diagnostic test useful and to demonstrate appropriate use and interpretation of commonly used laboratory tests in musculoskeletal disorders.
- **Attitudes:** Understand the impact of musculoskeletal disorders on the individual, the family and the community.
- **Knowledge:** Gain a sound knowledge of common musculoskeletal conditions including their management.

Clinical Pharmacology Vertical Module

Module Convenors:	A/Prof Matt Doogue	364 1055 (81055)
	Dr Paul Chin	364 9671 (89671)
Module/Departmental Secretary:	Jasmin Metcalf	364 1858 (81858)
	Department of Clinical Pharmacology Department of Medicine, Ground Floor, Parkside	

Overview

Clinical pharmacology is about the principles underpinning the use of medicines. Therapeutics is the application of those principles in the care of patients, i.e. using medicines. This module focuses on clinical pharmacology in 5th year and therapeutics in the trainee intern year. Therapeutics is an important component of all modules. Information and course material are provided on Moodle.

Details of course

In 5th year there are weekly lecture/workshops on major topics in clinical pharmacology. There are tutorials in the Advanced Medicine and Advanced Surgery modules. In the TI year there are therapeutics tutorials in the Medicine module.

Therapeutics is part of each speciality attachment. Therapeutics is underpinned by your personal formulary of medicines you encounter throughout the course. You are expected to learn about medical management of core conditions and core presentation during each attachment.

Objectives: Please refer to the curriculum map for more detail.

- To understand and apply the principles underpinning the use of medicines.
For example: pharmacokinetics, pharmacodynamics, individualisation of doses, monitoring and adjusting treatment, regulation and the place of medicines in health systems
- To understand factors affecting the use of medicines.
For example: adverse drug reactions, drug interactions, age and diseases, pregnancy and lactation, prescribing and decision support systems.
- To be able to find, evaluate and use information about medicines.
- To understand the processes of medicines use (including prescribing) and medicines regulation

Drug profiles

Seek and understand the properties of the medicines you encounter:

- generic name and drug class
- pharmacokinetic properties – bioavailability, clearance, distribution, half-life
- pharmacodynamic properties – physiological and molecular actions
- indications – when the drug is likely to be beneficial (these are uses of the drug)
- contraindications – when the drug is likely to be harmful
- adverse effects - serious adverse effects and common minor adverse effects
- overdose – effects of overdose and how to manage
- potential drug interactions
- dosage regimen/s - route, dose amount and dose interval, duration
- monitoring – clinical effects (beneficial and harmful), biomarkers, drug concentrations

Core medicines list

The Otago Medical School list of medicines to be learnt in detail, as important examples. You are expected to have “drug profiles” for the core medicines list and are encouraged to profile new

medicines you encounter – particularly commonly used medicines. You will be assigned medicines from the core medicines list to profile to prepare in detail for a class set of drug profiles.

Module assessment

- There is a 1½ hour written test at the end of the lecture-workshop series in 5th year. This contains short answer questions and extended matching multiple-choice questions. This is the majority of the module assessment. Students who fail the test will be required to sit a supplementary test. Students excelling will be offered an oral viva for potential distinction.
- Participation in the lecture-workshops is a terms requirement. Participation will be recorded by student use (or not) of PollEverywhere in each lecture-workshop. Answering one or more questions that week will be taken as the record of participation.
- Attendance and quality of participation in tutorials is recorded and may influence module assessment. Formative assessment will be provided.
- The top student in 5th year Clinical Pharmacology will be awarded the E G McQueen prize.

Other clinical pharmacology assessment

- As part of the advanced medicine assessment at the end of the attachment, there are questions in Clinical Pharmacology and an OSCE station.
- As part of the advanced surgery assessment at the end of the attachment, there are questions in Clinical Pharmacology.
- The end of year exam and OSCE includes Clinical Pharmacology questions and stations.

The Prescribing Skills Assessment (PSA) is part of the end of fifth year assessment

The PSA is common across all medical schools in NZ and most in Australia. It is the Australasian version of an internationally recognised exam. **In 2021 the PSA is compulsory at Otago Medical School as a terms requirement.** See <https://prescribingskillsassessment.com>, including two practice exams you can try. Note, there are only two practice exams available so use them carefully.

Evaluation of the course

- At the end of the lecture/workshop course, an HEDC survey may be provided for you to give feedback on the course/teachers.
- We welcome informal feedback and questions, please email Matt, matt.doogue@otago.ac.nz or Paul, paul.chin@otago.ac.nz

Clinical Skills Vertical Module

Module Convenor: Dr Niki Newman
Lead Module Convenor for 4th and 5th Years
Simulation Centre Director, Clinical Skills
Director, Professional Practice Fellow
Email: niki.newman@otago.ac.nz
Phone: (03) 364-3892

Module Administrator: Heather Reilly
Simulation Centre Administrator
Email: heather.reilly@otago.ac.nz
Phone: (03) 364-3890

Simulation Centre | Te Whare Whakataruna
Level 1, 72 Oxford Terrace, Christchurch
Email: simcentre.uoc@otago.ac.nz
www.otago.ac.nz/christchurch/services/simulationcentre

Learning Outcomes:

Clinical Skills encompass all the skills used in the processes of consultation and management of patients. They specifically include communication skills, consultation (includes communication, history, examination), problem-solving (clinical reasoning), and procedural skills.

These skills also contribute to the development of professional skills and are not learned in isolation but throughout all components of your programme, in particular during your block module clinical attachments.

During the three years of the Clinical Skills Vertical Module at UOC you will develop your professional and clinical skills in a simulated clinical environment. By the end of the module you will be able to:

1. Demonstrate a range of professional behaviours and skills required of a newly graduated medical practitioner.
2. Demonstrate the use of a systematic approach to the assessment and initial management of patients.
3. Demonstrate critical thinking and reasoning skills during patient assessment, diagnosis (history, examination, investigation) and initial management.
4. Perform procedural skills in a way which demonstrates safe, effective techniques and strategies to minimise complications.
5. Be ready to apply clinical skills learned through simulation to the real clinical learning environment.

Clinical Skills Programme

The Clinical Skills Vertical Module (CSVM) sessions are held on Monday afternoons and Thursday mornings in 4th year (and on one Wednesday afternoon), and Wednesday afternoons and Friday mornings in 5th year; at the University of Otago, Christchurch Simulation Centre which is a scenic seven minute walk from Christchurch Hospital.

MedMoodle

Please ensure you check the Clinical Skills MedMoodle pages regularly as they contain your timetable for the year, the relevant resources to prepare you for each session and other important information. Learning at the Simulation Centre includes practical hands-on time and active participation, therefore we expect you to prepare in advance of each session to help maximise your learning.

Assessment

Attendance and participation in all sessions of the Clinical Skills module is a 'terms' requirement. An absence from any session without a satisfactory explanation and/or making up the missed session will potentially generate a conditional pass and may result in terms being denied. A register of attendance is maintained for this module.

We look forward to seeing you at the Simulation Centre.

Ethics and Law Vertical Module

The ethics teaching in ALM is designed to build upon the ethics you did in ELM. It aims to extend your sensitivity to and of understanding the concepts introduced in ELM, and to develop your ability to apply them in a wide range of different areas of practice, particularly (though not exclusively) in clinical situations. Through this you will become able to make complex ethical decisions on the basis of sound ethical reasons.

Ethics is taught in tutorials which take place in each rotation. They are led by teachers from the Bioethics Centre, sometimes with clinicians from the students' current attachment. The ethical issues taken up in each tutorial will reflect those encountered on the attachment.

In some tutorials, students will be expected to present cases for discussion and reflection by tutors and class mates.

General supporting material is on Moodle. See the 'Introduction to Clinical Ethics', and the glossary of key concepts introduced in ELM 2 & 3. Material for each class is also to be found on Moodle.

Medical law is taught in ALM 5 during the mid-year whole class learning week. Legal concepts are often raised and discussed in ethics classes. This reflects the close relationship between ethics and law.

The overarching learning goals for ALM ethics are as follows:

- To develop an understanding of and respect for the values that underpin medical practice

- To be able to recognize ethical problems as they arise in medical practice

- To develop the ability to apply ethical concepts to specific medical situations and programs

- To be able to critically reflect on and participate in ethical discussion relevant to medical practice

- To develop the ability to make complex ethical decisions and to explain the reasons for those decisions

In each year, students are expected to attend all four classes or to provide an explanation for non-attendance. Non-attendance at two or more tutorials, even with an explanation, will be referred to the Student Progress Committee.

In year 5 you will be required to complete two assessments: a clinical ethics case analysis (as part of a group), and a written clinical ethics case analysis. See the Moodle page for details. There will also be a short answer question relating to ethics, law and professionalism in the end of year exam.

Hauora Māori Vertical Module

Course Convenor: Suzanne Pitama (suzanne.pitama@otago.ac.nz)

Teaching Fellow: Amber Philpott (amber.philpott@otago.ac.nz)

MIHI

45 Cambridge Terrace, Christchurch

The Māori Indigenous Health Institute (MIHI) is the centre for Hauora Māori teaching and research at the University of Otago, Christchurch (UOC).

The Hauora Māori 2021 vertical module involves the following:

1. This year utilises a 'flipped classroom' learning method. This means that it is expected that each student will have completed all online learning modules before attending scheduled classes. These online learning modules allow for more interactive and simulated based learning activities during classes, and comprise the formative assessment for Hauora Māori.
2. Please also ensure you have reviewed the session requirements, including group allocations and reporting times (as they vary for each teaching session).
3. At UOC the HMVM utilises a combination of immersed, integrated and independent learning approaches.
 - The immersed learning times are scheduled for 6 hours per 8-week rotation.
 - a) The Hauora Māori Moodle site will specifically outline the content and learning methods for each session.
 - b) One of the key highlights for this year is a community Māori health screening day (Tamariki ora) which is a joint venture between the MIHI team and the Department of Paediatrics. This is timetabled during the Whole Class Teaching Week, June 2021.
 - Your Independent learning for 2021 includes:
 - a) Completing all online learning modules (formative assessment).
 - b) Undertaking an interview for your Hauora Māori Case Presentation.
 - Your integrated learning will take two forms:
 - a) Hauora Māori hosts a joint session with Clinical Skills and Palliative Care.
 - b) Hauora Māori content is included in an online learning module within the Psych Med attachment (Māori and Schizophrenia).
 - The Immersed, Integrated and Independent Learning opportunities provide a pathway to attaining the Hauora Māori learning outcomes.
4. All students will be required to complete two summative assessments within the Hauora Māori 2021 thread.
 - a) The Hauora 2021 OSCE
 - b) The Hauora 2021 Case Presentation (HMCP)
 - All summative assessment results will be posted directly to Moodle.
5. Your professional behaviors will be measured through:
 - Your attendance at learning sessions, and
 - Your engagement within online and face to face learning sessions.
6. Hauora Māori 2021 completes a PASAF on the HMVM Moodle page.

Pathology Vertical Module

Head of Department: Professor Martin Kennedy (martin.kennedy@otago.ac.nz)

Module Convenors:

Anatomical Pathology: Dr Andrew Miller (andrew.miller@cdhb.health.nz)

Clinical Chemistry: Dr Chris Florkowski (chris.florkowski@cdhb.health.nz)

Haematology: Dr Sean MacPherson (sean.macpherson@otago.ac.nz)

Microbiology: Professor Steve Chambers (steve.chambers@otago.ac.nz)

Administration Team:

Enquiries to: Alice Milnes (Administrator Client Services) or

Fran Cox (Administrator Client Services)

Level 2, School of Medicine building

Tel: 378 6381 (internal 86381)

E-mail: pathology.uoc@otago.ac.nz

Moodle

The Pathology Vertical Module has an active student resource on MedMoodle. Please ensure that you check this regularly as it will have up-to-date information on weekly and semester timetables, lectures, handouts, images and other material relevant for your course work.

If you find that a link doesn't work or some information you require is not available on the Pathology pages, please send an e-mail to pathology.uoc@otago.ac.nz.

