2016
University of Otago, Wellington
Advanced Learning in Medicine
Fourth and Fifth Year
Handbook

ALM
4/5
Introduction by the Dean

Nga mihi,

I would like to welcome 4th Year students coming to the University of Otago Wellington for the first time, and to welcome back our returning students. We take great pride in you all, and in what we offer you. Our curriculum builds on the Early Learning in Medicine programme provided in Dunedin. Within its framework, we will encourage you to be an independent thinker, to be articulate and communicate your ideas with clarity, and to develop the essential knowledge and skills to equip you for what will be a career of lifelong learning in medicine.

As you meet patients and deal with clinical issues you will find this year challenging, but the rewards will be considerable. It is important to make use of the resources and people around you. Our staff are excellent teachers and researchers who are deeply committed to your learning and professional development. We have positive relationships with the community practices and with local and regional hospitals that will provide you with high quality learning environments. Make good use of the opportunities available to you, be aware of equity issues and respect the cultures and customs of all those whom you meet.

I wish you the best and every success in your time with us.

Kia ora mai,

Professor Sunny Collings
Dean and Head of Campus
University of Otago, Wellington
Otago Medical School vision, mission, and strategic goals

Vision / Te moemoeā

Achieving Excellence

Whaia te iti kahurangi

Mission / Te whakatakanga

The Otago Medical School will have a central role in the New Zealand healthcare system through the provision of excellent undergraduate and postgraduate education in medicine and the biomedical sciences, through the expertise of its staff and through the maintenance of high clinical standards in its teaching hospitals and practices. The Faculty and its schools will provide educational programmes which will prepare graduates to meet the diverse health needs of New Zealand people. The staff and students of the Otago Medical School will contribute to knowledge and understanding in the health sciences and will promote health through high quality basic and applied research.

Ka noho tūāpapa mai ana te Kaupeka Whaiora i roto i te pūnaha hauora o Aotearoa mā te tuku whakaakoranga pai rawa atu ki ngā ākonga tohu paetahi, paerua, kairangi hoki e ako ana i ngā mātauranga whaiora me te pūtaiao hauora-ira, mā te mōhiohiao hōhonu o ngā kaimahi, ā, mā te tūtonutanga o ngā ōrite whaiākio o runga noa atu, i roto i ngā hōhipera me ngā whare makatea. Ka tuku te Kaupeka me ana Kura i ngā kaupapa akoranga e whakatakatu ai i ngā kaiputa kia tūtakina ngā hapa hauora whānui o ngā iwi o Aotearoa. Ka toro atu ngā kaimahi me ngā ākonga o te Kaupeka ki te mātauranga me te mōhiohiao ngā pūtaiao hauora, ā, ka hāpai i te hauora mā te rangahau taketake, ā-nuku hoki, e kaitā ana.
Strategic imperatives

The Strategic Imperatives for the Otago Medical School reflect those for the University of Otago and for the Division of Health Sciences:

- Achieving research excellence
- Achieving excellence in research informed teaching
- Ensuring outstanding campus environments and student experience
- Contributing to the national good and to international progress
- Strengthening external engagement
- Building and sustaining capacity

Download the Division of Health Sciences Strategic Plan 2012–2018 (PDF 400 KB)
Undergraduate medical course dates 2016

Fourth year for University of Otago, Wellington

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Monday, 1 February to Friday, 10 June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester commences</td>
<td>Monday, 1 February to Friday, 5 February</td>
</tr>
<tr>
<td>Waitangi Day observed</td>
<td>Monday, 8 February</td>
</tr>
<tr>
<td>Semester resumes</td>
<td>Tuesday, 9 February to Thursday, 24 March</td>
</tr>
<tr>
<td>Mid-semester break</td>
<td>Friday, 25 March to Sunday, 3 April</td>
</tr>
<tr>
<td></td>
<td>(1 week; includes Easter and Otago Anniversary Day)</td>
</tr>
<tr>
<td>Semester resumes</td>
<td>Monday, 4 April to Friday, 22 April</td>
</tr>
<tr>
<td>Anzac Day</td>
<td>Monday, 25 April</td>
</tr>
<tr>
<td>Semester resumes</td>
<td>Tuesday, 26 April to 3 June</td>
</tr>
<tr>
<td>Queen's Birthday</td>
<td>Monday, 6 June</td>
</tr>
<tr>
<td>Semester resumes</td>
<td>Tuesday, 7 June to Friday, 10 June</td>
</tr>
<tr>
<td>June vacation</td>
<td>Saturday, 11 June to Sunday, 26 June</td>
</tr>
<tr>
<td></td>
<td>(2 weeks)</td>
</tr>
<tr>
<td>Semester Two</td>
<td>Monday, 27 June to Friday, 28 October</td>
</tr>
<tr>
<td>Semester commences</td>
<td>Monday, 27 June to Friday, 19 August</td>
</tr>
<tr>
<td>Mid-semester break</td>
<td>Saturday, 20 August to Sunday, 28 August</td>
</tr>
<tr>
<td></td>
<td>(1 week)</td>
</tr>
<tr>
<td>Semester resumes</td>
<td>Monday, 29 August to Friday, 21 October</td>
</tr>
<tr>
<td>Labour Day</td>
<td>Monday, 24 October</td>
</tr>
<tr>
<td>Semester resumes</td>
<td>Tuesday, 25 October to Friday, 28 October</td>
</tr>
</tbody>
</table>

See University of Otago Calendar 2016 for full details.
## Fifth year for University of Otago, Wellington

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Tuesday, 9 February to Friday, 10 June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester commences</strong></td>
<td>Tuesday, 9 February to Thursday, 24 March</td>
</tr>
<tr>
<td><strong>Mid-semester break</strong></td>
<td>Friday, 25 March to Sunday, 3 April (1 week; includes Easter and Otago Anniversary Day)</td>
</tr>
<tr>
<td><strong>Semester resumes</strong></td>
<td>Monday, 4 April to Friday, 22 April</td>
</tr>
<tr>
<td><strong>Anzac Day</strong></td>
<td>Monday, 25 April</td>
</tr>
<tr>
<td><strong>Semester resumes</strong></td>
<td>Tuesday, 26 April to 3 June</td>
</tr>
<tr>
<td><strong>Queen's Birthday</strong></td>
<td>Monday, 6 June</td>
</tr>
<tr>
<td><strong>Semester resumes</strong></td>
<td>Tuesday, 7 June to Friday, 10 June</td>
</tr>
<tr>
<td><strong>June vacation</strong></td>
<td>Saturday, 11 June to Sunday, 26 June (2 weeks)</td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td>Monday, 27 June to Friday, 4 November</td>
</tr>
<tr>
<td><strong>Semester commences</strong></td>
<td>Monday, 27 June to Friday, 19 August</td>
</tr>
<tr>
<td><strong>Mid-semester break</strong></td>
<td>Saturday, 20 August to Sunday, 28 August (1 week)</td>
</tr>
<tr>
<td><strong>Semester resumes</strong></td>
<td>Monday, 29 August to Friday, 21 October</td>
</tr>
<tr>
<td><strong>Labour Day</strong></td>
<td>Monday, 24 October</td>
</tr>
<tr>
<td><strong>Study week</strong></td>
<td>Tuesday, 25 October to Friday, 28 October</td>
</tr>
<tr>
<td><strong>OSCE</strong></td>
<td>Saturday, 29 October</td>
</tr>
<tr>
<td><strong>Exam week</strong></td>
<td>Monday, 31 October to Friday, 4 November</td>
</tr>
</tbody>
</table>

See *University of Otago Calendar 2016* for full details.
UOW selected staff list

The school employs over 250 staff. The following list is those staff members whom you are most likely to encounter or might need to contact during your course.

Dean's Department

- **Dean and Head of Campus UOW**
  Professor Sunny Collings 5600
  [Executive Assistant - Ilka Pelzer 5600]
- **Deputy Dean**
  Dr Diane Kenwright 5179
- **Associate Dean (Māori)**
  Bridget Robson 5784
- **Associate Dean (Pacific)**
  Nandika Currey nandika.currey@otago.ac.nz / 4484
- **Associate Dean (Hutt Valley)**
  Dr Judy Ormandy judy.ormandy@otago.ac.nz
- **Associate Dean (Palmerston North)**
  Dr Claire Hardie 06 350 8439
- **Associate Dean (Hawke's Bay)**
  Dr Carol McAllum 06 878 8109
- **Business and Operations Manager**
  Phillip Kane 5547
- **HR Admin / Health and Safety / Security**
  Ewen Coleman 5864
- **Human Resources Advisor**
  Karyn Tennant 5159
- **Central Finance Management Accountant**
  Rose Ali 5542
- **Finance Assistant Central Services**
  Chloe Greville 5766
- **Finance Assistant Public Health**
  Richard Allan 6052
- **Finance Assistant Surgery, Psych Med, O&G**
  Connie Chapman 4896
- **Web Manager**
  Amanda Bain 5052
• **Communications Manager**  
  Vaneesa Bellew  5484

• **Reception and Events Manager**  
  Keith Baldwin  5548

• **Receptionist / Conference Centre**  
  Kannika Ou / Sarah Revell-Dennett  5541

