

## Current modules in Otago MBChB

*As at July 2021.*

With updated Module information from MLM 11/05/2021

Prompted by inconsistencies in what is regarded as module in various documents, the attached summarises what are the currently agreed modules with the MBChB as approved in principle by MCC on 11 December 2020. Any changes to these needs approval by MCC (see <https://www.otago.ac.nz/oms/otago801446.pdf>) .

### Definitions and types of modules

Modules are organisational units formed to provide learning opportunities in relation to a defined set of learning outcomes of the curriculum. A module has a convenor and that convenor has control over scheduled allocated time that gives protected access for students. Some are block and some are vertical. Both types can include a variety of teaching methods and group sizes. They may require assessments which, for some, may simply be an expectation around attendance. Module conveners should engage with the MBChB Assessment Committee to clarify how assessment in their module guides learning, informs progression decision-making and informs course evaluation. The type of module is informed by context, sequencing and the intended learning outcomes. The goal is to provide, as far as possible, learning that is appropriately sequenced, relevant to the stage of the course and to the context ('just in time' learning).

**Block modules** occur over a period of contiguous weeks within a semester or quarter. Some used to be called attachments/runs e.g. nervous system or surgery. They are best suited to areas that are restricted to a particular learning topic or context that benefit from immersion in that topic or context.

**Vertical modules** are continuous over a year or more. Some used to be called threads e.g. ethics. They are best suited to those areas that require longitudinal learning over time and/or are less context-specific. As for any module they have scheduled allocated time. If the time is within a block module, that time is under the control of the vertical module convenor. For organisational and assessment purposes, a vertical module can span years 2 and/or 3; years 4 and/or 5; or year 6 e.g. clinical pharmacology 23, clinical pharmacology 5 and clinical pharmacology 6 but not clinical pharmacology 34 or clinical pharmacology 456.

**Longitudinal learning** is an identified, named, specific area of practice, process and/or skill set that will occur in a coordinated sequenced fashion within and across most existing block and vertical modules in every year of the curriculum (in the past referred to as virtual modules), . In these circumstances, longitudinal learning is integrated into existing block and/or vertical modules supplemented by student self-directed learning. These clearly identified aspect of the curriculum may still require some oversight, including periodic review, but teaching is scheduled and accountable within existing block and vertical modules. Learning outcomes for named longitudinal areas are clearly identified and can be searched for by name in the Curriculum map.

Approved by MCC: 11 December 2020

# ELM Modules (total 46)

## Year 2 Block Modules

- Psychological Medicine 2021e2\_PsyMedBlk
- Musculoskeletal 2021e2\_MSK
- Cardiovascular 2021e2\_CVS
- Respiratory 2021e2\_Resp
- Gastrointestinal 2021e2\_GI

## Year 3 Block Modules

- Nervous System 2021e3\_Nervous
- Metabolism 2021e3\_Metab
- Renal 2021e3\_Renal
- Endocrine 2021e3\_Endocrin
- Reproduction, Development and Aging 2021e3\_RDA
- Regional Clinical Anatomy 2021e3\_RCA

## ELM Years 2/3 Vertical Modules

- Integrated Cases 2021e2\_Cases and 2021e3\_Cases
- Early Professional Experience 2021e2\_EPE and 2021e3\_EPE
- Clinical Skills 2021e2\_Skills and 2021e3\_Skills
- Blood 2021e2\_Blood and 2021e3\_Blood
- Cancer 2021e2\_Cancer and 2021e3\_Cancer
- Evidence based practice 2021e2\_EBP and 2021e3\_EBP
- Palliative Medicine and End of Life Care 2021e2\_EndOfLife and 2021e3\_EndOfLife
- Ethics 2021e2\_Ethics and 2021e3\_Ethics
- Genetics 2021e2\_Genetics and 2021e3\_Genetics
- Hauora Māori 2021e2\_Hauora and 2021e3\_Hauora
- Infection and Immunity 2021e2\_Inflm and 2021e3\_Inflm
- Pathology 2021e2\_Path and 2021e3\_Path
- Clinical Pharmacology 2021e2\_Pharm and 2021e3\_Pharm
- Professional Development 2021e2\_ProfDev and 2021e3\_ProfDev
- Psychological Medicine 2021e2\_PsychMed and 2021e3\_PsychMed
- Public Health 2021e2\_PubHealth and 2021e3\_PubHealth
- Pacific health 2021e2\_PacFHealth and 2021e3\_PacFHealth
- Interprofessional Education 2021e3\_IPE