Teaching Programme

The Pathology programme is run over two years (Year 4 and Year 5). The formal component of the programme comprises small and large group tutorials and lectures based around the major subspecialties of pathology (Anatomical Pathology, Clinical Chemistry, Haematology and Microbiology). All of these are assessed and contribute to terms and Potential Distinction.

Y5 Pathology teaching will be on Thursday afternoons. Some of this teaching will be combined with the Y4 class. You will be expected to have completed your preparation prior to attending these classes. Details of each week's programme are posted on MedMoodle and will be emailed to you. You should consult the weekly timetable as this will have the most current information on venues/topics. Please note that the timetable may change at short notice.

The Department's *Guide to Pathology* booklet contains details of the course objectives, timetable, assessments, recommended textbooks and location of tutorials and lectures.

There are in-course assessments in the following pathology sub-disciplines: Clinical Chemistry, Haematology and Microbiology. Satisfactory performance in the assessments is a Pathology Terms requirement. Passes (or Passes after Conditions Met – PACM) are required in at least TWO of the THREE pathology sub-disciplines to obtain Terms in Pathology. The Department provides ample opportunities for remediation for each assessment for any who fail – our objective is to get you through all the assessments with a solid core of pathology learning.

We hope that you enjoy the Y5 Pathology module and we welcome you and your feedback.

Professional Development Vertical Module

Module Convenors:

Prof Bridget Robinson

Email: bridget.robinson@cdhb.health.nz

Dr Martin de Bock

Email: martin.debock@otago.ac.nz

A/Prof Tony Walls

Email: tony.walls@otago.ac.nz

Dr Phil Adamson

Email: philip.adamson@cdhb.health.nz

Welcome to Professional Development.

We will focus on the wider social contexts of medical practice that are not always encountered during routine clinical care but are necessary for the future challenges you will face as a doctor.

Teaching sessions will be on Monday or Tuesday afternoon in fourth year and Wednesday afternoon or Friday morning in fifth year. These sessions will be mostly small group interactive learning opportunities with input from a variety of people from other professional organisations and within the wider health team.

Assessment

Assessment and Terms is based on attendance at all four sessions during the year. If you are unable to attend the session, you must email the administrator (as per Moodle information) with your reason for not attending, **before** the session takes place.

Making the transition from medical student to doctor is a huge challenge. We are sure you will enjoy the professional development sessions and find them useful for developing your own personal and professional attitudes needed for sound medical practice.

Quality and Safety Vertical Module

Module Convenor:

Dr Phil Hider

Department of Population Health

Email: phil.hider@otago.ac.nz

Patient safety and quality improvement are becoming increasingly important in healthcare.

The ELM course introduced quality and safety as an important area for student learning and this vertical module aims to build on that foundation. The programme allows discussion of a range of factors related to patient safety, systems causation of adverse events both in medicine and other industries, and various quality improvement methods and techniques. Improving the quality and safety of patient care incorporates evidenced-based medicine, communication, patient-centeredness, cultural competency and teamwork.

The module teaching sessions occur within the vertical module teaching times of Monday afternoons in 4th year and Wednesday afternoons in 5th year. The sessions will involve a mixture of exercises, presentations, discussions and self-directed work with a focus on prescribing and medication safety. Some sessions will include opportunities for inter-professional learning.

There will be opportunities to consider issues related to the quality of patient care and patient safety that students observe during their block modules.

- During the 4th year you will be asked to reflect on where patient harm may occur.
- During the 5th year you will be asked to consider an area where you think improvement is necessary and suggest solutions.

Assessment

There is no PASAF for this Module. Assessment will be based on attendance.

Contacts

If you have any questions about the course, please contact:

phil.hider@otago.ac.nz

Radiology Vertical Module

Module Convenor: Dr Mike Hurrell, mike.hurrell@cdhb.health.nz

Departmental Secretary: Extension 80913

Enquiries to: First Floor, Parkside, Christchurch Hospital

Since the discovery of x-rays more than 100 years ago, radiology has developed a wide range of imaging techniques. Now, standard CT and US imaging have expanded to include 3D and endocavitary techniques. MRI and nuclear medicine studies have given us dramatically different physical viewpoints of the human body and its pathology, and interventional radiology has allowed us to treat conditions with reduced patient morbidity and mortality.

These developments have given clinicians an increasing array of possible investigations, and one of your learning tasks is to develop a basic feel for which examinations are appropriate for which indications, and to know when you need to ask for help when choosing an investigation.

Your radiology teaching has been integrated into the teaching of musculoskeletal, neuroscience, paediatrics and O&G. As well as tutorials in radiology during the block modules, you will also have opportunity to attend working multi-disciplinary meetings where images are reviewed and clinical decisions are made in conjunction with radiological input. You may also find it useful to come to the department to see examinations performed on your patients. In particular you should observe the following studies:

- ❑ US (Ultrasound)
- ❑ CT (Computerised Tomography)
- ❑ MRI (Magnetic Resonance Imaging)
- ❑ DSA (Digital Subtraction Angiography)
- ❑ Interventional Radiology (e.g. abscess drainage, nephrostomy, stenting, clot retrieval)

For each of these examinations, feel free to discuss the procedure with the radiologist, the radiology registrar, or the medical imaging technologist.

By now you should be comfortable using PACS, and you should be reviewing imaging on your patients to identify abnormalities described in the radiologist's report.

Evaluation

Radiological questions will be included in the students' examinations conducted by individual departments. Radiological teaching will be assessed by the students at the completion of their clinical modules.

Resources

All radiologists participate in the teaching of medical students, and we all welcome you to observe procedures and reporting in the Radiology Department. In addition, Dr Mike Hurrell is available for students who need specific help.

Books on Reserve at the Canterbury Medical Library

- ❑ **Imaging for Students** (Lisle) also available from the library website as a downloadable e-book
- ❑ **Felson's Principles of Chest Roentgenology** (Goodman)
- ❑ **Radiology 101** (Erkonen)
- ❑ **Squire's Fundamentals of Radiology** (Novelline)

On-Line Resources

1. There are various PowerPoints on *Moodle* under Radiology in the Advanced Medicine or Advanced Surgery courses (Click the Radiology button at the top of the *Moodle* page).

2. Websites:
 - https://www.dartmouth.edu/~anatomy/HAE/Radiology_Intro/rad_index.html – good for revision at the start
 - <https://www.radiologymasterclass.co.uk/tutorials/tutorials> – tutorials for med students and junior docs
 - www.radquiz.com – cases by area e.g. neuro, and also covers anatomy topics and pathology e.g. brain tumours
 - <https://drive.google.com/open?id=0B4nWyToNPRoRemdZMmFOcFRYU2s> – How to approach a chest x-ray

3. Major radiology journals are available on-line within the hospital or medical school (via Ezproxy). These include:
 - Radiology <http://radiology.rsnajls.org/>
 - Radiographics <http://radiographics.rsnajls.org/>
 - American Journal of Roentgenology <http://www.ajronline.org/>
 - European Journal of Radiology <http://www.sciencedirect.com/science/journal/0720048X>
 - European Radiology <http://link.springer.com/journal/volumesAndIssues/330>

Awards for 5th year students

At the end of the 5th Year there are nine awards which could be presented to students in the Christchurch class. Two of these are Otago Medical School awards open to competition between 5th Year students in the three Schools. The other seven are University of Otago, Christchurch awards.

The Otago Medical School awards available are:

Fowler Scholarships in Medicine

Established in 1924 by Miss L E Fowler. Three Scholarships shall be awarded annually to the three students gaining the highest aggregates of marks in the 5th Year examination, MB ChB. The Scholarships may be held concurrently with any other scholarship.

The Rita Gills Gardener Memorial Prize

Founded in 1969 by a gift from Dr E Deny Gills in memory of her late sister, Dr Rita Gardener (nee Gills), a graduate in Medicine of the University of Otago. The prize is awarded to the student gaining the highest aggregate of marks in the 5th Year Examination. The prize consists of books to the value set down in the current prize schedule. (Note: No entry required).

The University of Otago, Christchurch Awards are:

The Denis Stewart Award in Pathology

The Denis Stewart Award in Pathology was established by the New Zealand Society of Pathologists to commemorate the outstanding contribution which Dr Denis Tiffin Stewart made to pathology in all its aspects. The award is funded from a capital sum contributed by pathologists throughout New Zealand and by members of the Christchurch medical staff. This sum is invested by the Society. The award is presented annually to the student achieving the highest standard in pathology throughout the 4th and 5th Years of the MB ChB degree course in the Christchurch School of Medicine. It will be awarded on the recommendation of the Dean and the Professor of Pathology of the School.

EG McQueen Award in Clinical Pharmacology

This award will be presented to the student who achieves the best overall performance in a clinical pharmacology examination at the end of the fifth year

B M Colls Award in Medicine

This award, established in 1992, is for the student who scores highest overall during his/her medical modules during the year.

Bone Marrow Cancer Trust Haematology Award

Established in 2002, this award is presented by the South Island Bone Marrow Transplant Trust and is awarded for high achievement in aptitude in Haematology.

Maori/Indigenous Health Institute (MIHI) Hauora Maori Award

Established in 2006, this award is presented annually for general excellence in the ability to learn, apply and engage in Hauora Maori in the 5th Year.

George Abbott Award in Paediatrics

Established in 2009, this award is presented for the best overall performance in Paediatrics in fifth year.

Fifth Year Scholarships

These are available at:

<https://www.otago.ac.nz/medicine/current-students/support/financial/index.html#scholarships>

UNIVERSITY OF OTAGO, CHRISTCHURCH (UOC) INFORMATION

University of Otago, Christchurch Building & Facilities

The following are located within the building:

Lower ground floor:	Student common room, lockers and pigeonholes.
Ground floor:	Reception / Medical Education Unit / Rolleston Lecture Theatre and foyer / Ground Floor meeting room
1st Floor:	Research Laboratories / Department of Anatomical Pathology / Stewart Museum / Café Medici
2nd Floor:	Research laboratories / Department of Pathology & Biomedical Science
3rd Floor:	Research laboratories
4th Floor:	Research laboratories
5th Floor:	Department of the Dean / Research Office / Technology Services and Student Computer Lab
6th Floor:	Canterbury Medical Library
7th Floor:	Beaven Lecture Theatre and foyer / Tutorial rooms / Sick Bay (key available from reception)

Access to the floors / 7th floor rooms

Research Laboratories are on the 1st, 2nd and 4th floors. For security reasons these floors have restricted entry so check with Reception first. Your UOC ID/security card will give you access to the Pathology Department (2nd Floor) during working hours of 9.00am to 5.00pm, after hours access to the UOC building, student computer lab, library, and 24 hour access to the lower ground floor student common room and lockers.

All 7th floor rooms and lecture theatres have restricted access and, except for Rooms 706, 708 and 710, should be booked by completing a booking form which should be emailed or handed to ground floor reception staff. The booking form is available from reception or the School's intranet (accessed from the www.uoc.otago.ac.nz homepage). Rooms 706, 708 and 710 are available for study use when not otherwise booked for teaching and meetings. Students will still be required to use their access cards to gain entry but these specific rooms will not require booking through reception unless you want to book a specific time in advance. The 7th floor notice board displays a daily booking sheet notifying readers when these rooms have been pre-booked and therefore unavailable. Students should not use any computers on the 7th floor other than the student designated computer in Room 710. Access to this computer is by usual student login and password. Rooms should be left tidy after use and the furniture should not be re-arranged. Appropriate use and care of these rooms and their facilities is monitored.

Bicycles

Bicycles may not be brought into the University of Otago, Christchurch building due to fire regulations. There is a secure bicycle park available within the grounds of Christchurch Hospital and you have access to this with your ID/security card.

Carparking

There is no parking available on the Christchurch Hospital site. Use the designated roadside all-day parking in Hagley and Riccarton Avenues or pay to use one of the car park sites near the hospital.

Parking at Night: You are advised to use the Hospital Security staff for out of hours escort to your car or bike (within reason). The Hospital Security Office is located at the Emergency Department reception. If possible, bring your car close to the hospital at dusk.