• **Facilities Manager**  
  Joe Dodds  5551

• **UOW Laboratory Manager**  
  Ann Thornton  5576
Student Affairs

See Student Affairs Department

- **Associate Dean (Undergraduate Student Affairs)**
  Dr Joanna MacDonald 5654 (until 31 March 2016)
- **Student Affairs Administrator**
  Ann Thornton 5576

Medical Education Unit

- **Associate Dean (Medical Education)**
  Professor Pete Ellis 5656
- **Medical Education Advisor**
  Dr Peter Gallagher 4095
- **Professional Practice Fellow in E-Learning**
  Dr Tehmina Gladman 6749
- **Clinical Education Advisor**
  Dr Sean Hanna [04 237 4503](tel:042374503)
- **Clinical Education Advisor**
  Dr Joy Percy joy.percy@midcentralhnb.govt.nz / [06 356 9169](tel:063569169) ext 7487
- **Clinical Education Advisor**
  Dr Emma Merry emma.merry@hawkesbaydhb.govt.nz / [06 878 8109](tel:068788109)
- **Clinical Skills Advisor**
  Dr Roshan Perera 6908
- **Student Learning Advisor**
  Emma Osborne 4593
- **Trainee Intern Administrator**
  Jackie Bell 6505
- **4th & 5th Year & OSCE Administrator**
  Dinah Dobson 5708
- **Actor Coordinator**
  Ewen Coleman 5864
- **Photographer and Videographer**
  Pascale Otis 6729
• **Health Sciences Librarian**  
  Kareen Carter 5348  
• **Head: Reference Services**  
  Donna Tietjens 5561  
• **Reference Librarian**  
  Mary Newman 6559  
• **Reference Librarian**  
  Susan Hope 6221  
• **Reference Librarian**  
  Emma Roache 5277  
• **Online Services & Web Developer**  
  Amanda Bain 5052  
• **Head: Collection & Lending Services**  
  Stephanie Houpt 5553  
• **Serial & Electronic Resources Librarian**  
  Jung Cho 6787  
• **Lending Services Librarian**  
  Maxine Schutte 5189  
• **Library Assistant**  
  Louise Maxwell 5606  
• **Library Assistant**  
  Michael Fauchelle 5307
Technology Services

See Student Computing Services

- **Technology Services Manager**
  Roger Holman 5543
- **Staff Computing Team Leader**
  Kathryn Tsikanovski 5919
- **Student Computing and PC Server Admin**
  Kathleen Johnson 6844
- **Enterprise Server Engineer**
  Jaslyn Heaphy 6539
- **Enterprise Server Engineer / Staff Computer Support**
  Rupert Bryant-Greene 5674
- **Lecture Theatre and Video Conferencing Support / Staff Computer Support**
  James Millington 6891
- **Lecture Theatre and Video Conferencing Support / Staff Computer Support**
  Darryl Sell 5504
- **Lecture Theatre and Video Conferencing Support / Staff Computer Support**
  Hadley Thomson 4488

Postgraduate and Research Offices

See [otago.ac.nz/wellington/research/summerstudentships](http://otago.ac.nz/wellington/research/summerstudentships)

- **Associate Dean (Research and Postgraduate Studies)**
  Dr William Levack 5660
- **Postgraduate Studies Office**
  Trevor Williams 5543
- **Research Advisor**
  Christine Groves 6855
- **Research Administrator**
  Tina Uiesi 6552
Departments

See:

- Fourth-year modular programme convenors and administrative staff
- Fifth-year modular programme convenors and administrative staff
- Vertical and virtual modular programme convenors and administrative staff

Centre for Hauora Māori

- **Director**  
  Bridget Robson 5924
- **Programme Coordinator**  
  Lisa Kuperus 6887

Department of Medicine

- **Head of Department**  
  Professor Mark Weatherall 6793
- **Department Manager**  
  Lisa Reynolds 5589 (until 11 March)  
  Claire Juhel 5589 (from 14 March)
- **Programme Coordinator 4th Year**  
  Alison Edmonds 6923
- **Programme Coordinator 5th Year**  
  Connah Podmore 5594

Department of Obstetrics and Gynaecology

- **Head of Department**  
  Professor Tony Dowell 6617
- **Department Manager**  
  Sharon Boyd 6617
  **Programme Coordinator 5th Year**  
  Rhys Mulholland-Winiata 4898
- **Programme Coordinator 5th Year**  
  Jackie Bell 5875
Department of Paediatrics and Adolescent Health

- **Head of Department**
  Professor Dawn Elder 6145
- **Department Manager / PA to HOD**
  Melody Joyce 6138
- **Programme Coordinator 5th & 6th Year**
  Keely McBride 6139

Department of Pathology and Molecular Medicine

- **Head of Department**
  Dr Diane Kenwright 5179
- **Department Manager**
  Robyn Lutzenberger 5570
- **Programme Coordinator 4th & 5th Year**
  Colleen Johnston 5569

Department of Primary Health Care and General Practice

- **Head of Department**
  Associate Professor Sue Pullon 6762
- **Department Manager**
  Jo Meaclem 5273
- **Programme Coordinator 4th Year**
  Katarina Royal 5629
- **Programme Coordinator 5th Year**
  Katrina Fitzgibbon 6763

Department of Psychological Medicine

- **Head of Department**
  Professor Pete Ellis 5656
- **PA to HoD/ Programme Coordinator 5th Year**
  Gerardine Robinson 5653
- **Secretary / Programme Coordinator 6th Year**
  Carol Comber 5640
Department of Public Health

- **Co-Head of Department**
  Professor Diana Sarfati 6042
- **Co-Head of Department**
  Professor Richard Edwards 5089
- **EA to Heads of Department**
  Mary-Lou Harris 4807
- **Department Manager**
  Shirlee Wilton 6797
- **Programme Coordinator 4th Year**
  Kerry Hurley 4807

Department of Surgery and Anaesthesia

- **Head of Department**
  Associate Professor Peter Larsen 5103
- **Personal Assistant to HOD**
  Diane Marriott 5554
- **Programme Coordinator 4th Year**
  Jennabeth Fuge 5191
- **Programme Coordinator 5th Year**
  Hannah Douglass 5366
- **Programme Coordinator Advanced Clinical Skills**
  Susan Kiddle 4896
Student services

Student Affairs Department

Associate Dean

Dr Joanna MacDonald is Associate Dean for Student Affairs (until 31 March 2016). Her office is located on Level C in Room C30. She works part-time and is best contacted by email to make an appointment.

Extension 6979
DDI external direct line 04 918 6979
Email joanna.macdonald@otago.ac.nz

Student Affairs Administrator

Ann Thornton is the Student Affairs Administrator. Her office is located on Level C in Room C33.

Extension 5576
DDI 04 385 5576
Email ann.thornton@otago.ac.nz

Travel Medicine

Dr Jenny Visser is the travel medicine specialist. Her office is located on Level F in the Department of Primary Health Care and General Practice.

Extension 6931
DDI 04 918 6931
Email jenny.visser@otago.ac.nz

Support for students

The course is pleased to offer support to students through a number of staff. The Associate Dean for Student Affairs and the Student Affairs Administrator are available to offer advice on a wide range of matters. In addition students may wish to contact one of the following. A number of further support options are described on the Otago Medical School website:

[otago.ac.nz/medicine](http://otago.ac.nz/medicine) » Current students » Health and welfare
Student Counsellor

Denise Steers works 1pm-5pm on Mondays and 10am–2pm on Thursdays, but she may be able to be flexible outside of these times. Her office is located on Level 5(E) of the Ward Support Block, through the double doors of the physiotherapy common room (near audiology). Email is the best way to make contact in the first instance: studentcounsellor.uow@otago.ac.nz

Māori students

Bridget Robson, Associate Dean (Māori), is pleased to support Māori students at UOW.

Email bridget.robson@otago.ac.nz

Pacifika students

Nandika Currey, Associate Dean (Pacifika), is pleased to support Pacifika students at UOW. Email is the best way to make contact in the first instance.

Extension 4484
DDI 04 806 1498
Email nandika.currey@otago.ac.nz

Pigeon holes and lockers

Each student is allocated a pigeon hole which is located in the Student Common Room on Level C in Room C01. Please check these regularly. Never leave anything of value in the pigeon holes, as they are not secure.

You will be issued a locker key during the orientation process. A non-refundable NZ$10 fee is charged for the hire of a locker. This locker will be yours for the three years you are a student at UOW. Students will be liable for any wilful damage incurred and for the cost of replacement keys.

Coats and bags should be left in the lockers. Only clinical instruments and case note files should be taken onto wards. No responsibility can be accepted for students’ personal property. Appropriate insurance is recommended.
Employment of students

Students are expected to attend scheduled classes. It is therefore not possible to undertake outside employment before 6pm, as regular teaching commitments will last until that time. Some scheduled on-call attachments and other learning opportunities occur after 6pm and at the weekend.