## ALM 45

### Christchurch Years 4/5 (total 30)

#### Year 4 Block Modules

- Clinical Orientation 2021c4\_Clin\_Ori
- Surgery, Emergency medicine, Gastroenterology & Oncology (SEGO) 2021c4\_SEGO
- Older Persons Health 2021c4\_OPH
- Public Health 2021c4\_PubHealth
- Cardio/Respiratory (CR) Cardio, Vascular, Plastics & Dermatology (CVPD) 2021c4\_CRCVDP
- General Practice 2021c4\_GP
- Addiction Medicine 2021c4\_AddMed

#### Year 5 Block Modules

- Advanced medicine 2021c5\_AdvMed
- Women's Health & Developmental Medicine 2021c5\_WomensHlth
- Psychological Medicine 2021c5\_PsychMed
- Orthopaedics & Advanced Surgery 2021c5\_OrthoAdSurg
- Paediatrics 2021c5\_Paeds

#### Years 4/5 Vertical Modules

- Hauora Māori 2021c4\_Hauora and 2021c5\_Hauora
- Pacific Health 2021c4\_Pacific and 2021c5\_Pacific
- Quality & Safety 2021c4\_QualSafe and 2021c5\_QualSafe
- Professional Development 2021c4\_ProfDev and 2021c5\_ProfDev
- Pathology 2021c4\_PathRad and 2021c5\_Path
- Ethics & Law 2021c4\_Ethics and 2021c5\_Ethics
- Clinical Skills 2021c4\_Skills and 2021c5\_Skills
- Palliative & End of life Care (PEOLC) 2021c4\_PEOLC and 2021c5\_PEOLC
- Addiction Medicine 2021c5\_AddMed
- Clinical Pharmacology 2021c5\_Pharm

## **Dunedin Years 4/5 (total 25)**

### **Year 4 Block Modules**

- Orientation 2021d4\_Orientation
- Public Health 2021d4\_PubH
- Psychological Medicine 2021d4\_PsychMed
- Urban General Practice / ENT 2021d4\_GP\_ENT
- Surgery 2021d4\_Surgery
- Medicine 1 2021d4\_Med1

### **Year 5 Block Modules**

- Musculoskeletal, Anaesthesia and Intensive Care 2021d5\_MSK\_AN\_IC
- Medicine 2 2021d5\_Med2
- Child Health & Reproductive Medicine 2021d5\_CHRM
- Rural Health and General Practice 2021d5\_RuralGP

### **Years 4/5 Vertical Modules**

- Professional Development 2021d45\_ProfDev
- Ethics 2021d45\_Ethics
- Pacific Health 2021d4\_PacFHlth and 2021d5\_PacFHealth
- Hauora Māori 2021d45\_Hauora
- Clinical Pharmacology 2021d45\_Pharm
- Pathology 2021d45\_Path
- Radiology 2021d45\_Radiol
- Palliative Medicine and End of Life Care 2021d45\_EndOfLife
- Clinical Skills 2021d45\_Skills
- Whole Class Learning 2021d4\_WCL and 2021d5\_WCL

### **Longitudinal Cases (Vertical modules)**

- Pregnancy Long Case 2021d4\_PregnancyLC
- Infant Follow Through 2021d45\_IFT
- Paediatric Chronic Longitudinal Case 2021d5\_PCLC

## **Wellington Years 45 (total 21)**

### **Year 4 Block Modules**

- Student Orientation 2021w4\_StudOrien
- Surgery and Clinical Skills 2021w4\_Surgery
- Medicine and Clinical Skills 2021w4\_Med
- General Practice 2021w4\_GP
- Public Health 2021w4\_PubH

### **Year 5 Block Modules**

- General Medicine & Specialities 2021w5\_GenMed
- Primary Health Care & General Practice 2021w5\_GP
- Musculoskeletal & Skin 2021w5\_MSK\_Skin
- Child and Adolescent Health 2021w5\_Paeds
- Psychological Medicine 2021w5\_PsychMed
- Women's Health 2021w5\_WomensHlth