Fire Procedure

If you discover or suspect a fire:

- Break glass and operate alarm to get the Fire Department on its way and to evacuate the building
- Dial 777 on nearest telephone and tell the operator the location and extent of fire; the operator will take a 777 call immediately

Action to be taken when fire alarm sounds:

- Check your immediate area, you may find someone needs assistance
- Comply immediately with any instructions
- Vacate building via nearest exit stairway - **DO NOT USE LIFTS**
- Assemble outside the building at the west end of Christchurch Hospital (Main Hospital Door).

The state of alarm exists until the fire brigade has given the all clear. Stoppage of the alarm bells is not an all clear.

ID/Security Cards

ID/Security cards indicating you are a medical student will be issued at the start of fourth year. This card is to be used during your time in Christchurch. You must display your ID clearly at all times when in CDHB and university buildings. If you lose your card, please advise Reception as soon as possible.

Lockers

Student lockers are located on the lower ground floor. Locker keys are available from Reception for a deposit of \$20, which is refundable when the key is returned at the end of your Trainee Intern year. Please report lost keys to Reception and arrangements will be made for you to have a new key cut. Try to keep track of your key - replacements are costly and pose a security problem.

Mail Delivery

Your mail is delivered to your pigeonholes (lower ground floor) daily. Deliveries are welcome at reception and we will hold any parcels there until you collect them.

Notice board

The official student notice boards are in the pigeonhole area, lower ground floor, UOC building. You may put personal notices and meeting dates on this notice board. Please date these notices. There is also a notice board in the Café Medici on which you may place personal notices.

Prayer Room

The Hospital Chapel, ground floor of Christchurch Hospital, is available to all denominations for prayer. There is a Muslim prayer room located on the 7th floor, opposite Room 711.

Security

In the past the campus has suffered more than its fair share of security problems. One of the most serious problems we still have is "stair-dancers"; people who use the back stairs to gain unauthorised access onto the floors. These people have stolen handbags, items of clothing, sports equipment, chemicals from the laboratories and even a laptop computer.

You can help. Use your lockers - if you bring valuables to the campus, secure them in your locker and keep it locked AT ALL TIMES. Keep your key with you and report to reception at once if you lose it. Do not leave your bags or backpacks unattended, particularly in corridors during lectures or in the common room.

If you see anyone in the building who you are concerned about, report it to Reception and we will alert security. Do not approach the person yourself. If Reception is unattended after hours, go to the Orderlies office near the hospital main entrance and they will alert security for you.

Keep door codes a secret and if anyone asks you for the code tell them you don't know what it is.

Sports Facilities

There are no University of Otago sports facilities at the Christchurch campus.

The University of Canterbury Recreation Centre, 22 Kirkwood Avenue, has a University of Otago student rate. See www.reccentre.canterbury.ac.nz or phone 364 2433.

The YMCA, 12 Hereford Street, has student membership rates which you need to ask them about. When you apply for membership please present your student ID Card.

The Christchurch Hospital Squash Club has two courts situated in St Asaph Street. Membership is open to medical students. For further details please phone extension 80322.

Student Common Room

The Student Common Room is located on the lower ground floor of the University of Otago, Christchurch building. Students have 24 hour access to this area. It would be appreciated if students kept this area tidy, particularly taking responsibility for washing their own dishes and putting their rubbish in the bin provided. Recycling bins for paper and plastics, along with a bin for disposal of confidential material are located in the lift lobby area. **Please do not leave food to go rotten in the fridge.**

Telephones and Beeps

Reception and Departmental phones are not to be used for personal calls. There is a phone for student use located outside the Student Common Room. Internal telephones are located in all areas. The automatic paging system in use throughout the Christchurch hospitals works as follows:

Paging Access Code 22
Number being called 4 digit number
Your extension - followed by #
e.g. if you are on extension 89237 and are calling pager 8431, dial 22 8431 89237#

CDHB Hospital Maps

Site maps for Christchurch Hospital, Burwood Hospital and Hillmorton Hospital are available on the CDHB website – www.cdhb.health.nz

University of Otago, Christchurch - Department locations in close proximity to the School



Canterbury Medical Library

Health Sciences Librarian: Marg Walker
Enquiries: Ph.: 03 364 0500
Website: <https://www.otago.ac.nz/christchurch/library/>

Canterbury Medical Library (CML) supports the educational, patient care and research activities of the staff and students of the University of Otago, Christchurch (UOC), the Canterbury District Health Board and health professionals in the Canterbury region.

Location: The Canterbury Medical Library is on the 6th floor of the UOC, School of Medicine building.

Library Help: For assistance or for any queries, contact CML staff in person or by phone, 03-364-0500, chat online using the *LibChat* link from our library homepage or simply email us at librarycml.uoc@otago.ac.nz.

Library Hours and access: Basic hours of opening are Monday to Friday: 0830 to 1700, when the library can be accessed directly. A security card and PIN is required to access the library during scheduled evening and weekend hours of opening. Full details of the library's hours are available at <https://www.otago.ac.nz/christchurch/library/otago011601.html>. Any changes to these hours are publicised by email and on our library website.

Membership: Library membership for all 4th, 5th and 6th year medical students is rolled over at the beginning of each academic year. As with the other University of Otago libraries in Dunedin and Wellington, your current university student ID card is also your library card, please bring it with you when visiting this library.

The standard loan period for material is 28 days, with automatic renewal of any loan items, as long as an item is not required by anyone else. If an item you have out is requested by another person, you'll be notified through your *student email address* that the item has been recalled and given a new due date. Please return any recalled items on or before this new date to avoid being charged overdue fines of \$3.00 per day.

Student Reserve Collection: This collection contains student texts in heavy demand. Reserve items are issued for two-hours, but can be renewed online through the library catalogue or check with Lending Desk staff. Otherwise return reserve books promptly to the Lending Desk to avoid fines (of 10c per minute).

Online Library Resources: A range of online resources, from medical & health databases to online books and journals, are all available through the CML website <https://www.otago.ac.nz/christchurch/library/>. The CML website is quite distinct and quite separate from the University Library (Dunedin) website and to access CML online resources directly, remember to login through the 'Off-campus Access' link (on the blue navigation bar) using your student username and password.

Group study rooms: CML has two group study rooms available for up to two hours at a time. Book one of these rooms on the day or up to a week ahead, by contacting library staff at the Lending Desk in person, or by phone or email.

Photocopying/printing & scanning: The library has one multifunctional machine for copying/printing and scanning and a kiosk machine for adding funds to your account. As these are all part of the University's UniPrint system, Christchurch-based students are advised to select the correct print queue: <https://blogs.otago.ac.nz/studentit/printing/printing-outside-dunedin/>

Recommending texts: Please talk to CML staff if there is a textbook you would like to recommend for purchase for the collection, particularly if you feel it is a key text, or is one that would be of broad interest to and likely to be well used by other students and staff.

Request and Interloan Services: Use your student username & password to sign into the CML catalogue for access to all the available request options. A 'callslip' request will allow you to borrow textbooks from other Otago University libraries, these are generally supplied within 2-3 working days. Any 'scan request' for a book chapter or article from a print journal will be sent directly to your student email as a pdf attachment.

The Interloan Service is a way to obtain material for your coursework that is not held in the Otago Library

system, but is available from another library. Interloan requests are also placed through the CML catalogue.

Branch Libraries: If based at Burwood or Hillmorton Hospital, you may use the respective Burwood and Hillmorton Hospital Libraries while you are on placement at either hospital.

Computer Facilities

Technology Services

Location: 5th Floor, Main UOC Building (2 Riccarton Ave)

Helpdesk Phone: 0800 479 888

Helpdesk Email: its.servicedesk@otago.ac.nz

Technology Services staff

Tim Young Team Leader, IT Support Services

Jarren Nelson IT Support Services Senior Technician

Anna Young IT Support Services Senior Technician

Dean Pester IT Support Services Senior Technician – AV/Lecture Theatre support)

Computer Lab

The student lab at the University of Otago, Christchurch is located on 5th floor of main UOC building. There are 50 similar workstations running the same University desktop as the labs in Dunedin. There is one multifunction device (MFD) which acts as a printer, photocopier & scanner. There are also 10 CDHB computers available for student use split between the 5th floor student lab and the 6th floor Library.

There are two more MFD's in the 6th floor Library, along with an EFTPOS Kiosk where you can load money onto your printing account.

The student lab is a quiet study area and no food or drink is allowed inside. No-spill water bottles can be used with caution.

Students are not permitted to copy any software from or onto the machines in the lab. If additional programmes are required please contact the Team Leader IT Support Services.

Access to the computer system

Access to the computer system requires a user id and a password. These details have been sent to you by the University administration.

If you have problems with logging into the computers please contact the helpdesk phone 0800 479 888.

When you leave the Christchurch campus your accounts will stay alive for 3 months, after which we delete your data. If you want to archive data or forward your email temporarily to somewhere else, please contact the helpdesk (email: its.servicedesk@otago.ac.nz).

Physical Access to the lab

To gain entry to the lab, you first need to arrange for security access which is part of the University of Otago, Christchurch ID card process,

You have to use an ID Card to enter the Lab. All ID cards include access to the lab but if you have access problems please UOC reception staff.

- To access the lab, take the main (east) lifts to the 5th floor, turn left exiting the lifts then turn right just past the photocopier (before you get to the sliding glass door). You will need to use your ID card on the door sensor to enter the computer lab.
- You do not need a card to exit the lab.

Printing

Printing or photocopying is charged at 10 cents per page for black & white or 50 cents per page for colour. Double sided printing counts as two pages. This cost is based on total cost recovery. The account will have the unused balance from last year. The account can be topped up using the EFTPOS kiosk in the Library on 6th floor. Please manage this account tightly (not too much money on it, but still enough to print that assignment on the Sunday night!) as refunds are generally not given.

More information on student printing is available from the ITS website:

Student IT > Printing:

<https://blogs.otago.ac.nz/studentit/printing/>

Getting Help

If you need help with the computer lab, please phone the helpdesk on 0800 479 888 and inform them you are a student in Christchurch. Alternatively feel free to visit the Technology Services offices in the north-west corner of 5th floor (just past the rear lifts). If problems can be dealt with later, you can send an email (its.servicedesk@otago.ac.nz).

More help is available on the web:

ITS Services > Information for Students:

<http://www.otago.ac.nz/its/services/otago033765.html>

Student IT Help:

<http://www.otago.ac.nz/studentit>

Medical Education Unit (MEU)

The MEU is located on the ground floor of the UOC building, via Reception. It is the first port of call for students for all matters related to their medical education in Christchurch. Staff located in the Christchurch MEU are:

Prof Tim Wilkinson

Prof Lutz Beckert

Tania Huria

Assoc Prof Margaret Currie

Anthony Ali

Amanda Clifford

Viv Hepburn

Associate Dean (Medical Education)

Associate Dean (Undergraduate Student Affairs)

Associate Dean (Postgraduate Student Affairs)

Education Adviser

Student Coordinator, Student Experience

Client Services Administrator

STUDENT WELFARE AND SERVICES

At the University of Otago, Christchurch we aim to provide an environment in which you enjoy your learning and which enables you to perform to the best of your ability. At times, however, problems can arise that hinder this. These may be problems in your personal life or problems with the course. If this happens, there are several avenues of help available to you.

Module Convenor

If there are problems specific to a particular block module or vertical module you are strongly encouraged, in the first instance, to discuss these with the module convenor.

Contact details for module convenors are listed in the first section of this handbook.

Student-Staff Committee

The Student-Staff Committee is another place to take any concerns about the course. Student representatives from each year sit on the committee with members of staff. The committee works very well and has a proven record as an effective means of airing student and staff concerns and initiating change.

You should approach one of your student education representatives to raise any problems at a meeting of this committee.

Associate Dean (Undergraduate Student Affairs)

If you are having problems that are impacting on your performance at the School, the Associate Dean (Undergraduate Student Affairs) is an appropriate person to talk to.