Financial matters

As you are aware an official government student loan scheme is in operation. In addition the Medical Assurance Society Wellington (PO Box 13042, freephone 0800 800 627) will consider applications for loans from bona fide students. Most banks will also consider extending this facility. In cases of need, students may also apply through the Dean, or Associate Dean (Student Affairs), for assistance from a small fund held by the Medical Faculty for student loans and grants. The Dean or Associate Dean Student Affairs is happy to discuss the availability of this fund confidentially with any student.

Summer vacation

All students must leave an up-to-date contact address and telephone number with Student Affairs before departing on summer vacation.

Fourth-year students are strongly advised not to leave New Zealand to travel overseas at the end of the year until they know they have been awarded terms for the fourth-year MB ChB course. The Board of Censors for Fourth/Fifth Year will meet on 9 November 2016 and results will be available soon after this.

Drugs and other offences

Students should take note of the following:

In line with their policy that members of the staff convicted under the Misuse of Drugs Act 1975 will be summarily dismissed, the District Health Boards have indicated that they would withdraw the right of entry to wards and other hospital areas of any student so convicted. This would make it impossible for that student to continue in the course.

While the Medical Council of New Zealand has no jurisdiction over medical
students, a student's conduct prior to graduation, particularly in relation to offences against the law, may nevertheless have some bearing on his/her future eligibility for registration.

Student Common Room

The Student Common Room is located on Level C in Room C01. It is the responsibility of the students to keep this room clean and tidy.

Food and drink in lectures

Students should refrain from taking food and drinks into lectures (other than the Wednesday Dean's Lecture and Thursday Grand Round, which are clearly designated lunchtime lectures).

Student health

Student Welfare

The University of Otago, Wellington aims to provide safe and positive learning environments for our students.

The University of Otago regards student welfare as very important and, as well as having clear policies, has dedicated staff who provide pastoral care services to students. No form of bullying, harassment or racism is acceptable. In the main, students have positive experiences when training. Harassment of any nature, including abuse of supervisory authority, is taken very seriously.

At the University of Otago, Wellington our Associate Dean (Student Affairs) and the three Associate Deans (Regional) (Hutt, Hawkes Bay, and Palmerston North) are available to provide pastoral care services to those outside the main campuses. In situations where students are working in more remote areas, arrangements are in place so that students can voice their concerns and request support.

The University's Ethical Behaviour Policy encourages students who have concerns to contact a University staff member so they can seek support and advice. Follow this link for contact details if you wish to arrange a confidential discussion:

otago.ac.nz/wellington/departments/studentaffairs/otago016817.html
Student health services

There is no student health clinic on campus. In Wellington, we offer a subsidy for undergraduate health sciences and medical students to attend specified GPs. In particular, the Newtown Medical Centre has an agreement with the school to enrol any of our students. All students are strongly encouraged to register with a GP.

Any student making an appointment to see their GP should take both their University of Otago ID card and their Community Services Card with them. The GP practice will send a confidential account to the Student Affairs Office for reimbursement, up to a maximum of NZ$30. Any amount above NZ$30 is up to the student to pay at the time of the appointment. Students who fail to take their ID / Community Service Cards with them will be responsible for paying the entire account at the time of their visit.

The Student Affairs Office will not pay for the following:

- Repeat prescriptions
- Nurse consultation
- Physiotherapy
- Dental visits
- Dental services

The following dental surgeries offer a 10% discount to UOW students. When making an appointment, tell the receptionist that you are a UOW student and **always** take your Student ID Card with you.

Symes de Silva and Associates
97–99 Courtenay Place
Tel 04 801 5551

Newtown Dental Surgery
Lynchgate Shopping Centre
Tel 04 389 3808

Occupational health service

Any student with a work-related health problem is welcome to contact the staff at the Wellington Hospital Occupational Health Clinic. There is no charge for this service. The clinic is located on Level 2 of the Community Health Building. Please contact Occupational Health staff on extension 6331.
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. If in doubt, seek the advice of staff.

What to do if you are unwell

If you are sick and unable to attend class or clinic you must notify the supervisor of your placement, the module administrator of the run you are missing as well as the Student Affairs Office. You will be required to fill in a Leave of Absence Form retrospectively.

Students with disabilities

If you have a disability or condition please let your tutors know. They are reliant on you to make your needs known and will try to meet these needs wherever possible.

It would also be a good idea to let Student Affairs know, particularly if you are likely to need special consideration in examinations or your study is affected.

Dr Diane Kenwright has special responsibility to advise and advocate on behalf of students with disabilities and provides additional support in conjunction with the Disabilities Office. Diane's contact information is:

Ext 5179  
DDI 04 918 5179  
Email diane.kenwright@ccdhb.org.nz

Impaired performance in examinations

The following procedures should be followed by any student who wishes to lodge a claim for impaired performance in the end of fifth-year examinations:

1. Collect the application form from the Student Affairs Office  
2. Return the completed form to the Student Affairs Office within one day of the conclusion of the fifth-year examinations  
3. The form must be accompanied by supporting documentation (e.g. medical certificate)

See Section 9.1 of MB ChB Assessment Policies and Procedures, available at
Leave of absence

If you require leave of absence from a module you must complete a Leave of Absence form. You will be sent an electronic copy of this form via email at the start of the year, or you can collect a form from Ann Thornton in the Student Affairs Office or from the Student Locker room. You should then contact in person the relevant module convenor, well in advance of your proposed absence. The signed form should then be returned to Ann to be counter-signed by the Associate Dean Student Affairs. A copy of the approved / not approved absence will be placed in your pigeon hole.

Otago Medical School Policy on Student Leave

Student Leave Policy (MedMoodle)

It is expected that all students will attend all scheduled learning experiences. This particularly applies to all block and vertical module teaching 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 notify in advance, all appropriate convenors, supervisors or tutors.

In ALM when any leave is taken a Leave Request form needs to be completed and signed off by the appropriate tutor(s)/convenor(s) and handed to the Student Affairs Office. If the leave requested is for longer than three days it also needs approval from the Associate Dean (Student Affairs).

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

[otago.ac.nz/medicine]
• 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 proportion of the module being requested as leave
• The reason the activity cannot be undertaken during scheduled holidays
• The length of leave relative to the activity
• 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 applying for student leave the Student Affairs Office can provide information.

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

**Sick leave, bereavement leave, or other emergency**

If a student is unable to attend learning sessions or their attachment due to illness or other reasons the appropriate tutor(s), module convenor(s) and the Student Affairs Office must be notified on the first day of the absence and on any subsequent days. This is the student’s responsibility. It is important not only because of the 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 three days.

**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 also considered on an individual basis. Please note that evidence of bereavement should be provided ie: copy of death certificate, death notice etc.
Following missed sessions

Please note that it is the student's responsibility to arrange any necessary catch up with the relevant module convenor(s). 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(s) / convenor(s) if a session cannot be attended or not attending after a request is declined is considered unprofessional behaviour and will be brought to the attention of the Student Progress Committee.

Responding to problems

Students may have concerns about a staff member or another student concerning:

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

In such situations contact one of the following:

- Associate Dean (Student Affairs)
- Associate Dean (Medical Education)
- Student Affairs Administrator
- Associate Dean (Māori)
- Associate Dean (Pacific)
- Class representative
- Head of department
- Medical Education Advisor
- Module convenor
- PSAE tutor
- Staff/Student Committee (through a student rep or the Student Affairs Administrator)
- University of Otago mediator – [otago.ac.nz/mediation]
Student matters

Communication

Mail

Mail to be sent care of the school should be addressed in the following manner:

(Name)
4th Year Medical Student
University of Otago, Wellington
PO Box 7343
Wellington South 6242

Mail is distributed to student pigeon holes each weekday (Monday to Friday).

Students required to return forms etc to the Registry in Dunedin may put these into the appropriately-marked pigeon hole. These will be located to the left of reception on Level C, for forwarding to the University with other school mail. Such mail does not need to be stamped.

Student email

Staff will communicate with you by email, so you should check your email regularly.

Change of address

Each student should ensure the Student Affairs Office is advised of any change of address and/or telephone number during the year, and also be notified of forwarding addresses during vacations and electives, and especially when you graduate. There are a number of situations in which this may be necessary, including advice on examination results and matters surrounding medical registration.

Notices

Notices important to students are posted on the noticeboards in the students' area. It is the responsibility of each student to check these boards and their pigeon-holes daily if possible, to ensure that information is received in good time.
Security

The school is electronically locked each evening at 6pm and opened again at 8am weekdays. It remains locked during weekends and public holidays. University of Otago student ID cards are programmed for after-hours access into the school including the Medical Library and computer facility.

Students' Association

All students become members of both the Otago and the Wellington Medical Students' Associations, which are affiliated to Medical Students' Associations on a national basis.

The Otago University Students' Association (OUSA) makes available to the Wellington Medical Students' Association (WMSA) a proportion of each student's membership fee. This money is available to WMSA to make improvements to the Student Common Room and support various student activities.

International student support

See nzmsa.org.nz

University International Office staff visit the UOW campus once a year to assist with renewal of student visas.

Summer Studentship Programme

Each year the University of Otago Wellington hosts a Summer Studentship Programme made up of a number of 10-week research projects. Participating students will receive an introduction to research methods in a field of interest to them, such as public health, clinical, or laboratory-based research. The programme is open to any undergraduate student of the University of Otago. A tax-free educational grant of $5,000 is paid during the studentship and the aim is to encourage the most promising students to take up a research career in New Zealand.