### **Years 4/5 Vertical Modules**

- Pacific Health 2021w45\_PacificHealth
- Pathology 2021w4\_Path and 2021w5\_Path
- Professional Development (and Ethics) 2021w4\_PDAE and 2021w5\_PDAE
- Palliative Medicine and End of Life Care 2021w4PalliativeMed and 2021w5PalliativeMed
- Hauora Māori 2021w4\_Hauora and 2021w5\_Hauora
- Clinical Pharmacology 2021w5\_Pharm

## ALM 6

### Christchurch Year 6 (total 12)

#### Block Modules

- Medicine 2021c6\_Medicine
- General Practice 2021c6\_GP
- Selective 2021c6\_Selective
- Surgery 2021c6\_Surgery
- Critical Care 2021c6\_ECC
- Obstetrics and Gynaecology 2021c6\_OG
- Paediatrics 2021c6\_Paeds
- Psychological Medicine 2021c6\_PsychMed

#### Vertical Modules

- Hauora Māori 2021c6\_Hauora
- Transition to Practice 2021c6\_TTP
- Professional Development 2021c6\_ProfDev
- Clinical Skills 2021c6\_Skills

### Dunedin Year 6 (total 11)

#### Block Modules

- Obstetrics & Gynaecology 2021d6\_OG
- Paediatrics 2021d6\_Paeds
- Psychological Medicine 2021d6\_PsychMed
- Surgery 2021d6\_Surgery
- Medicine 2021d6\_Med
- Community-Evaluation-Outpatients 2021d6\_CEO
- Critical Care 2021d6\_Critical

#### Vertical Modules

- Clinical Pharmacology Added 2021d6\_Pharm
- Hauora Māori 2021d6\_Hauora
- Radiology 2021d6\_Radiol
- Professional Development 2021d6\_ProfDev

### Wellington Year 6 (total 8)

#### Block Modules

- Psychological Medicine 2021w6\_PsychMed
- Primary Health Care and General Practice 2021w6\_PHCGP
- Paediatrics 2021w6\_Paeds
- Obstetrics and Gynaecology 2021w6\_OG
- Emergency Medicine and Acute Care 2021w6\_EAC
- Surgery 2021w6\_Surgery
- Medicine 2021w6\_Medicine

## Vertical Modules

- Professional Development and Ethics 2021w6\_PDAE

## Cross-campus module (2)

- Elective 2021f6\_Elective
- Rural Medicine Immersion Programme (RMIP) 2021f5\_RMIP

Grand totals of Modules ELM 46 + DSM 36 + UOC 42 + UOW 29 + RMIP + Elective = 155

## Longitudinal Areas of Learning (LALs):

- Interprofessional collaborative practice
- Pain - cross-domain set
- Quality and Safety (DN and WN)
- Social accountability
- Sexual health and LGBTQI - 2 cross domain sets called 'sexual health' and 'sexual and gender minority health'

There are other 'cross-domain' sets (generally sets are clusters of learning outcomes from within a single domain to help organise them for learning purposes) but they all don't necessarily have oversight groups as the pain and sexual health areas where there are working groups

- Medical Imaging / Radiology - we really need to decide if this is going to be a vertical module – the 'set' was created by work done by the CSDT SC and a radiology WG - the overwhelming majority of learning outcomes sit in DT
- Digital Health - created by the SRS Domain SC – still work-in-progress
- Leadership - created only recently - reflecting work done by the PP Domain SC and others for AMC accreditation – no oversight
- Genomics in healthcare - recently created by the SRS Domain SC – still work-in-progress in conjunction with a 'national working group'

Note: there are also 3 'discipline' based sets which were created in part as a 'test' for the usefulness of the map and 'on request' and they attempt to be longitudinal and include all cross-domain learning relevant to the discipline from ELM through ALM – they are:

- Psych Med / Psychological / Mental Health
- O&G / Women's Health
- Children / Child Health / Paediatrics

I don't think there will be a great need or utility in this kind of set although these ones might help inform the ALM future restructure/alignment project – or not!

NB: there is also a PEOLC cross-domain set as well which captures the learning outcomes from several domains into a single identifiable set – and reflects work done by a national working group - it has some advantages and some disadvantages (some of the wording of outcomes isn't consistent with the general Otago approach) - we now of course also have modules to cover this area from ELM through all ALM campuses