Tania Huria is the Associate Dean (Undergraduate Student Affairs). As this is a part-time position, if you wish to make an appointment with the ADSA it is preferable that you contact Tania initially by email: taniam.huria@otago.ac.nz.

Associate Dean (Medical Education)

The ADME, Prof Lutz Beckert, has responsibility for the whole curriculum delivered to medical students at UOC. He is also available if you have concerns about any aspects of the course, particularly if you have suggestions for improvement.

Professional Development Group

As part of the professional development vertical module you will be in a small group of other students from your class that meets regularly throughout the next two to three years with a staff member mentor. These meetings provide opportunities to discuss any problems or concerns you have (if you so choose) that relate to your developing professional role – that is, becoming a doctor.

General Practitioner Service for Medical Students

The Christchurch Doctors, Level 1, 148 Hereford Street, Christchurch, phone 366 3391, provide a General Practice service to medical students at the University of Otago, Christchurch. Their website is: <http://www.thechristchurchdoctors.co.nz>.

The Christchurch Doctors hours are 8am – 5pm daily, Monday to Friday. UOC pays \$27 per consult or there is no charge if the student has a community services card. **When making an appointment, it is important that you indicate that you are a medical student patient and also which doctor you wish to see.** The arrangements with The Christchurch Doctors follow negotiation with CMSA and are covered in the Student Services Fee. We would all appreciate constructive feedback on this service which is continually reviewed.

Other General Practitioners may be used on a case by case basis with approval by the Associate Dean (Student Affairs), Assoc Prof Jan McKenzie. An example would be where a student already has a family GP in another practice. In these situations the first \$30 will be paid by the School. The balance will need to be paid by the student.

- RMIP (Rural Medical Immersion Programme) students, from UOC 5th year. The first \$28 is paid by UOC, the same as the above, however the balance is paid by the RMIP budget. The first \$28 is only paid by UOC if the Student Welfare Levy is paid by the student along with their fees, and this is credited to UOC.
- Nelson and Timaru students. UOC will cover the cost of treatment similar to the arrangements for Christchurch students. See your Nelson or Timaru TI Handbook for medical practice details.

International students are not eligible for a community services card and should request a receipt and lodge a claim with their health insurer.

The following services will not be subsidised by the UOC but are available from the health centre: diving medical assessment, insurance report, immigration medical, insurance medical, well person checks, Depo Provera injection, IUD insertion, and wart removal.

House calls are available if you are too unwell to travel to the practice. There is a charge for community services cardholders with a larger charge for non-cardholders. We are unable to subsidise visits to the After Hours Surgery in Bealey Avenue.

Free flu vaccinations are available from the CDHB Occupational Health. They run a vaccination programme in March/April – times/venues are advertised around the hospitals.

Counselling or clinical psychologist input is also available and is accessed via:

- The Christchurch Doctors and is subsidised up to \$600 per annum. This counselling is confidential, i.e. we are not notified of students accessing counselling, or
- Associate Dean (Student Affairs)
- **Please ensure you cancel any appointments you are not going to attend. Most counsellors charge full rates for missed appointments and require 24 hours notice of cancellations. Students will be required to pay for any appointments they do not attend.**

Note: Other private specialist referrals are not covered under the levy. However, if a student is struggling to pay for health costs they can discuss funding with the Associate Dean Student Affairs.

School of Physiotherapy Clinic

Located on the ground floor, 32 Oxford Terrace on Tuam Street side. Offers:

- Full and comprehensive physiotherapy services
- Reduced rates for Otago University Students and Staff
- Referrals are not required

For further information or to make an appointment:

Telephone 332 2627

Email physiotherapy.chch.clinic@otago.ac.nz

Web otago.ac.nz/physio-clinic/christchurch

Maori student support at UOC

The University of Otago, Christchurch has a number of resources to support Maori students within our medical school.

Specifically these resources include:

Professional mentoring and networking support: Please contact Dr Maia Melbourne-Wilcox, maia.melbourne-wilcox@otago.ac.nz (Professional Practice Fellow based at MIHI).

Access to Maori language and tikanga development opportunities: Please contact Clara-ann Paul who is the administrator for the Maori Strategic Framework at UOC. (Clara-ann is based at MIHI) clara-ann.paul@otago.ac.nz.

Research advice and guidance: Please contact the Kaitohutohu Maori health research adviser who is based in the Research office on the 5th floor of the UOC building.

Student support to undertake extension in Maori health opportunities

The University of Otago, Christchurch is committed to provide all students the opportunity to further their professional development opportunities in Hauora Maori. Specifically these resources include:

Placements within providers who work with Maori patients: Please contact Suzanne Pitama, suzanne.pitama@otago.ac.nz. Suzanne is the TI Hauora Maori convenor and is based at MIHI.

Access to Maori language and tikanga development opportunities: Please contact Clara-ann Paul who is the administrator for the Maori Strategic Framework at UOC. (Clara-ann is based at MIHI) clara-ann.paul@otago.ac.nz

Research advice and guidance: Please contact Karen Keelan who is the Kaitohutohu Maori health research. karen.keelan@otago.ac.nz. Karen is based in the Research office on the 5th floor of the UOC building.

Dean of the Campus

Finally, it has been a long-standing policy of successive Deans of the School to listen to any concern that any student may have and to assist in any way possible. Professor David Murdoch is available for discussion in confidence with any student. To make an appointment with Prof Murdoch contact his EA, Robyn Maguigan, by phone 364-0522 or e-mail robyn.maguigan@otago.ac.nz

Student Support for International Students University of Otago, Christchurch

The University of Otago's International Office offers support in the following ways to international students based at the University of Otago Christchurch campus:

International Student Advisers

International Student Advisers (located in Dunedin) are available on a confidential basis to help students cope with the difficulties that arise when adapting to a new culture; such as the stress and unhappiness brought on by culture shock, homesickness, difficulties with making new friendships, financial arrangements or family difficulties. You can contact a Student Adviser in one of the following ways:

Email: international.support@otago.ac.nz

Phone: 03 479 5777/5921 (between the hours of 9.00-4.30)

In addition, an adviser will visit the Christchurch campus during the year. The adviser will be available to meet with international students to discuss any concerns or problems they may have. Please refer to the Undergraduate Administrator for the schedule of visits and information on how to make an appointment, or feel free to contact the advisers directly.

Student Visa Service

The Student Visa Coordinator or a Student Adviser from the University of Otago's International Office in Dunedin will visit the Christchurch campus in March (actual day to be confirmed) and will be available to accept your application provided that you are eligible to apply through the Visa-on-Campus service (for more information refer to www.otago.ac.nz/international/visas) The International Office will contact you earlier in the year with details of their visit and to arrange appointments for students to submit their applications.

International students can only make applications through the Visa-on-Campus service **in person** during the visit listed above; otherwise all other applications will have to be made directly to Immigration New Zealand.

For more information please refer to the website www.otago.ac.nz/international/visas or contact the Student Visa Coordinator at student.visa@otago.ac.nz

Insurance Support

The International Office provides an insurance support service. For more information on your policy or advice in making a claim please refer to the website www.otago.ac.nz/international/healthcare or contact us by email: international.insurance@otago.ac.nz, or Phone: 03 479 8344 (between the hours of 9.00am-4.30pm)

Code of Practice for the Pastoral Care of International Students

The University of Otago is a signatory to the Code of Practice for the Pastoral Care of International Students published by the Ministry of Education and has agreed to observe and be bound by the Code.

The Code is a document which provides a framework for service delivery by education providers and their agents to international students. The Code sets out the minimum standards of advice and care that are expected of educational providers with respect to international students. The Code applies to pastoral care and provision of information only, and not to academic standards.

Copies of the Code are available on request from this institution or from the New Zealand Ministry of Education website at www.minedu.govt.nz/goto/international

International Office Complaints Procedure

Below is the process available to all international students should they wish to make a complaint against the University concerning information provided, the standard of advice given or pastoral care received under the Code of Practice for the Pastoral Care of International Students

1. Talk to an International Student Advisor about your complaint. Together you will discuss the issue and try to reach an agreeable outcome. If the complaint is regarding an International Student Advisor, talk directly to the Manager, Student International Services.
2. If you are not satisfied with the proposed outcome, you will be asked to put your complaint in writing to the Manager, Student International Services.
3. The Manager, Student International Services, will discuss the complaint with you and inform the person (if there is one) against whom the complaint is being made.
4. The Manager, Student International Services, will decide upon an outcome and action to be taken and discuss this with you.
5. If you are unhappy with the outcome, you should put your complaint in writing to the Pro-Vice-Chancellor (International).
6. If you still have any concerns with the decision of the University, you can contact the International Education Appeal Authority (IEAA). This is an independent organisation that deals with complaints from international students. The IEAA enforces the standards in the Code of Practice for the Pastoral Care of International Students.

For further information, email:

international.support@otago.ac.nz

Student Representation – Christchurch Medical Students’ Association (CMSA)

The Christchurch Medical Students’ Association (CMSA) represents medical students at the University of Otago, Christchurch (UOC). The CMSA consists of a President, a Vice-President, a Treasurer, a Secretary, two NZMSA Reps, six Class Reps, four Social Reps, and one Cultural Rep. These positions are filled by election at the AGM, which occurs at the start of each academic year.

The overall functions of the CMSA are as follows:

- Provision of student representation on the Student/Staff Committee and the Curriculum Sub-Committee UOC. These committees provide the official interface between staff and students at the UOC, and enable students to provide staff with feedback about aspects of the course, teaching, facilities, student welfare, etc.
- Organisation of social events, including ‘Steins’, the Medical Student Ball, Class Dinners and various other activities.
- Organisation of forums for student information, for example the ‘Electives Evening’, and various other annual events, including the Cultural Evening and the ACE Evening.
- Liaison with the New Zealand Medical Students’ Association (NZMSA) to provide national representation for Christchurch medical students.
- Liaison with the Otago University Students’ Association (OUSA) to provide representation of Christchurch medical students within the University of Otago.
- Liaison with the Postgraduates Society (PSOC) on issues common to studying at the Christchurch Campus. This includes issues around computer services, study space and the library.
- Cultivation of a positive experience for all medical students studying at the UOC.

If you want to become involved in the activities of the CMSA, or if you have a problem with any aspect of life at the UOC, feel free to contact the CMSA President or any other member of the CMSA.

The 2020 CMSA President is Dali Fan

Email: cmsa.uoc@gmail.com

Website: <https://cmsa.org.nz>

Association for Postgraduate Students of Otago, Christchurch (Inc.) (PSOC)

PSOC represents and promotes the needs of postgraduate students studying at the University of Otago, Christchurch. As a charitable organisation, some of PSOC's main objectives include: fostering a higher education and research ethic; promoting cultural and recreational welfare; and organising recreational activities for its members. One of PSOC's goals is to encourage a close relationship with CMSA (Christchurch Medical Student's Association), thereby linking all Christchurch students and maximising the diversity and scale of services offered.

Please direct all inquiries and suggestions to: psoc.uoc@otago.ac.nz.

The New Zealand Medical Association (NZMA)

NZMA is the only doctors' organisation that represents you at every stage of your career, and in whatever medical specialty you choose. The NZMA is a strong and effective voice in national health and social policy issues. Our advocacy is heard and does make a difference.

The NZMA is a strong supporter of medical students, and has a close relationship with the New Zealand Medical Students' Association. They sponsor events and activities including career evenings, workshops and projects. Most importantly they listen to and express your views to training providers, regulatory bodies and the government, tackling issues such as education and training, funding and government health policy to make positive gains on training and working.

Join the NZMA and NZMSA, become a part of your future in medicine, protect your career investment and have your voice heard. As a member you are part of a professional community of doctors. During your studies, through graduation and beyond, we are here to represent and support you.

Visit the website: www.nzma.org.nz

The New Zealand Medical Students Association (NZMSA)

The New Zealand Medical Students' Association (NZMSA) is the peak representative body for New Zealand medical students. Our nationwide volunteer executive advocates on your behalf on any issue pertinent to medical students - a lot of our work focuses on education, welfare, and political advocacy. Essentially we aim to inform and be informed by all medical students.