Details available: August
Dr William Levack
Associate Dean (Research and Postgraduate Studies)
University of Otago, Wellington
Email william.levack@otago.ac.nz
Web otago.ac.nz/wellington/research/summerstudentships
Wellington Region Campus

Hospitals in the Wellington area

The University of Otago, Wellington is most closely aligned to Capital and Coast District Health Board and Hutt Valley District Health Board.

The areas covered by these two DHBs are: the greater Wellington area, the Kapiti Coast, and the whole of the Hutt Valley. Hospitals in these areas are Wellington Hospital, Hutt Hospital and Kenepuru Hospital.

Wellington Hospital

Wellington Regional Hospital is the largest hospital in this region and provides all specialties except plastic surgery and rheumatology (which are based at Hutt Hospital).

Hutt Hospital

Hutt Hospital provides services to those living in the Hutt Valley, and a regional rheumatology and plastic surgery service. There is a University of Otago student teaching facility located on the second floor of the Clock Tower building. It includes a computer room with a printer, a seminar room with teleconferencing facilities, a locker room, a common room, and toilets. The facility is available to University of Otago students and provides a quiet area for study, tutorials and meals.

Rhys Mulholland-Winiata is the Student Support Coordinator. His office is within the teaching facility. Rhys can help out with swipe cards, rosters, computer access, and general queries. He is in the Hutt office Monday–Friday 8am–12pm, and can be emailed on rhys.mulholland-winiata@otago.ac.nz.

The facilities are locked and are swipe card access only. Your swipe cards are available from Rhys on your first day based there. Please ensure that the doors to the facility remain locked at all times.
Regional hospitals

The UOW also has a valued relationship with Mid Central District Health Board (MCDHB) in Palmerston North, Hawke's Bay District Health Board (HBDHB) in Hastings, Wairarapa District Health Board (WDHB) in Masterton, and Tairāwhiti District Health Board (TDHB) in Gisborne. Student placements at these hospitals are predominantly in sixth year.

General practice clinics

Students will also be attached to general practices in the Wellington and Hutt regions during their Community Practice module.

Medical Library

The Library is located on Level D. The opening hours for Semester One are as follows:

Semester One: Monday, 1 February – Sunday, 26 June:

- Monday–Thursday 8.30am–10pm
- Friday 8.30am–6pm
- Saturday 10am–6pm
- Sunday 2pm–6pm

Public holidays:

- **Waitangi Day**: Saturday, 6 Feb CLOSED
- **Waitangi Day observance**: Monday, 8 Feb CLOSED
- **Easter Thursday**: Thursday, 24 March 8.30am–6pm
- **Good Friday**: Friday, 25 March CLOSED
- **Easter Saturday**: Saturday, 26 March 10am–6pm
- **Easter Sunday**: Sunday, 27 March CLOSED
- **Easter Monday**: Monday, 28 March CLOSED
- **Anzac Day**: Monday, 25 April 2pm–6pm
- **Queen's Birthday**: Monday, 6 June 2pm–6pm

For the opening hours for the rest of the year please see the link on the Library homepage: [otago.ac.nz/wellington/library](http://otago.ac.nz/wellington/library)

Students will need ID cards to access the Library when the UOW building is
closed.

Student ID cards are also necessary for printing and photocopying in the Library. You can load money onto your print balance via the kiosk in the Library.

Other Library services include:

- Assistance with searching, including use of Medline and other relevant resources
- EndNote and Mendeley teaching and support
- Inter-library loan
- Course Reserve Collection

Tutorials on effective use of library databases are available throughout the year.

Fourth-year students will attend the Library part of the Introductory Course at the start of the academic year, and are encouraged to ask for help whenever needed. Support of the teaching programme is a high priority for the Library staff who value this involvement. For further information about the library please refer to the Library website: otago.ac.nz/wellington/library

The Wellington Medical and Health Sciences Library has a number of Library and Study Guides available on a range of subjects relating to research and study skills. They are available from this link: otago.libguides.com/wmhslibrary/

**Student Computing Services at UOW**

Technology Services support is available on the UOW campus to assist students with technical issues. Should you have any IT-related issues or questions, support staff are located behind Reception, on Level C of the Academic building. They can also be contacted by email on ts-student.uow@otago.ac.nz or by phone on extension 6844.

UOW uses the ITS Managed Student Desktop in the labs. Support for the student desktop is available via the ITS Service Desk on 0800 479 888, by referring to the Otago student help pages otago.ac.nz/its/students, the Wellington Student help pages otago.ac.nz/uowstudentit, or visiting UOW Technology Services office as above.
IT information can also be found in the ITS Student IT handbook which has a section for the UOW campus.

Student computing locations and access hours

24 Hour Lab

Open 24 hours a day, 7 days a week. Accessible from the Main Foyer in the Academic Block, Level C. The room contains 15 PCs and one UniPrint MFD. Access is restricted by your student ID.

Main Lab

The Main Lab is available for student use whenever the UOW Library is open. There are 30 machines and a UniPrint MFD available for student printing. This is located on Level C, but access is only provided through the Library on Level D. This room is periodically booked for student exams and teaching sessions, so is unavailable for general use during those times.

UOW Library

There are 16 computers on the library floor for student use (desks to your right on entering the Library on Level D). Located there are two UniPrint MFDs and a UniPrint kiosk which can be used to top-up your printing / photocopying account.

Hutt Lab

The Hutt Lab is in the Hutt Teaching Facility on the second floor of the Clocktower Building. It contains seven PCs and there is a UniPrint managed MFD in the corridor. It is available to any UOW student working at Hutt Hospital.

Computer Training Room C13

The computer training room is for training/teaching sessions only and cannot be used for students outside of structured teaching or exam sessions.
Wi-Fi services

Currently, parts of the school have access to Wi-Fi (see below). If you need assistance with setting up your mobile device or laptop, please follow the instructions in the Student IT Guide for joining the Otago student wireless or bring your device to the Technology Services reception on Level C if you need help.

The wireless service is the same setup as in Dunedin. It requires a working University Student ID.

Wi-Fi coverage

UOW and CCDHB:

- **Academic and Link:** Level C and D
- **Academic Building:** Level F, G, and H
- **Academic, Link, and WSB:** Level J
- **Paediatrics Building**
- **Radiation Therapy Building** (next to the Upper Level carpark)

Hutt Hospital:

- **The Hutt Teaching Facility** (2nd floor, Clocktower)

It is planned in 2016 for Wi-Fi coverage to be installed across the Academic, Link, and WSB-occupied areas as part of the New Network Upgrade Project. This upgrade will include increased speed and extended capacity.

Eduroam services are available in Wellington through CityLink, and at all other New Zealand tertiary institutions—eg Victoria and Massey University sites in Wellington ([Google search 'citylink eduroam' for details and locations](http://example.com)).

ITS instructions on how to use Eduroam for Otago students are at [otago.ac.nz/its/services/network/otago054090.html](http://example.com)

Student printing, photocopying, and scanning at UOW

Canon Multifunction devices (MFDs) are located in each lab and the UOW Library. The printing service is run by UniPrint (as in Dunedin). The MFDs can be used for printing, photocopying, and scanning. Top-ups to your printing balance can only be done using the kiosk in the UOW Library, during Library open hours.
Printing from the Student Desktop to these printers is configured by default.

**Access from laptops or other mobile devices**

To print from your own computer, you need to use your student email account to email your file (Microsoft Word, PDF, etc) to the following addresses:

- [printmeblack-wlg@otago.ac.nz](mailto:printmeblack-wlg@otago.ac.nz) (for black and white)
- [printmecolour-wlg@otago.ac.nz](mailto:printmecolour-wlg@otago.ac.nz) (for colour)

**University site-licensed software**

Academic software licenses for students are available for certain titles of software, at a discount. Please check the following ITS web site for more information and ordering process: [otago.ac.nz/its/services/software](http://otago.ac.nz/its/services/software)

**Accessing patient records**

Medical students have been provided with access to Wellington Hospital CCDHB clinical records using the Citrix client software.

Go to [https://citrix.ccdhb.org.nz](https://citrix.ccdhb.org.nz)

All medical students have been provided with a username and password for this system. Training is provided as part of the fourth-year introduction.

Students needing password resets should in the first instance contact Ann Thornton, extension 5576, as CCDHB requires confirmation of student’s enrolment. For problems other than account username and password please contact the Hospital IT Service Desk: [it.servicedesk@ccdhb.org.nz](mailto:it.servicedesk@ccdhb.org.nz) or [04 385 5835](tel:04 385 5835).

**Note:** If you do not use your CCDHB account for 30 days, your account will become inactive.

Access to Patient Records at other DHBs is organized by the local UOW representative.
Remote teaching

Video conferencing

The UOW campus has a number of remote sites, to which we currently deliver teaching via video conferencing equipment on the Vivid Solutions network. UOW owns and operates two vivid units on the Wellington campus as well as units in Hawke's Bay DHB, Hastings Heath, Hutt Valley DHB, Palmerston North DHB, Tairāwhiti, and Wairoa. These units can also connect to any other Vivid Solutions system throughout New Zealand. These units are used for teaching, meetings and exams. Investigation is ongoing to switch to an internet based Video Conferencing system in 2016 at some stage.