Our flagship event each year is Conference, which brings together medical students from across New Zealand to hear from top speakers. Go to <http://conference.nzmsa.org.nz> to find out about what is in store this year. Other events we run on campus include *Beyond the Med School Gates - a guide to life in the real world*, *ACE Information Evenings* and a nationwide blood drive during which each school competes for the *Vampire Cup*.

If you want to find out more information about the Association or stay in touch with what we are doing, please visit our website. You can email us at any time with questions, concerns or suggestions. We always want to hear from our members so that we can improve the advocacy and service we provide.

We wish you all the very best for your year to come, and look forward to seeing you at some of the Association's events throughout the year.

The New Zealand Medical Students' Association

nzmsa@nzmsa.org.nz

www.nzmsa.org.nz

OBJECTIVES, ASSESSMENT & EXAMINATION INFORMATION

Educational Objectives and Assessment

All block modules and vertical modules of the course have associated learning objectives. These can help guide your study.

The Graduate Profile provides an overview of the attributes expected on an Otago medical graduate.

University of Otago Medical Graduate Profile

On completion of the Otago University MB ChB programme, the graduate should be competent to practise safely and effectively as a first year doctor (intern) and have an appropriate foundation for further training in any branch of medicine. Specifically, the graduate should have the following skills and attributes;

1. Personal Attributes

- 1.1 The capacity to be a critical thinker, capable of weighing, evaluating and integrating new information into his or her understanding of issues.
- 1.2 The ability to evaluate his or her own professional functioning and to act to remedy limitations of knowledge, skills and attitudes throughout his or her career.
- 1.3 The ability to extrapolate from knowledge and principles to solve new problems.
- 1.4 An awareness of his or her professional limitations, and a willingness to seek help when these limitations are met.
- 1.5 The ability and willingness to learn and to appreciate that learning continues throughout life.
- 1.6 The ability and willingness to facilitate the learning experience of individuals, groups and communities, both within and beyond the health sector.
- 1.7 Information literacy, including the ability to locate, evaluate and use information in a range of contexts.
- 1.8 The ability to be organised and the skills for time management, so that time and resources are used effectively and efficiently.
- 1.9 A dedication to appropriate ethical behaviour, based on a well developed awareness of his or her own moral values, and knowledge and application of principles of medical ethics.
- 1.10 An awareness of his or her own needs as a person, how health needs might impact on competence to practice and an ability to access appropriate support or healthcare for him or her self.
- 1.11 A commitment to the fundamental importance of the interdependence between research, medical knowledge and professional practice.
- 1.12 A commitment to advocate for the health needs of individuals and communities.

2. Interactive Attributes

- 2.1 A caring and empathetic attitude to others.
- 2.2 Respect for, and an ability to co-operate with colleagues, competence in teamwork and an understanding of the roles of other health professionals and healthcare teams.

- 2.3 A respect for patients and a dedication to work with patients to optimise their health and wellbeing.
- 2.4 Respect for, and an ability to respond to the cultural context and aspirations of patients, colleagues, other health care workers and communities.
- 2.5 An understanding of and an ability to respond to the obligations of the Treaty of Waitangi.
- 2.6 Oral and written communication skills, including an ability to communicate effectively with individuals, groups and communities, both within and beyond the health sector.

3. Disciplinary Attributes

- 3.1 A sound knowledge of the philosophical, scientific and ethical principles underlying the practice of medicine and an ability to apply this knowledge as part of competent medical practice.
- 3.2 A sound understanding of the legal framework surrounding medical practice in New Zealand.
- 3.3 A sense of social responsibility and an understanding of the contribution of doctor, health services, society and political influences to the health outcomes of patients.
- 3.4 A commitment to the principles of patient-centred medicine.
- 3.5 Knowledge of factors impacting on inequalities in health outcomes.
- 3.6 Knowledge of factors impacting on the health status of Maori and other cultures.
- 3.7 Skills in eliciting, documenting and presenting the history of a patient's problems and the relevant physical examination findings.
- 3.8 Skills in problem solving and formulation of differential diagnoses.
- 3.9 Skills in the management of common medical conditions, including; informing and negotiating, the performance of relevant clinical procedures, assessment of prognosis, prescribing skills, knowledge of drug therapy and care of the dying patient.
- 3.10 Skills in the management of emergencies and other serious medical conditions.
- 3.11 An awareness of, and the skills to manage, uncertainty in medical interpretation and decision making.
- 3.12 An ability to maintain proper boundaries between personal and professional roles.
- 3.13 An understanding of the role played by individuals and society in the development of disease and the maintenance of well-being.
- 3.14 A sense of social responsibility and an understanding of the roles and functions of healthcare institutions in the social and political environment.
- 3.15 An appreciation of the global perspective of medicine, and an informed sense of the impact of the international community on New Zealand and New Zealand's contribution to the international community.

Advanced Learning in Medicine: Assessment in Years 4 and 5

The MB ChB Programme of Assessment Policies and Procedures can be found on MedMoodle ALM4 and ALM5 homepages under the Assessment heading. Please consult this document regarding assessment in Y4 and Y5. It is updated each year around March with any changes to assessment procedures for the year.

Procedure for Special Arrangements for Saturday Examinations Due to Religious Beliefs Fourth, Fifth & Sixth Year Medical Courses

Dunedin, Christchurch and Wellington Schools

If a student requires special arrangements for Saturday examinations, due to religious beliefs, the student must make an appointment with their respective Associate Dean for Undergraduate Student Affairs (DSM, UOC or UOW) requesting exemption from the Saturday Examination (OSCE) and applying for special alternative arrangement. This must be done as early in the year as possible. The process of applying for this special arrangement will be explained to the student at this time.

Procedure for special arrangements for end of year examinations due to religious or cultural beliefs

If a student requires special arrangements for end of year examinations, due to religious or cultural beliefs, the student must make an appointment with their respective Associate Dean for Student Affairs requesting exemption or special arrangements. This must be done as early on in the year as possible, in writing, and six months before the examination, at the latest. The process of applying for this special arrangement will be explained to the student at this time.

Procedure for arrangements for students to sit end of year examinations away from their home campus

If due to exceptional circumstances a student requires arrangements to sit their end of 5th year examinations at a campus that is not their home campus, the student must apply in writing and provide details of the exceptional circumstances to the ADSA or RMIP Administrator as early on in the year as possible, and six months before the examination, at the latest. This application will then be sent to the MB ChB Assessment Manager. The Assessment Manager will consult with the staff responsible for organising the OSCE and written examinations, regarding logistics and capacity, at the centre in which the student wishes to attend. The application and response from the Assessment Manager will then be submitted to the Board of Censors 4/5 Year for approval.

Allowances and assistance in assessments and examinations

Special consideration for students with temporary conditions affecting performance

Refer also: University of Otago, Special Consideration in Final Examinations policy

One purpose of assessments and examinations is to inform progress decisions, whether students have achieved a standard equivalent to a fail, conditional pass, pass, potential distinction or distinction in in-course assessment or a Fail, Pass, or Distinction for the year.

A student may have some temporary impairment at the time of an assessment that may affect their performance and hence the result.

Special consideration regulations are intended to apply in cases where a student's performance is seriously impaired or absence is due to events beyond a student's control. Students and staff should be aware that the OMS has its own processes in relation to applications for special consideration in module assessments and final examinations.

In general, if a student is unable to sit an assessment or examination on a particular day because of acute illness or other exceptional circumstances at the time of the module assessment or final examination OR considers that their performance in any assessment or examination has been seriously impaired due to illness or other exceptional circumstances, they should notify their ADSA and/or the OMS of their intention to submit a Special Consideration application preferably before, but always within 1 business day of the assessment.

Applications should be completed and submitted as soon as possible after the last examination for which you are seeking special consideration, preferably within 1 business day, but always within 5 calendar days, e.g. if your last exam is on the 20th, your application is due no later than the 25th. As BOCs meet very soon after the completion of exams, students applying for Special Consideration should understand that there may be significant delays in receiving their final grade should the completed application postdate the BOC meeting.

The application (and any supporting documentation) will be considered by an advisory group consisting of the ADSAs. To preserve the confidentiality of each claim the advisory group report only the degree of impairment of each claimant to the relevant BOC.

At the discretion of the relevant BOC, a student whose application for special consideration is accepted will either be offered the opportunity to sit an alternative assessment (mandatory in the case of missed end of year examinations) or the level of impairment to be considered in making a decision about the student's performance. The BOC would have to ensure that any alternative assessment that may be arranged for a student that has missed, rather than failed, an assessment is added to the collective evidence and was just as robust.

If the student's result is close to a decision-making (fail/conditional pass/pass/potential distinction/distinction) threshold then the impairment and any other relevant information will be taken into account by the BOC. The BOC will make their decision based not only on the result, but also on the degree of impairment and other relevant information. The outcome decision might be different to that of the result alone.

As stated in the "Examination Regulations" section of the "General Regulations" in the University of Otago Calendar, aegrotat passes are not offered in the MB ChB programme.

The OMS Special Consideration application form is available from the office of the ADSA in Dunedin, Christchurch and Wellington.

Alternative arrangements for students with permanent conditions affecting performance

A student who has a disability, impairment, medical condition or injury that they believe significantly impacts on their performance in such a way as to prevent them from demonstrating their ability may request alternative arrangements for that assessment. Alternatively, a student who has a disability, impairment, medical condition or injury that they believe could interfere with the standard running of an assessment for themselves and/or others may request alternative arrangements for that assessment.

Where the assistance and/or allowances are of a nature that might reasonably be accommodated in the normal workplace of a practicing doctor, particularly in the normal workplace of a PGY1 doctor in New Zealand, alternative arrangements will generally be approved.

Where a component of an examination assesses competence in a clinical setting and/or where the appropriate timeframe for recognition of clinical material is included in the examination development, e.g. MICN OSCEs and OSPEs, applications for extra time will generally not be approved.

The student will suggest the assistance that he or she considers appropriate for the impairment. Application would have to be made **at least three months prior** to any assessment. If the Board agrees then this assistance will be provided and the student will sit the assessment/examination. If the Board does not feel this assistance will be appropriate the student can reconsider. Late applications will only be considered in exceptional circumstances.

From the MoU between OMS and MCNZ:

“The Health Practitioners Competence Assurance Act (2003) (HPCA Act) creates a statutory duty on any health practitioner or employer of health practitioners to notify the medical council if any graduating student has a health problem that would not enable them to perform the functions required for practice.” The OMS must therefore notify, at graduation, the Medical Council of New Zealand (MCNZ) of any students who fall into this category. The MCNZ Health Committee functions to support and monitor doctors with health issues and helps them practise within their capacity.”

The MCNZ have confirmed that any concern regarding a graduating student should be raised with them and that they will review all the information. A disability, impairment, medical condition or injury that a student has, that required alternative arrangements and/or special consideration in assessments, may affect their level of performance in practice and will be notified to the MCNZ.

Decisions about which graduands should be notified to the MCNZ should be made by The Fitness to Practice Committee (FtPC) who will consider all the evidence and advise the Dean of the Medical School as to whom to refer. Given MCNZ policy, it is envisaged that alternative arrangements and special assistance for a disability, impairment, medical condition or injury would be included.

Students granted alternative arrangements in assessments for permanent conditions will be expected to report these to the MCNZ themselves when completing their application for registration with MCNZ.

The OMS application forms for Special Consideration and Alternative Arrangements are available from the Student Affairs Office at each campus.

Student Evaluation of Modules

The primary purpose of students evaluating modules in the programme is to gather feedback to develop and improve the teaching and learning environment. There are primarily two formal methods by which we obtain student feedback: questionnaires and focus groups.

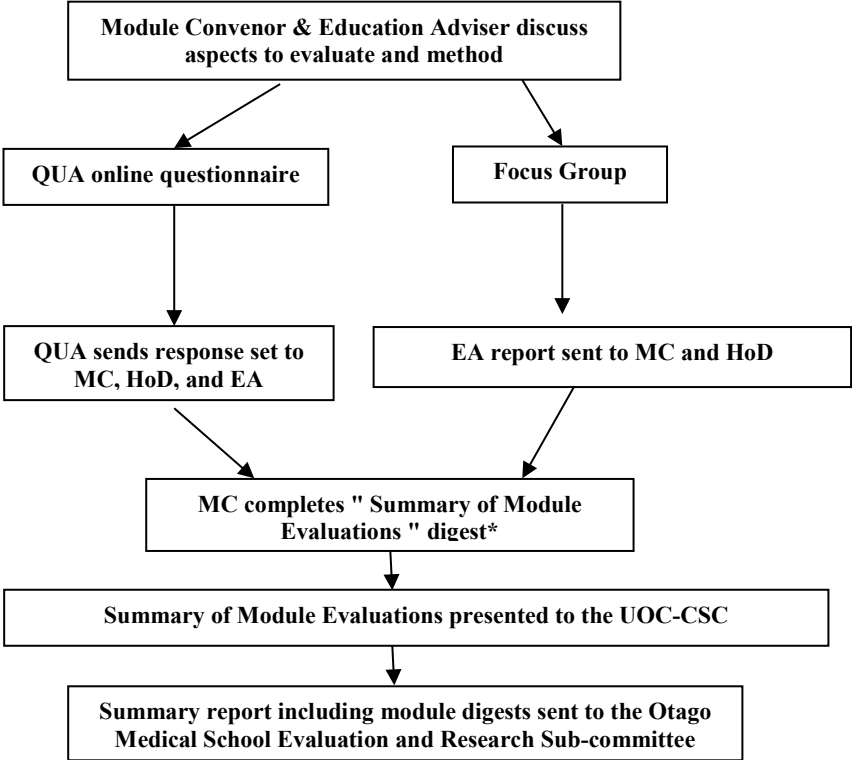
A Questionnaire is an online evaluation method that has a wide ranging scope of rating scales and free text questions. Questions are decided by the Module Convenor (MC) with support from the Education Adviser (EA), Anthony Ali. You will be sent a link via email, from the University’s Quality Advancement Unit (QUA), to complete the questionnaire. The final response set will be provided to the MC, HoD, and EA. The online method has been recently adopted by the University as the preferred method for questionnaires. Since inception the online method has had a lower student response rate compared to the previous method of having students complete the questionnaire on paper in a room usually associated with some learning opportunity they were doing concurrently. We want to increase this response rate so encourage all students to help modules improve through completing these online questionnaires.

A Focus Group is an evaluation method that can elicit slightly different information compared to questionnaires, usually more detail about fewer aspects of a module. They tend to range from 30-60 minutes and facilitated by the EA. Focus group discussion points are noted by the EA with a summary report sent to the MC and HoD **without any student identifying information**.

Students are reminded that, regardless of whether or not a convenor chooses to formally conduct an evaluation (as described above) of the module, they can at any time approach the convenor to offer feedback. This method is preferred for incremental on-going improvements to the student experience. Another avenue for students to provide feedback is through your education representative who is a member of the UOC Student Staff Committee, which facilitates collaborative discussions to improve the MB ChB programme.

Module Convenors are required to formally report to the UOC Curriculum Sub-committee (UOC-CSC) on their module evaluation activities every three years using a digest*. However, module evaluation in most instances can and will occur in between reporting years in a more continuous manner.

The formal process of module evaluation, and MC reporting of evaluation activity, is diagrammed below.



* Summary of Module Evaluations digest – this is formally completed by module convenors and submitted to the UOC Curriculum Sub-committee once every three years and asks convenors to comment on their module evaluation activities, specifically:

- Method(s) used to gather data on the quality of the module, including who you approached for feedback.
- Overall feedback and observations
- How the module has responded to previous evaluation comments
- How the stated learning objectives, teaching strategies, and assessments (if any) are aligned with each other.
- Summary of the findings from the compulsory questions asked to students about how the learning environment supported student learning.
- What’s working for them that others could learn from?
- Area(s) identified for, and strategies to address improvement
- Requests for support (resources: physical, human, other)
- Head of Department response
- CSC discussion points, (to be completed at meeting)

The Summary of Module Evaluations digest encompasses all aspects of evaluation the convenor has chosen to conduct in the past three years, and may include not only student feedback methods described above but other sources, for example, feedback from other staff involved in the module, assessment results, and convenor reflections.

Your feedback does matter and without it we lose a valid source of information to enhance the overall student learning experience. Many changes in the curriculum have been a direct result of such feedback, just ask your fellow students! However, please keep in mind that student feedback, while valuable, is one of many factors convenors consider when developing and improving modules. Your feedback may not result in immediate change (or any change at all) but it does prompt the module convenor to reflect on what students are telling them.

If you need further information or have any questions, comments, or concerns about the module evaluation process contact the EA, Anthony Ali (anthony.ali@otago.ac.nz).

WORKING IN A CLINICAL SETTING

Student Access to Canterbury District Health Board Premises

The University of Otago has entered into a Memorandum of Agreement with the Canterbury District Health Board which grants University Staff and students access to Canterbury District Health Board facilities for the purposes of clinical instruction, clinical assessment and research.

Access to Canterbury District Health Board's Hospitals and other facilities is on the following terms:

1. University staff performing clinical services must hold a current annual Practising Certificate issued by the relevant statutory certificates of authority.
2. University staff and students must comply with all legislation including the Health Information Privacy Code 1994, the Health Act 1956 and the Code of Health and Disability Services Consumer Rights.
3. Each undergraduate student in a clinical setting must be under the supervision of an appropriately qualified member of either the professional Canterbury District Health Board staff or the academic staff of the University.
4. All University staff and students must comply with the policies, procedures and clinical standards of the Canterbury District Health Board.
5. That the University will ensure that all students will immediately leave the Canterbury District Health Board's facilities if instructed to do so by the Chief Executive (or his nominee) of the Canterbury District Health Board, who will advise the Registrar of the University of the event.

The Dean of the University shall then take the appropriate action in accordance with the regulations of the University governing disciplinary matters.

6. The penalty of exclusion from classes if imposed shall be deemed to include exclusion from all Canterbury District Health Board premises.
7. That no student is placed in a clinical situation which is reasonably likely to develop beyond the student's capability and that the University will ensure that a student is withdrawn from such a clinical situation if instructed to do so by a Service Manager of the Canterbury District Health Board.
8. Access to Canterbury District Health Board premises shall be restricted to those students required to undertake medical or other studies in the course of their tuition which require them to have access to Canterbury District Health Board premises.
9. That students are identified on all Canterbury District Health Board premises by the wearing of an identification badge.

MedChart

MedChart is now live across CDHB and you should revise your MedChart training and use MedChart with your teams. Participating in patient care (with supervision) is an important part of learning to use medicines safely and effectively.

There have been a couple of occasions when students have inadvertently signed prescriptions in MedChart. If this happens to you: if you notice immediately cease the prescription immediately; If you realise later contact your supervising prescriber (RMO or SMO) immediately and ask them to check the patients medication chart and make any adjustments necessary AND record the event in the clinical notes. The "Update" step is the electronic signature that activates a prescription. All electronic health systems record who does what and when. If you make a mistake let someone know.

Attendance at Clinical Rounds While Unwell

It is unprofessional to expose patients to risk of infection. Students scheduled for a clinical round whilst unwell should consider the welfare of those with whom they will be in contact, both patients and colleagues. If in doubt, seek the advice of staff.

If you are absent due to illness you must advise your module convenor/administrator, your team or Undergraduate Administrator.

Access to Clinical Records

To access a patient's notes from the Clinical Records Department, year 4 and 5 students are required to obtain consent from the patient. This will not apply to patients who are still in the ward or patients that students are seeing in outpatients from whom consent has already been obtained to be involved for education purposes.

Recording Lectures, Patient Interviews and Clinical Presentations

Please remember that recording of lectures should only occur if you have personally asked the lecturer whether this is permissible. Recording of patient interviews or clinical demonstrations by students is NOT permitted under any circumstances. Patients have not been asked for permission and it is inappropriate for students or others to request permission at the time of the demonstration. Please ensure that you respect the confidentiality implicit in all clinical demonstrations.

Taking and Sharing Images: a guide for Otago Medical Students

1. Identifiable images

Images, pictures and any other visual representation of a patient or their record (including notes and investigation results) that can identify that person is *health information* under the terms of the Health Information Privacy Code. Normally, consent from the patient is required for the collection, storage and use of a patient's *health information*. Although you have access to health information for your training, such as patient notes and what patients tell you, because of the ease with which images can be copied and transferred, the risks of breaching patient confidentiality usually outweighs the benefits of medical students taking such images. For these reasons, the following rules are in place:

- Otago Medical Students must not take identifiable images on personal devices.
- Otago Medical Students must not store or share identifiable or potentially identifiable images on personal devices.
- If requested by the clinical team to obtain an image of a patient for treatment related purposes, even if the image itself is non-identifiable, students must not use personal devices to do so. It is generally not recommended that students obtain images for treatment purposes, but if doing so under clinical supervision the student shares the responsibility for ensuring the image is securely transferred to the patient record and deleted from the imaging device.

Patient records/notes:

- Otago Medical Students must not take images of or make copies of identifiable patient records/notes and must not take official records away from the clinical environment/hospital
- Material created by students (paper-based and electronic) which contains patient-related information, either from a student-patient interaction or from existing patient records/notes, must have basic de-identification efforts made including exclusion of any "unique identifiers" (e.g. name, birth date, address or national number)
- It should be remembered however that if there is sufficient detail in the notes to be an accurate and meaningful representation of the case, e.g. for "case history" purposes, then these are potentially still identifiable and should be regarded as *health information* under the HIPC
- If these materials/notes require work outside the clinical environment/hospital (e.g. library) great care must be taken to ensure they remain secure and private

- Work on such records/materials should preferentially be done on University devices/student desktop and not on personal devices and patient-related records should also be password protected
- Once student created reproductions of patient notes are no longer required they should be disposed of in a secure fashion – in a “confidential paper disposal bin” or deletion from the electronic device/server.

2. Non-identifiable images for education related purposes

Images which do not, and cannot, identify patients do not count as *health information* for the purposes of the *Health Information Privacy Code*. For example, this might include a photo of a relatively common rash showing only a small area of skin. If you wish to create a non-identifiable image that is in some way of, or relevant to, a patient, or if you are asked to do so, you should ask the patient if they are happy for you to do this. The Code of Rights requires you to treat the patient with respect and you can do this by explaining why you would like to create an image and how you intend to use it.

- Even with patient consent, the creation, storage and use of non-identifiable images has a number of risks, which is why the Otago Medical School encourages you think carefully about the benefits and risks of doing so, and discourages you from using personal devices to create and store images. You should create and store non-identifiable images of patients’ health information only for legitimate education-related purposes. You should NOT publicly display the images, except in formal teaching sessions, or otherwise share the images, especially via social media.
- If you wish to create or use a non-identifiable image of a patient or part of their record, seek their agreement and explain the reason for creating the image, how it will be used, and how and when the image will be deleted.
- You must have a legitimate and compelling training purpose for the creation and use of such an image
- You must be able to delete that image
- Once the educational purpose has been met the image should be destroyed.

3. Ensuring an image is non-identifiable

Great care must be exercised to ensure that an image you create does not and cannot identify the patient.

- Digital imaging devices often collect the date, time and GPS location of images. That information could identify the patient. You must ensure that such information is deleted from the image file.
- Some conditions or injuries are rare and an image that identifies such a condition could identify the patient and bring the information within the scope of the HIPC. Similarly, some bodies have distinctive features that may make the person more easily identifiable. Students should avoid using such images.

4. The difficulty of deleting images

Mobile devices tend to back up data to a cloud and share it with other applications. This can make it very hard to delete an image once you have created it.