Facilities at remote hospitals

Access to computers and video conferencing facilities at remote hospitals vary depending on the services provided by the local DHB. UOW has dedicated space for students at the Hawke's Bay DHB, Palmerston North DHB, and Hutt DHB. We are always working to provide better off-site support for our students, so please contact the local associate dean for more information related to your specific location.

Contacts

- **Generic contact**
  Email ts-staff.uow@otago.ac.nz
- **Help Desk**
  Tel 0800 479 888
  Email helpdesk@otago.ac.nz
- **Staff Computing Enquiries**
  Tel 0800 479 888
  Email ts-staff.uow@otago.ac.nz
- **Student Computing Enquiries**
  Ext 6844WS
  Email ts-student.uow@otago.ac.nz
- **Computer Purchasing Enquiries**
  Email ts-purchase.uow@otago.ac.nz
- **Computing / Audio-Visual**
  Mob 021 684 036 or 021 285 5919
  Email cavsupport.uow@otago.ac.nz
• **Videoconferencing Support**
  Email [videoconf.uow@otago.ac.nz](mailto:videoconf.uow@otago.ac.nz)

• **Manager**
  Roger Holman
  Ext 5534WS
  Mob [021 245 8196](tel:0212458196)
  Email [roger.holman@otago.ac.nz](mailto:roger.holman@otago.ac.nz)

• **Staff Computing Team Leader**
  Kathryn Tsikanovski
  Ext 5919WS
  Email [kathryn.tsikanovski@otago.ac.nz](mailto:kathryn.tsikanovski@otago.ac.nz)

• **Student Computing and PC Server Admin**
  Kathleen Johnson
  Ext 6844WS
  Email [kathleenf.johnson@otago.ac.nz](mailto:kathleenf.johnson@otago.ac.nz)

• **Enterprise Server Engineer**
  Jaslyn Heaphy
  Ext 6539WS
  Email [jaslyn.heaphy@otago.ac.nz](mailto:jaslyn.heaphy@otago.ac.nz)

• **Enterprise Server Engineer / Staff Computer Support**
  Rupert Bryant-Greene
  Ext 5674WS
  Email [rupert.bryant-greene@otago.ac.nz](mailto:rupert.bryant-greene@otago.ac.nz)

• **Lecture Theatre and Video Conferencing Support / Staff Computer Support**
  James Millington
  Ext 6891WS
  Email [james.millington@otago.ac.nz](mailto:james.millington@otago.ac.nz)

• **Lecture Theatre and Video Conferencing Support / Staff Computer Support**
  Darryl Sell
  Ext 5504WS
  Email [darryl.sell@otago.ac.nz](mailto:darryl.sell@otago.ac.nz)

• **Lecture Theatre and Video Conferencing Support / Staff Computer Support**
  Hadley Thomson
  Ext 4488WS
  Email [hadley.thomson@otago.ac.nz](mailto:hadley.thomson@otago.ac.nz)
Fire and earthquake procedures

It is the duty of students to familiarize themselves with the procedures to be followed in the event of a fire or earthquake occurring whilst they are in:

- University of Otago, Wellington buildings, or
- District Health Board institutions

University of Otago, Wellington buildings

If fire is discovered or suspected:

1. Raise alarm by breaking glass of nearest manual fire alarm call box
2. Dial 1-111 on nearest internal telephone and inform the Fire Service of location and extent of fire
3. Only attempt to extinguish fire using available equipment if it is safe to do so

When alarm bells start ringing, students not engaged in above should:

1. Close windows and doors
2. Turn off non-essential services but leave lights on
3. Vacate building via nearest exit
4. Assemble in the hospital carpark beside the Free Ambulance station, in front of the medical school

If an earthquake occurs:

1. Take cover under a desk or in a doorway, keep away from shelving and glass windows
2. Do not evacuate until told to do so by a Civil Defence Warden

In the event of a major earthquake or other emergency likely to cause significant damage to the medical school or hospital, please see the UOW homepage for information on whether the School is open and whether to attend clinical attachments: otago.ac.nz/wellington
Capital and Coast DHB institutions and Hutt Valley DHB institutions

If the alarm bells ring whilst students are in wards or departments they should report to the person in charge of the area, and stand by to assist as required. Similarly in an earthquake, you should follow procedures as outlined by the person in charge.

**Note:** Procedures in all hospitals are similar to those of the University of Otago, Wellington building.

For further details check out the UOW Emergency Procedures document: [otago.ac.nz/wellington/otago064342.pdf](otago.ac.nz/wellington/otago064342.pdf) (PDF 290 KB)
Fourth-year modular programme

Convenors and administrative staff

Orientation to Fourth Year

- **Convenor**
  Professor Pete Ellis
  Medical Education Unit
  Ext 5656
  Email pete.ellis@otago.ac.nz

- **Administrator**
  Jackie Bell
  Medical Education Unit
  Ext 6505
  Email jackie.bell@otago.ac.nz

Advanced Clinical Skills

- **Convenor**
  Associate Professor Shieak Tzeng
  Department of Surgery and Anaesthesia
  Email shieak.tzeng@otago.ac.nz

- **Administrator**
  Susan Kiddle
  Department of Surgery and Anaesthesia
  Ext 4896
  Tel 04 806 1896
  Email susan.kiddle@otago.ac.nz
General Practice and Public Health

- **Co-convenor**
  Dr Lynn McBain
  Department of Primary Health Care and General Practice
  Ext 5616
  Email lynn.mc Bain@otago.ac.nz

- **Administrator**
  Katarina Royal
  Department of Primary Health Care and General Practice
  Ext 5629
  Email gp4thry.uow@otago.ac.nz

- **Co-convenor**
  Dr Richard Jaine
  Department of Public Health
  Ext 6155
  Email richard.jaine@otago.ac.nz

- **Administrator Kerry Hurley**
  Department of Public Health
  Ext 4807
  Email kerry.hurley@otago.ac.nz

Medicine and Clinical Skills

- **Convenor**
  Professor Mark Weatherall
  Department of Medicine
  Ext 4817
  Email mark.weatherall@otago.ac.nz

- **Administrator**
  Alison Edmonds
  Department of Medicine

- Ext 6923
  Email alison.edmonds@otago.ac.nz
Surgical and Clinical Skills

- **Convenor**
  Dr Elizabeth Dennett  
  Department of Surgery and Anaesthesia  
  Email liz.dennett@otago.ac.nz

- **Administrator**
  Jennabeth Fuge  
  Department of Surgery and Anaesthesia  
  Ext 5191  
  Email jennabeth.fuge@otago.ac.nz
## Fourth-year block timetable 2016

### 2016 Year 4 Block Timetable

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Monday</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>1 February 2016</td>
<td>Orientation</td>
<td>Advanced Clinical Skills</td>
</tr>
<tr>
<td>2</td>
<td>15 February 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>22 February 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>29 February 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>7 March 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>14 March 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>21 March 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>28 March 2016</td>
<td>VACATION (includes Easter)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>4 April 2016</td>
<td>Medicine &amp; Clinical Skills</td>
<td>Surgery &amp; Clinical Skills</td>
</tr>
<tr>
<td>10</td>
<td>11 April 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>18 April 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>25 April 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2 May 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>9 May 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>16 May 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>23 May 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>30 May 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>6 June 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>13 June 2016</td>
<td>VACATION</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>20 June 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>27 June 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>4 July 2016</td>
<td>General Practice &amp; Public Health</td>
<td>Medicine &amp; Clinical Skills</td>
</tr>
<tr>
<td>23</td>
<td>11 July 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>18 July 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>25 July 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>1 August 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>8 August 2016</td>
<td>Surgery &amp; Clinical Skills</td>
<td>General Practice &amp; Public Health</td>
</tr>
<tr>
<td>28</td>
<td>15 August 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>22 August 2016</td>
<td>VACATION</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>29 August 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>5 September 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>12 September 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>19 September 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>26 September 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>3 October 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>10 October 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>17 October 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>24 October 2016</td>
<td>Exam Week (Advanced Clinical Skills and Pathology)</td>
<td></td>
</tr>
</tbody>
</table>

Download a printable copy of the fourth-year block timetable (PDF 30 KB)
# Fourth-year vertical timetable 2016