- You must ensure that any non-identifiable-image you do take is not backed up to a cloud or another location where it might be hard for you to keep track of and delete the image.

Contexts where special care is required

Particular care must be taken in the creation of non-identifiable images in clinical contexts where consent is compromised or not possible. For example, it would be inappropriate to create a non-identifiable image of a child without the assent or consent of the child (developmental age permitting), and the agreement of their parents and those supervising you in that clinical environment. You should also be mindful that in the event that there is an

investigation under the Vulnerable Children's Act, any image you create could be used as evidence in that investigation.

Other situations where cultural and language influences preclude the usual patient consent, including for example some Trainee Intern electives, may mean that images cannot be obtained and used.

Chaperoning

It is necessary to consider the desirability of a chaperone when patients are being examined or interviewed. This is especially true if the patient is of the opposite gender, a child or otherwise vulnerable. A patient should always be asked if they would prefer the consultation to take place with a chaperone present.

It is also appropriate to consider the desirability of a chaperone if the student feels uncomfortable with the patient, as the intent of chaperoning is to provide an environment for consultation in which both parties feel safe. Students should never feel obliged to proceed with an unsupervised interview or examination where they feel uncomfortable or concerned without first seeking advice and assistance from a senior member of staff. Staff members should also provide guidance to students in relation to chaperoning of specific patient interviews and examinations.

Chaperoning during consultation when a staff member is present is the responsibility of the member of staff.

There are a range of persons suitable to function as chaperones depending on the individual circumstances, but usually another health professional, in particular a member of the nursing staff, would be the first choice.

Culturally Sensitive Issues

Health Sciences students are required to participate in all laboratory, practical and clinical activities, which include activities that may not be usual in your culture. In the professional classes, some aspects of teaching will require individuals to practice certain techniques on each other, which may require you to partly undress and may involve body contact between students. Training is done under close supervision and all students are required to participate, as it is essential for their acquisition of clinical skills. Assistance for students experiencing difficulties in this area is available, on request, from the relevant School.

Guidance on dress

Patients will judge you initially by your appearance – it is important that you dress appropriately and in a respectful way. Use your common sense and note how doctors dress and present themselves in the different clinical areas you work in. You are expected to dress like a doctor not a student. You are usually not expected to wear a white coat. Some teachers have specific expectations about how you should dress (for example some prefer you to wear a white coat and/or expect the men to wear ties) – you should respect their wishes.

Over the summer of 2003/2004 one of your colleagues conducted a survey of 451 patients at Christchurch Hospital (inpatients and outpatients) to ascertain what styles of dress patients felt comfortable or uncomfortable with in their doctors. She found that a tidy, semi-formal style of dress is least likely to offend patients.

Items of clothing that, on average, patients were uncomfortable with for male doctors were: facial piercings, earrings, rings on several fingers, brightly dyed hair, long hair, T-shirts, shorts, sandals and sneakers.

Items of clothing that, on average, patients were uncomfortable with for female doctors were: facial piercings, heavy make-up, short tops exposing the midriff (this can be extrapolated to low

cut tops and low riding trousers that expose the midriff), brightly dyed hair, T-shirts, shorts, sandals and sneakers.

Younger patients were more tolerant of casual and alternative items than older patients. It was generally acceptable for male doctors to opt for no tie.

When participants were presented with several photos of doctors in different styles of dress, a friendly smile on the doctor's face had an overwhelmingly positive impact – this is definitely worth keeping in mind!

Immunisation Guidelines

Please refer to <http://micn.otago.ac.nz/faculty-policies>.

Emergency Response: Dealing with Exposure to Blood and/or Body Fluids

Actions Required by Staff Member/Student/Individual exposed to blood and/or body fluids:

1. If skin is splashed or penetrated, wash the area well with soap and water.
2. If the eyes are contaminated, rinse the eyes using the emergency eye wash facility.
3. If there is a splash into the mouth spit it out and rinse thoroughly.
4. Contact your supervisor or manager immediately.
5. Document the date and time of exposure, how the incident occurred and the name of the source if known.

Actions Required by Supervisor / Manager / Other Responsible Person:

1. Ensure area has been washed.
2. Assess the type of exposure and need for testing and intervention. For the following types of exposure, consultation within 24 hours is mandatory:
 - A needle stick injury or other sharp instrument injury when the needle or sharp instrument is contaminated with blood or body fluids from another person.
 - Mucous membrane contact with, or ingestion of blood or body fluids of another person.
 - Contamination of fresh unhealed cut or broken skin surface with blood or body fluids from another person.
 - Bites where the skin surface is broken, or scratches where blood or body fluid contamination from another person is likely.
3. **Contact:**
 - **Dunedin:** Emergency Department, Dunedin Hospital (474 0999) for staff members, Student Health for Students (479 8212) during working hours and Emergency Department, Dunedin Hospital after working hours. Inform of the nature of the incident.
 - **Christchurch:** contact Infection Control or the Microbiologist on call at Christchurch Hospital (364 0640).
 - **Wellington:** ring the Occupational Health Nurse at Wellington Hospital (385 5999 ext. 6331 - pager 6331) or After Hours Manager if outside normal working hours, please ring the Wellington Hospital operator.
 - **For incidents that occur in other hospitals or other health care environments:** immediate notification of the local hospital staff member responsible for blood and /or body fluids exposure is essential.
 - The Associate Dean for Student Affairs, Head of Department, Dean or other senior staff member should also be contacted.
4. Arrange for 10 mL blood to be taken from the exposed individual as soon as possible. The screening must include HIV, HBsAg, HBsAb and HCV.
5. If the source is known, contact and arrange for 10 mL blood sample to be taken.
6. Provide support for the student or staff member involved.
7. Complete the accident/incident form and forward to the HOD, Office of the Dean, and the (Occupational) Health & Safety Team. Contact details for Health & Safety staff and the

accident/incident form are available on the Health & Safety website:
<http://www.otago.ac.nz/healthandsafety/>

IMMEDIATE ASSESSMENT

It is important that the individual is medically assessed by an expert immediately so that treatment can be commenced if deemed necessary.

It is important to arrange follow up with the emergency contacts provided.

Issues for the medical services to consider include:

- Action will depend on the status of the individual and the status of the source
- Is there a need for immediate antiretroviral treatment?
- Is there a need for hepatitis B immunoglobulin?
- Is there a need for hepatitis B vaccination?
- Has follow up been arranged?

Professional behaviour: general

Remember, it is part of the requirement of your continued status with health providers that your behaviour towards staff and patients is always of the highest standard. Please remember to show consideration to others around the hospital, in lifts and other public places. You are easily recognised as students, and people look to you to show a good example.

The medical school, hospital and community providers aim to provide medical students with a welcoming learning environment, and to encourage clinical staff who teach medical students (supervising clinicians) to act as role models for professional behaviour and professional practice.

Professional behaviour: The role of patients in clinical education

Consent for clinical education

The patient's welfare and interests are always the overriding consideration. Patients are typically generous in their willingness to support medical students' learning and often themselves benefit from the process. Consent for clinical education obviously involves an element of permission but it also extends to assisting patients to understand why a particular learning/ teaching activity is valuable.

The following points address these aspects:

- Patients must be informed that they may be involved in students' learning
- Patients have the right to choose, or to decline, to be interviewed, examined or cared for by a medical student, or to be involved in any other way in medical education. Students have no right to learn on patients.
- Patients have the right to know the name and professional standing of any person, staff or student, who wishes, for teaching purposes, to interview them, examine them or carry out any procedure
- Patient consent for clinical education must be obtained by the supervising clinician (or other staff member). This should be done in a setting out of sight of the student(s) to avoid placing undue pressure on patients. Patients have the right to withdraw from the clinical education activity at any stage and may change their mind between consent with the supervising clinician and subsequently seeing the student.

Medical students should wear their name badge and carry their ID card in all clinical settings. When introducing themselves to a patient by name, they should explain that they are a medical student, confirm that the patient is willing to proceed, and seek an explicit permission on each occasion a consultation is needed.

Clinical Examination of Patients

Rectal, vaginal and genital examinations should not be considered routine examination procedures for students. They require prior specific consent. For procedures undertaken on patients under sedation or anaesthesia the prior consent must be written. Where a genital examination is performed by a student(s) while the patient is under general anaesthetic, at most two students [who have obtained prior written consent] may do so.

Medical students should be aware that the standard consent procedures may need to be abbreviated or waived in emergency situations. In these circumstances responsibility rests with the supervising clinician.

Professional behaviour: supervision

Appropriate Supervision

A supervising clinician is expected to brief medical students about their role in patient care. Often this will already be known (for example some issues are spelt out in this handbook), but if it is not clear, or the requirements of a particular context are different from usual, medical students are encouraged to seek explicit guidance about what is expected of them, paying particular attention to the following:

- Dress code: any requirements to be observed or avoided
- Introductions: any particular style, especially if the medical student's relationship to the team needs to be made explicit
- Accountability: who is responsible for the medical student(s) and who is able to deal with queries and concerns
- Emergencies: any procedures medical students are expected to observe in the event of an emergency
- Standard precautions: medical students will need to be warned of situations in which there are particular infection control issues and advised of the appropriate precautions to observe
- Risk of violence: medical students should be given prior warning of patients with a known history of violence with adequate briefing on protocols for ensuring personal safety
- Chaperones/support persons: medical students should be given guidance as to when a child or adult should be offered a chaperone/support person and who may appropriately serve in that capacity
- Boundary issues: medical students should be advised of any clinical settings in which there is special reason to maintain robust professional boundaries
- Debriefing and reflection on clinical and professional development: medical students should be encouraged to seek, and be offered prompt opportunity for, debriefing after significant critical episodes, and opportunities to reflect on what they have learned, how they are learning it, and their development of professionalism
- Ethical issues: medical students benefit from the opportunity, whether initiated by staff or students, to discuss ethical issues generated by a specific case or experience.

Privacy and Confidentiality

Medical students are expected to observe the same high standards of confidentiality and respect for privacy as govern the behaviour of all doctors and healthcare professionals. These standards are set in the Privacy Act (1993) and the Health Information Privacy Code (The Privacy Code or HIPC) (1994).

The Privacy Act 1993 and Privacy Code 1994 lay down specific rules regarding the collection, storage and disclosure of health information in relation to identifiable patients. The basic rule is that no information about any patient should be given to any other person without the permission of the patient concerned. This applies to all health information and not only to that which the patient might regard as particularly sensitive. It also includes situations such as reports to lawyers, NZ Police, ACC and various other statutory bodies. There are some limited and specific exceptions where disclosure of information without the consent of the patient is permitted or authorised by law and you will learn about these over the next years of your training.

It is important to remember that patients share information with health professionals within a relationship of trust and in order to assist the professional to help them with their health problem. Respecting that trust and maintaining respect for privacy and confidentiality is fundamental to the doctor-patient relationship and achieving the best outcome for the patient.

Access to notes and handling of written material:

Students should only access patient notes with the consent of the patient and where the patient is under the care of the team to which the student is attached. Notes of patients not under the care of the team should not be accessed except where the student has an alternate legitimate reason to do so and also has specific consent from the patient.

Official patient hospital records must never be taken away from the clinical areas or out of the hospital. Photocopying of patient notes by medical students is not permitted in any circumstances. Material written by students which may contain patient-related information (e.g. case histories) should not have any "unique identifiers" (e.g. name, birth date, address or national number). If these notes require work outside the hospital (e.g. library) great care must be taken to ensure they remain secure and private. Once patient related notes are no longer required they should be disposed of in a secure fashion in one of the bins provided by the CDHB.

In addition to the legal restraints around patient related health information, students are required to discuss any matters referring to the University of Otago, Christchurch and CDHB with the Dean BEFORE disclosing information to outside agencies or bodies.

The following points should also be kept in mind:

Medical students should avoid giving a patient a blanket guarantee of confidentiality and keep in mind their position as trainees, the responsibility to always act in the patient's best interests and their accountability to their supervising clinician.