<table>
<thead>
<tr>
<th>2016 Year 4 Vertical Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small Lecture Theatre</strong></td>
</tr>
<tr>
<td><strong>THURSDAY</strong></td>
</tr>
<tr>
<td><strong>1pm</strong></td>
</tr>
<tr>
<td>1 4 February 2016</td>
</tr>
<tr>
<td>2 11 February 2016</td>
</tr>
<tr>
<td>3 18 February 2016</td>
</tr>
<tr>
<td>4 25 February 2016</td>
</tr>
<tr>
<td>5 3 March 2016</td>
</tr>
<tr>
<td>6 10 March 2016</td>
</tr>
<tr>
<td>7 17 March 2016</td>
</tr>
<tr>
<td>8 24 March 2016</td>
</tr>
<tr>
<td>9 31 March 2016</td>
</tr>
<tr>
<td>10 7 April 2016</td>
</tr>
<tr>
<td>11 14 April 2016</td>
</tr>
<tr>
<td>12 21 April 2016</td>
</tr>
<tr>
<td>13 28 April 2016</td>
</tr>
<tr>
<td>14 5 May 2016</td>
</tr>
<tr>
<td>15 12 May 2016</td>
</tr>
<tr>
<td>16 19 May 2016</td>
</tr>
<tr>
<td>17 26 May 2016</td>
</tr>
<tr>
<td>18 2 June 2016</td>
</tr>
<tr>
<td>19 9 June 2016</td>
</tr>
<tr>
<td>20 16 June 2016</td>
</tr>
<tr>
<td>21 23 June 2016</td>
</tr>
<tr>
<td>22 30 June 2016</td>
</tr>
<tr>
<td>23 7 July 2016</td>
</tr>
<tr>
<td>24 14 July 2016</td>
</tr>
<tr>
<td>25 21 July 2016</td>
</tr>
<tr>
<td>26 28 July 2016</td>
</tr>
<tr>
<td>27 4 August 2016</td>
</tr>
<tr>
<td>28 11 August 2016</td>
</tr>
<tr>
<td>29 18 August 2016</td>
</tr>
<tr>
<td>30 25 August 2016</td>
</tr>
<tr>
<td>31 1 September 2016</td>
</tr>
<tr>
<td>32 8 September 2016</td>
</tr>
<tr>
<td>33 15 September 2016</td>
</tr>
<tr>
<td>34 22 September 2016</td>
</tr>
<tr>
<td>35 29 September 2016</td>
</tr>
<tr>
<td>36 6 October 2016</td>
</tr>
<tr>
<td>37 13 October 2016</td>
</tr>
</tbody>
</table>

[Download a printable copy of the fourth-year vertical timetable](#) (PDF 35 KB)
Fourth-year class list 2016

- ACKLAND Samuel
- ABU BAKER SANI Izzan Zulfiqah
- AITKEN Jake
- AITKEN Thomas
- AL-BUSAIDI Hamed
- ALIKHAN Fakhriyah
- ALLAN Philip
- ARAHILL Jacob
- ARSLANOVA Adilya
- BAI Michelle
- BARRETT Fabian
- BARRY Anna
- BAXTER Harriet
- BEAUMONT Matthew
- BELL Richard
- BESSELING Simone
- BOOTHMAN-BURRELL Lily
- BROWN Kathleen
- BROWN Richard
- CARTER Caitlin
- CARTMELL Emily
- CATTERALL Michael
- CHAMBERLAIN Alana
- CHAN Fiona
- CHAN Isabella
- CHIA Grace
- CHRISTOPHER Liam
- CRANE Grant
- DALZELL Francesca
- DIXON Stefanie
- DONALDSON Luke
- DYCE Thomas
- ELLIOTT Laura
- EVANS Kate
- FARLEY Gabrielle
- FEKI Jonathan
- FELDERHOF Jordan
- FONG Kevin
- GILLING James
- GLEDHILL Nicole
- GRAY Liam
- GUY Nicola
- HAILES Albert
- HILL Ryan
- HOEKSEMA Kate
- HOGGINS Geoffrey
- HOWIE Alexander
- HUANG Jaron
- JAIN Charles
- JU Yaechan
- JURY Steffanie
- KEREN Benjamin
- LAHOOD Zoe
- LIEW Carl lin
- LIM Florence
- LOEFFEN-GALLAGHER Tommy
- LOUIS Hamish
- LYONS Rebecca
- MARSHALL Harriet
- MATSIS Kyriakos
- MIDGLEY Catherine
- MILLER Steven
- MORALES Adrienne
- MOUNTFORT Caitlin
- MOXHAM Mercy
- NICHOLSON Olivia
- ON Nicholas
- O'NEILL Jordan
- O'SULLIVAN Matthew
- OTHMAN Hazirah
- PALMER Chloe
- PALMER Edward
- PEBBLES Mike
- PINARES GARCIA Shaina
- PITTAR Holly
- PUNI Ron
• RATHNAYAKA Barney
• RENWICK Laurie
• RICHARDSON Claire
• ROSE Mitchell
• ROSE Sofie
• RUSSELL Matthew
• SARFARAZI Ali
• SEDDON Kate
• SHAW Amelia
• SHIN Jong
• SIMPSON Paige
• SIVARAJA Lavan
• STEVENS Robina
• TAN Elysia
• TAN Elyssa
• TAPSELL Jack
• TOWNSLEY Hermaleigh
• UNKA Nikeeta
• VAN GEEST Neil
• VINCENT Zoë
• WATSON Bryce
• WATSON Hilary
• WEAVER-MIKAERE Luke
• WEERASEKERA Kavindu
• WILSON Emma
• WILSON Madeleine
• WOODHAMS Rowena
• YANG Tao
• YIP Pak Shing
• YUAN Hope
Fourth-year class groups 2016

Group A

- ACKLAND Samuel
- AL-BUSAIDI Hamed
- ARSLANOVA Adilya
- BARRETT Fabian
- BEAUMONT Matthew
- BOOTHMAN-BURRELL Lily
- CATTERALL Michael
- CHAMBERLAIN Alana
- CHIA Grace
- DALZELL Francesca
- EVANS Kate
- FELDERHOF Jordan
- GLEDHILL Nicole
- HAILES Albert
- HOWIE Alexander
- JU Yaechan
- LAHOOD Zoe
- LOEFFEN-GALLAGHER Tommy
- MARSHALL Harriet
- MIDGLEY Catherine
- MOUNTFORT Caitlin
- ON Nicholas
- MOXHAM Mercy
- PEBBLES Mike
- ABU BAKER SANI Izzan Zulfiqah
- PIT TAR Holly
- RICHARDSON Claire
- SARFARAZI Ali
- SHAW Amelia
- SIVARAJA Lavan
- TOWNSLEY Hermaleigh
- UNKA Nikeeta
- WATSON Bryce
- WEERASEKERA Kavindu
- WOODHAMS Rowena
- YUAN Hope
Group B

- AITKEN Thomas
- ALIKHAN Fakhriyah
- BAI Michelle
- BARRY Anna
- BELL Richard
- BROWN Richard
- CARTER Caitlin
- CHAN Isabella
- CHRISTOPHER Liam
- DIXON Stefanie
- DYCE Thomas
- ELLIOTT Laura
- FARLEY Gabrielle
- FONG Kevin
- GRAY Liam
- HOEKSEMA Kate
- HUANG Jaron
- JURY Steffanie
- LIEW Carl lin
- LOUIS Hamish
- MILLER Steven
- PALMER Edward
- O’NEILL Jordan
- OTHMAN Hazirah
- RATHNAYAKA Barney
- ROSE Sofie
- RUSSELL Matthew
- SHIN Jong
- SIMPSON Paige
- TAN Elycia
- VAN GEEST Neil
- WATSON Hilary
- WILSON Emma
- WILSON Madeleine
- YANG Tao
Group C

- AITKEN Jake
- ALLAN Philip
- ARAHILL Jacob
- BAXTER Harriet
- BESSELING Simone
- BROWN Kathleen
- CARTMELL Emily
- CHAN Fiona
- CRANE Grant
- DONALDSON Luke
- FEKI Jonathan
- GILLING James
- GUY Nicola
- HILL Ryan
- HOGGINS Geoffrey
- JAYNE Charles
- KEREN Benjamin
- LIM Florence
- LYONS Rebecca
- MATSIS Kyriakos
- MORALES Adrienne
- NICHOLSON Olivia
- O’SULLIVAN Matthew
- PALMER Chloe
- PINARES GARCIA Shaina
- PUNI Ron
- RENWICK Laurie
- ROSE Mitchell
- SEDDON Kate
- STEVENS Robina
- TAN Elyssa
- TAPSELL Jack
- VINCENT Zoë
- WEAVER-MIKAERE Luke
- YIP Pak Shing
Fourth-year Hauora Māori and Pathology groups 2016

Group A

- ACKLAND Samuel
- ALIKHAN Fakhriyah
- ARAHILL Jacob
- BEAUMONT Matthew
- BROWN Richard
- CARTMELL Emily
- CHIA Grace
- DIXON Stefanie
- ELLIOTT Laura
- FELDERHOF Jordan
- GRAY Liam
- HILL Ryan
- JU Yaechan
- LIEW Carl lin
- LYONS Rebecca
- MIDGLEY Catherine
- MOXHAM Mercy
- O’SULLIVAN Matthew
- ABU BAKER SANI Izzan Zulfiqah
- RATHNAYAKA Barney
- ROSE Mitchell
- SHAW Amelia
- STEVENS Robina
- TOWNSLEY Hermaleigh
- WATSON Bryce
- WILSON Emma
- YIP Pak Shing
Group B