Whether information is acquired at interview or from the clinical record, patients have a right to know the use(s) that will be made of the information (written assignment, oral presentation to a tutorial group, one to one discussion with a tutor, etc), and what steps will be taken to assure the privacy of the information (such as de-identifying).

Medical students should make sure when, if at all, a copy of an assignment should be placed the patient's notes, and patients should be informed of this.

Care should be taken to ensure that discussion of a patient for clinical education takes place in a secure setting where what is said cannot be overheard by others.

Under no circumstances is a medical student permitted to take photographs of a patient or patient information, or to make a video or audio recording of any interaction with or observation of a patient. If photographs or recordings are needed for educational purposes, they will be sought by the supervising clinician using current protocols.

Release of Information

Various pieces of legislation including the Health Information Privacy Code and the Health Act, outlines circumstances where personal details may be released without the consent of the patients or their representatives. The Privacy Act does not apply if release of information is required under other legislation. For example, the notification of infectious diseases is required under Section 74 of the Health Act.

Medical students must not release any information under these provisions without first consulting the senior clinician working in the area. Students who make unauthorised disclosure of personal health information will be subject to disciplinary action.

Students are required to consult with the Associate Dean of Student Affairs BEFORE disclosing information about the School or any of the DHB institutions to the news media.

Medical student rights

Medical students have the right to decline to participate in clinical teaching and/or patient care if there are concerns, ethical or otherwise about the activity; concern about their own competency, lack of knowledge, or lack of understanding of the duties/tasks/responsibilities involved; or conscientiously believe there is a lack of explanation or supervision.

Responding to problems

You may have concerns about a staff member or another student in particular concerning:

Unethical behaviour	Unprofessional behaviour
Poor role modelling	Threat to safety of self or others
Failure to meet ordinary teaching / learning obligations	Gratuitous belittling

In such situations contact one of the following:

Module convenor	Head of Department
Associate Dean (Student Affairs)	Associate Dean (Medical Education)
University of Otago Mediator	Education Adviser
Student/Staff Committee	Class representative

UNIVERSITY OF OTAGO POLICIES

University Policies

A Guide to Academic Conduct

Over the course of your studies you will be required to submit a wide variety of work in a range of styles and formats. The purpose of this guide is to introduce you to good practice and help you avoid poor or unacceptable academic practice.

What do we mean by academic misconduct?

In simple terms we mean 'not cheating', but academic conduct is much more than that. Gaining a university degree indicates that you have achieved certain knowledge and skills in your chosen subject. The academic integrity of the awarding institution adds considerable kudos to the value of your degree, hence the concern about buying degrees over the internet. Academic conduct means playing by the rules, demonstrating a high level of personal integrity in your academic work.

Academic misconduct is a very serious offence and can lead to a range of penalties from reduced grade to expulsion. These are described in the University Calendar and University policies on the OMS website <http://www.otago.ac.nz/medical-school/otago614508.pdf>

Ethical Behaviour Policy

The University's Ethical Behaviour Policy sets out expected standards of behaviour for all members of the University community and commits itself to providing you with an environment of safety, respect and dignity. If you believe that you are being harassed or discriminated against, or otherwise treated unacceptably, you can talk about this with a contact person - see the posters on campus or visit the website or contact the University Mediator on 03 479 5679 (mediation@otago.ac.nz). The policy and more information are on the website at www.otago.ac.nz/mediation.

Informal Conflict Resolution

The University is committed to providing an environment of safety, respect and dignity for all members of the University community while they participate in University life. The Ethical Behaviour Policy outlines unacceptable behaviours (including sexual harassment, racial harassment and personal harassment or bullying, discrimination and abuse of authority), ensures that people can raise issues without fear of reprisal, and promotes the informal resolution of complaints. You can read more about the Policy, which outlines the processes for both informal conflict resolution and formal complaints, at www.otago.ac.nz/mediation

If you are angry or unhappy about a situation, try:

instant resolution: if you make your feelings known to the person most directly involved, you may be able to resolve the issue straight away. Most people do not intend to be unjust, unkind or threatening. If they have made inappropriate comments or decisions, they usually want to know about it and have the chance to put it right. If you feel uncomfortable doing this alone, you may want to take someone with you for support.

peer discussion: talk to friends to find out if you are overreacting and how they might handle similar situations, get advice as to your options but think about their consequences. You can approach one of the Ethical Behaviour Network contact people (their names are on posters and on the website) who are trained to listen, in confidence, to your problem, help you clarify it and outline the options available to you.

assistance from a staff member or the Head of Department to discuss these issues in confidence.

mediation assistance: if the first three steps don't work or seem inappropriate, you can contact the University Mediator (telephone 479-5679, email mediation@otago.ac.nz) to informally discuss any concerns. Everything is confidential and YOU remain in control. You may decide to choose mediation - where the mediator assists you and the other person to talk through your problem and come up with a mutually acceptable solution.

OTAGO MEDICAL SCHOOL (OMS) POLICIES AND GUIDELINES

The official policies, guidelines and codes of conduct applicable to the Bachelor of Medicine and Bachelor of Surgery (MB ChB) medical degree programme, its staff, and students are listed below and available at <https://www.otago.ac.nz/medicine/current-students/resources/policies-guides/index.html>. These are both the authoritative and most recent versions of these documents.

Please contact the OMS Manager if you have any queries about these documents:

Assessment

- MB ChB Programme of Assessment Policies and Procedures
- MB ChB Standards for Assessment in the MB ChB Programme
- MB ChB Assessment Incident Reporting Form
- Academic Misconduct in OMS-run assessments that inform progress decisions
- Otago Medical School prize list
- Procedures on the retention, release and disposal of records related to student assessment
- Writing conditions to Pass for students awarded a Conditional Pass

Codes of Conduct

- Code of Professional Conduct for Medical Students
- A Guide to Academic Conduct
- Medical Council of NZ and OMS Memorandum of Understanding
- Medical Students and Informed Consent – a national consensus statement 2015
- Code of Practice for Fitness to Practise
- Guidelines on Maintaining Confidentiality of Clinical Material
- Guide to online professionalism for medical practitioners and medical students
- Taking and sharing images – a guide for Otago medical students
- Student Leave Policy
- Students Viewing Patients' Health Information Policy

Options

- BMedSc(Hons) Degree Policy
- Exit Options after 3rd Yr Policy
- MB ChB & PhD Protocol
- Other Study Opportunities for Medical Students
- Research Opportunities for Medical Students
- Transfer Policy
- Withdrawal Policy & Procedures

Safety and well-being

- Emergency Response blood and body fluids
- Infectious Diseases and Immunisation Policy link (to Division of Health Sciences policy)
- Safe Travel for TI students on their electives
- Processes for confidentially reporting events of concern in the learning environment (University access only via Moodle)
- Trainee Intern Working Hours Guidelines
- OMS Support for Student Parents

Code of Practice for Fitness to Practise

Medical students are part of the medical profession. Whilst students do not yet enjoy the privileges accorded to qualified practitioners, and are not yet bound by the full professional constraints imposed upon practising doctors, it is vital that issues that may affect their current or future fitness to practise are fairly and transparently addressed by the Faculty of Medicine and its Schools.

The Code of Practice for Fitness to Practise outlines the policy and mechanisms of the University of Otago Faculty of Medicine to assess and act on issues fairly and equitably concerning a student's Fitness to Practise.

It is expected that, at graduation, our students will meet the expectations of the University of Otago Medical Graduate Profile, through their personal attributes, teaching and learning during the course, and support from staff.

Throughout the undergraduate programme, the assessment processes will include steps to identify and monitor any students who might not meet the graduate profile standards through problems with health, or with professional attitudes and behaviour both within and outside the teaching environment. In the normal course of events, the assessment will be conducted by the relevant Student Progress and Assessment Committee (SPAC). But in cases of particular concern, referral is made to the Fitness to Practice Committee. The Committee provides support, remediation and monitoring of potential or actual Fitness to Practise needs of students who do not meet graduate profile standards. The FtPC has the power to recommend the granting or withholding of terms where ongoing issues are unresolved.

A copy of the policy can be found on the Otago Medical School website: <https://www.otago.ac.nz/medicine/current-students/resources/policies-guides/index.html>

POLICY FOR TRANSFERS BETWEEN SCHOOLS OF THE OTAGO MEDICAL SCHOOL

- Once a student is placed in a Campus School of Medicine (DSM, UOC or UOW) the student is expected to remain at that School until completion of sixth year.
- A student who wishes to transfer to another Campus School of Medicine after being placed in a School for fourth year, but fourth Year has yet to commence, will address his/her request to change Schools directly to the Associate Dean of Student Affairs, Dunedin School of Medicine. This will be dealt with as an allocation of school in third year, as opposed to transfer.
- Transfers will not normally be considered during, or between, fourth and fifth year, but may be considered for sixth year. Applications are to be submitted to the Campus School Associate Deans of Student Affairs/Undergraduate Education by 5 pm 6 March 2020 (please note, this is an earlier closing date than in previous years) in the year prior to transfer.
- The Dean of the Otago Medical School, will only approve transfers if places are available and the Deans of the respective Schools support the transfer (principles contained in the MB ChB regulation Division of Class after Third Year in the University of Otago Calendar will be taken into account).
- Transfers between DSM, UOC and UOW are not necessarily on a one-to-one basis but the total numbers at each school will be considered with a view to maintaining the agreed numbers of places for each school (eg 80 – DSM, 110 – UOC, 110 – UOW).
- Criteria for assessing eligibility and priority for transfer shall be determined by the Deans and Associate Deans of Student Affairs/Undergraduate Education – DSM, UOC and UOW
- Elective quarters in 6th Year cannot be guaranteed for transferring students. The School to which the student is transferring shall make the final decision on Elective quarters.

POLICY FOR TRANSFERS BETWEEN OTAGO AND THE MEDICAL PROGRAMME AT UNIVERSITY OF AUCKLAND

- A student who wishes to transfer to the Medical Programme, University of Auckland, for Year 6 will apply in writing to the Associate Dean of Student Affairs/Undergraduate Education at the Campus School of Medicine they are currently attending. The application is to be received **by 5 pm 6 March** in the year prior to transfer, i.e. when a student is in Year 5 of the medical course.
- Transfers will only be approved on a one-to-one swap with a student from the Medical Programme, University of Auckland.
- Students must have an acceptable standard of performance in the course.
- The home institution will notify current Vulnerable Children Act 2014 compliance and clearance to the host institution prior to the transfer commencing.
- Students must provide evidence of special reasons for transfer and the Associate Deans for Student Affairs at Otago and the relevant staff at Auckland shall determine the criteria and assess applications against this criteria.
- As Year 6 of the programme in Auckland commences in early January each year, trainee interns from Otago who transfer to Auckland, will be required to commence the year in mid-November with a 4-week elective. Following completion of this in early January, they then join the Auckland programme. Elective attachments in Auckland are for a period of 8 weeks and if undertaken overseas, must be undertaken under one institution.
- The Elective quarter cannot be guaranteed for Otago students transferring to Auckland. The Auckland Programme staff shall make the final decision on Elective quarters. Auckland students transferring to Otago will be allocated 4th Quarter Electives. This enables the Auckland student to complete the programme and meet the earlier graduation deadlines for the Auckland programme.
- Auckland students transferring to Otago will undertake the full Otago sixth year programme, i.e. from November – November.
- Otago students at Auckland are not enrolled students so will have academic visitor status associated with their ID cards, this may restrict access to some student facilities and services as well as public transport discounts. They may use the library but if borrowing is needed, it will be

Note:

Deans of Dunedin, Christchurch, Wellington and the University of Auckland delegate to their Associate Deans of Student Affairs/Undergraduate Education (ADSA) and relevant staff at Auckland the authority to recommend transfers out of and into their School. All transfers are monitored by the ADSA (Dunedin) on behalf of the Otago Medical School to ensure applicants from all Schools have equal opportunity to transfer.

Medical Council of New Zealand Policies and Information for Medical Students

The Medical Council of New Zealand website: <http://www.mcnz.org.nz> provides information on Medical Registration requirements and other information for medical students.

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