- AITKEN Thomas
- ALLAN Philip
- BARRETT Fabian
- BELL Richard
- BROWN Kathleen
- CHAMBERLAIN Alana
- CHRISTOPHER Liam
- DONALDSON Luke
- EVANS Kate
- FONG Kevin
- GUY Nicola
- HOWIE Alexander
- JURY Steffanie
- LIM Florence
- MARSHALL Harriet
- MILLER Steven
- NICHOLSON Olivia
- PALMER Chloe
- OTHMAN Hazirah
- PUNI Ron
- SHIN Jong
- RENWICK Laurie
- TAN Elyssa
- SARFARAZI Ali
- WATSON Hilary
- UNKA Nikeeta
- YUAN Hope
Group C

- AITKEN Jake
- ARSLANOVA Adilya
- BARRY Anna
- BESSELING Simone
- CATTERALL Michael
- CHAN Isabella
- CRANE Grant
- FARLEY Gabrielle
- GILLING James
- HAILES Albert
- HOGGINS Geoff
- HUANG Jaron
- KEREN Benjamin
- LOEFFEN-GALLAGHER Tommy
- MORALES Adrienne
- ON Nicholas
- PALMER Edward
- PINARES GARCIA Shaina
- RICHARDSON Claire
- RUSSELL Matthew
- SIMPSON Paige
- TAPSELL Jack
- VAN GEEST Neil
- WEAVER-MIKAERE Luke
- WOODHAMS Rowena
Group D

- AL-BUSAIDI Hamed
- BAI Michelle
- BAXTER Harriet
- BOOTHMAN-BURRELL Lily
- CARTER Caitlin
- CHAN Fiona
- DALZELL Francesca
- DYCE Thomas
- FEKI Jonathan
- GLEDHILL Nicole
- HOEKSEMA Kate
- JAINE Charles
- LAHOOD Zoe
- LOUIS Hamish
- MATSIS Kyriakos
- MOUNTFORT Caitlin
- O’NEILL Jordan
- PEEBLES Mike
- PITTAR Holly
- ROSE Sofie
- SEDDON Kate
- SIVARAJA Lavan
- TAN Elysia
- VINCENT Zoë
- WEERASEKERA Kavindu
- YANG Tao
- WILSON Madeleine
Fourth-year block modules

Advanced Clinical Skills

Introduction: 2/3–19 February 2016

Welcome to the Advanced Clinical Skills module run by the Department of Surgery and Anaesthesia at University of Otago, Wellington.

The principle aim of the module is to ensure that you have a satisfactory understanding of, and practical ability in, the methods of history taking and physical diagnosis to prepare you for clinical work throughout your clinical training years.

Advanced Clinical Skills starts with a two-week, whole class introduction to clinical history taking and physical examination for the fourth-year UOW students. Then in August there is a one-week block where clinical skills will be examined in more depth.

Although you will have learnt basic examination and history taking principles during the ELM program, and will have these added to in the ACS module, it should be appreciated that the learning of these skills is a life-long endeavour. Although the module will point you in the right direction, the attainment of proficiency in history taking and examination by the time of graduation will rely primarily on student driven, repeated, informed practice during the clinical modules of fourth and fifth year, and trainee intern year.

Assessment

At the end of the year there will be a video-taped full physical exam and a one hour MCQ exam. Attendance at all sessions is required.

Texts

The primary texts for the ACS module are the two books of course notes on Physical Examination and History Taking. You will receive a copy of these notes during the Advanced Clinical Skills introductory module.
Evaluation by students

Students will have the opportunity to evaluate the module through a number of means, including discussions at the end of the module between students and the module convenor, feedback through class representatives to the staff/student committee, and feedback questionnaire provided by HEDC.

Absences

As part of the requirements of the Advanced Clinical Skills module, you must attend all sessions.

Timetable

A detailed timetable for the module will be provided at the commencement of the module. This will also be available online.

First day

Introductory tutorial for Advanced Clinical Skills: 4pm Wednesday, 3 February, Nordmeyer Lecture Theatre, UOW. We look forward to seeing you then.

Note: Monday, 8 February—Waitangi Day—no formal classes.

For the February introductory module you should allow for being on the module at least 8.30am–5.30pm each day (excluding vertical module on Thursday afternoon). Please schedule personal appointments outside these times.

You should also be prepared for additional time outside these times for ward visits, bedside teaching, reading, case histories, etc, sometimes at late notice. A more detailed timetable will be available nearer the time.

Contacts

For more information and help in any way, please do not hesitate to contact Susan Kiddle, Programme Coordinator:

Tel 04 806 1896
Email susan.kiddle@otago.ac.nz
General Practice and Public Health

Goals

To promote primary health care and general practice as that branch of medicine that provides continuing, comprehensive primary whole patient care to individuals, families, and their communities.

To enable the understanding of the core principles and tools of public health, the application of these to clinical practice in primary care (in particular) and of key public health issues in New Zealand.

To develop understanding of the principles of Primary Health Care including the place of both General Practice and Public Health within a primary care-led health system.

The teaching in these modules is a combination of tutorials, clinical experiences and project work. The students are divided into two groups, each of which will concentrate on one of the disciplines—General Practice or Public Health—for five weeks in turn, with some integrated whole group sessions throughout the 10 weeks.

Teaching and learning methods

- Clinical attachments and patient visits
- Consultation skills and clinical skill workshops
- Field trips
- Group project work
- Tutorials and case studies
- Resources and texts

Students will receive a detailed timetable and a course handbook detailing all the aspects of the module, including the requirements for terms and assessment. This information, together with recommended readings and other resources will be available through Moodle.

Please note that there are some requirements for clinical placements and patient visits during the General Practice weeks of the module that may be on weekends during the module. Students will have self-directed learning time during the Monday to Friday week in lieu.
Assessment

Formative assessment is provided throughout the module. Terms requirements are outlined in the module handbook and on Moodle. Summative assessment is on a Pass/Fail basis with the following being the criteria:

- Achieve a pass in the GP clinical placement assessment
- Achieve a pass in the consultation skills assessment
- Achieve a pass in the long-term conditions management presentation
- Achieve a pass in the addiction written reflective work
- Achieve a pass in the General Practice test
- Achieve a pass in the Public Health group project presentation and report
- Achieve a pass in the Public Health written test

The specific standards to achieve a pass in each of these areas are outlined in the General Practice and Public Health Handbook which each student receives on the first day of the module, and is available on Moodle.

Evaluation

Students will have the opportunity to feedback their evaluation of the module in the following ways:

- Informal feedback during teaching sessions
- Higher Education Development Centre (HEDC) University of Otago anonymous evaluation
- Focus group evaluation via the Medical Education Advisor

First day

Students will receive a timetable booklet in their pigeonholes in the week prior to the module starting giving information about where and when to meet on the first morning.

General Practice: Clinical attachments

For your General Practice run, the 4th-year administrator requires the following information from you before finalising your clinical attachments:

- Your personal or family GP / medical centre if in the UOW catchment area (placing you in your own or family practice results in conflict of interest)
• Information if you hold valid driver’s license and access to a car (some attachments are more accessible via car and for patient visits we will try and cater pairings for this)

You will receive an email requesting this information prior to starting the General Practice module. Please reply and give these details promptly.
Medicine and Clinical Skills

This module includes General Internal Medicine, Geriatric Medicine, Neurology, Gastroenterology, Endocrinology, and Hauora Māori.

Gastroenterology, Geriatric Medicine, Neurology, Endocrinology, and Hauora Māori are included in a five-week specialties attachment.

General Internal Medicine students are attached to clinical teams during five weeks at Hutt Hospital or Kenepuru Hospital although Gastroenterology, Neurology and Endocrinology teaching will occur during this attachment also.

General Internal Medicine (Hutt Hospital / Kenepuru Hospital)

Aims and objectives

To be able to take a patient’s history; perform a physical examination of an adult; and to record and interpret your clinical findings in terms of diagnosis, investigation, and management.

Teaching methods

• Clinical assessments (history, clinical examination, and formulation) of individual patients
• Bedside teaching with consultants and registrars

Learning methods

• Analysis of written case histories
• Assignment to patients in the medical wards
• Instruction in, and practice of, motor and cognitive skills necessary for physical examination
• Self-directed learning and peer review

Resources and texts

Further information will be sent to you prior to the module commencement.

Assessment

• A total of four case histories submitted for marking for Hutt Hospital
• A combined three station OSCE on the final Friday of the 10-week module
Geriatric medicine (specialties attachment)

**Aims and objectives**

To describe and classify specific features of medicine in the older adult, including mental health.

**Teaching methods**

- Small group tutorials

**Learning methods**

- Self-directed learning and peer review
- Participation in discussion of a topic in geriatric medicine in a tutorial

**Resources and texts**

*Medicine in Older Adults* (available on MOODLE as an ebook.).

**Assessment**

A 10-question MCQ in geriatric medicine in the fourth week of the specialties attachment.

Gastrointestinal (specialties attachment)

**Aims and objectives**

To enable students to recognise, investigate, and manage patients with gastrointestinal diseases. These skills will be based on an understanding of the underlying pathophysiology of gastrointestinal disease processes.

**Teaching methods**

- Observation of skilled medical practice
- Clinical tutorials with inpatients
- Observation of endoscopies

**Learning methods**

- Self-directed learning and peer review.
Resources and texts

Further information will be sent to you prior to the module commencement.

Textbooks for detailed information


Assessment

- MCQ on gastroenterology in fifth week of the specialties attachment
- A combined OSCE on the final Friday of the 10-week module

Endocrinology

Aims and objectives

To revise and build on knowledge from previous learning on the function and diseases of the thyroid, adrenal, and pituitary glands, as well as diabetes, and osteoporosis—including pathophysiology of symptoms, investigation and treatment of disease; techniques for examination of the thyroid and the visual fields for optic chiasm defects.

Teaching methods

- Seminars with illustrations
- Self-teaching modules
- Attending clinic teaching.

Learning methods

- Participation in group tutorials
- Self-directed learning and peer review

Resources and texts

- Basic and Clinical Endocrinology, Greenspan FS and Gardner DG
- Self-teaching modules in Endocrinology will be provided as a handout

Assessment

- MCQ at the end of the specialties attachment
Neurology

Aims and objectives

The clinical teaching and learning takes place during clinical experience with ambulatory patients. Neurology emphasises history-taking, examination skills, and the integration of information obtained with a knowledge of anatomy, physiology, and pathology to produce a working diagnosis. The learning concentrates on disorders that are clinically significant because they are either common, or treatable with serious consequences if not diagnosed and treated promptly. This module encourages teamwork and development of strategies for lifelong learning.

Teaching methods

- Individual patient assessment in outpatient clinics at Wellington and Kenepuru Hospitals
- Observation of skilled medical practice
- Small group tutorials

Learning methods

- Individual evaluation of outpatients
- Observation of outpatient assessment by tutors and by other students
- Presentation of cases to peers and tutor
- Self-directed personal study of notes, textbooks, articles and resources relevant to the cases you see and the problem-solving tasks

Resources and texts

Textbooks for the Neurology component, all available in the Medical Library or online are:

- Goetz, C. G. *Textbook of Clinical Neurology*
- Ropper, A. H. & Brown, R. H. *Adams and Victor's Principles of Neurology*
- *Harrison's Principles of Internal Medicine*
- *Oxford Textbook of Medicine*
- Patten, J. *Neurological Differential Diagnosis*
- Review articles in the BMJ journal *Practical Neurology*
Assessment

- Informal feedback at outpatient clinics

Summative assessment

Medicine and Clinical Skills. Grades of distinction/pass/fail will be awarded.

Specialties attachment

The grade is made up of equal weights for the four case histories, endocrinology MCQ, geriatric medicine MCQ, and the gastroenterology MCQ. The PASAF will be used to evaluate other aspects of performance.

OSCE

A three-station OSCE will be carried out at the combined end of the full module. A grade of Pass or better must be achieved.

Timetable

The full timetable for the module will be sent to you prior to the first day of the module.

During the five-week Specialties Attachment the students will attend neurology outpatients on Tuesday and Wednesdays and will be roster to attend Gastroenterology clinical activities. An example of a typical week for the specialties attachment is as follows:

<table>
<thead>
<tr>
<th></th>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Gastroenterology</td>
<td>Gastroenterology</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Neurology clinics / Gastroenterology</td>
<td>Neurology clinics / Gastroenterology</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Neurology clinics / Gastroenterology</td>
<td>Neurology clinics / Gastroenterology</td>
</tr>
<tr>
<td>Thursday</td>
<td>Geriatric tutorials</td>
<td>Vertical module teaching</td>
</tr>
<tr>
<td>Friday</td>
<td>Neurology and Gastroenterology</td>
<td>Endocrinology</td>
</tr>
</tbody>
</table>
During the five-week Hutt Hospital / Kenepuru Hospital attachment a typical is as follows:

<table>
<thead>
<tr>
<th></th>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Clinical attachments / tutorials</td>
<td>Clinical attachments / tutorials</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Clinical attachments / tutorials</td>
<td>Clinical attachments / tutorials</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Clinical attachments / tutorials</td>
<td>Clinical attachments / tutorials</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>Vertical module teaching</td>
</tr>
<tr>
<td>Friday</td>
<td>Neurology and Gastroenterology</td>
<td>Endocrinology</td>
</tr>
</tbody>
</table>
Surgical and Clinical Skills

Aim

To ensure students achieve a basic level of competence in clinical and surgical skills.

Objectives

- Understand the scientific foundations (physiology, anatomy, and pathology) of evidence-based clinical diagnosis in surgery
- Confidently and accurately obtain a patient history and carry out a detailed clinical examination
- Understand the pathophysiology, presentation, clinical signs, and management principles of common surgical conditions
- Understand imaging technologies as they relate to physical diagnosis and surgical conditions
- Understand the investigation and management of the undifferentiated surgical patient
- Understand the scientific foundations (physiology, anatomy, and pathology) of resuscitation
- Be able to recognise and manage life-threatening illness and injury
- Understand the principles of anaesthesia, perioperative patient complications, pain relief, and management

Teaching and learning methods

This module incorporates a variety of learning methods including small group tutorials, practical workshops, scenario-based training and self-directed learning. Students will be attached to clinical teams in surgery and the specialty subjects of ENT and Ophthalmology.

Portions of this module may either be based in Wellington, Hutt, or Kenepuru Hospitals. Students will have clinical modules in the operating theatre, radiology, emergency department, intensive care unit, acute pain team, and with Wellington Free Ambulance.
Resources and texts

At the start of the module students will receive a module handbook outlining the full objectives of the module, the clinical modules associated with the module, tutorial and clinical module timetables, and details regarding the module assessment.

Assessment of students

The module will be assessed using a combination of methods:

- MCQ and short-answer written assessments OSCE and other oral assessments
- Evidence based medicine assignment
- Completion of two satisfactory case histories
- A learning portfolio outlining practical skills achieved and procedures observed during the module
- Record of attendance at theatre and outpatient clinic sessions
- A satisfactory assessment following the various clinical ward attachments

If performance within the examination parts of the assessment suggest that there are deficits in knowledge, then it is possible that some clinical attachments may need to be repeated and reassessment may be required. It is likely that reassessment will be by VIVA.

Evaluation by students

Students will have the opportunity to evaluate the module through:

- Discussions at the end of the module between the students and the module convenor
- Student group feedback through class representatives to the Staff/Student Committee
- Feedback questionnaire provided by HEDC

Timetable

A detailed timetable for the module will be provided at the commencement of module.
First day

The introductory tutorial for Surgical and Clinical Skills will begin at 9am, in the Small Lecture Theatre, on the first Monday of each module.

Please contact Jennabeth Fuge, the module administrator, for any further information:

Tel 04 918 5191
Email jennabeth.fuge@otago.ac.nz
Fifth-year modular programme

Convenors and administrative staff

Child and Adolescent Health

- **Convenor**
  Dr Max Berry  
  Department of Paediatrics (whole attachment)  
  Email [max.berry@otago.ac.nz](mailto:max.berry@otago.ac.nz)

- **Community Convenor**
  Associate Professor Esko Wiltshire  
  Department of Paediatrics  
  Email [esko.wiltshire@otago.ac.nz](mailto:esko.wiltshire@otago.ac.nz)

- **Programme Co-ordinator 5th/6th**
  Keely McBride  
  Department of Paediatrics  
  Ext 6139  
  Email [paedsadmin.uow@otago.ac.nz](mailto:paedsadmin.uow@otago.ac.nz)

General Medicine and Subspecialties

- **Convenor**
  Dr Alister Neill  
  Department of Medicine  
  Email [alister.neill@otago.ac.nz](mailto:alister.neill@otago.ac.nz)  
  Ext 5618

- **Administrator**
  Connah Podmore  
  Department of Medicine  
  Email [5thyear.med@otago.ac.nz](mailto:5thyear.med@otago.ac.nz)  
  Ext 5594
Primary Health Care and General Practice

- **Convenor**
  Dr Lynn McBain  
  Department of Primary Health Care and General Practice  
  Email [lynn.mcbain@otago.ac.nz](mailto:lynn.mcbain@otago.ac.nz)  
  Ext 5616

- **Administrator**
  Katrina Fitzgibbon  
  Department of Primary Health Care and General Practice  
  Email [gp5thyr.uow@otago.ac.nz](mailto:gp5thyr.uow@otago.ac.nz)  
  Ext 6763

Musculoskeletal and Skin

- **Convenor**
  Dr Rebecca Grainger  
  Department of Pathology and Molecular Medicine  
  Ext 4031  
  Email [rebecca.grainger@otago.ac.nz](mailto:rebecca.grainger@otago.ac.nz)

- **Administrator**
  Hannah Douglass  
  Department of Surgery and Anaesthesia  
  Ext 5366  
  Email [hannah.douglass@otago.ac.nz](mailto:hannah.douglass@otago.ac.nz)

Psychological Medicine

- **Convenor**
  Dr Mark Huthwaite  
  Department of Psychological Medicine  
  Email [mark.huthwaite@otago.ac.nz](mailto:mark.huthwaite@otago.ac.nz)  
  Ext 5545

- **Administrator**
  Gerardine Robinson  
  Department of Psychological Medicine  
  Email [gerardine.robinson@otago.ac.nz](mailto:gerardine.robinson@otago.ac.nz)  
  Ext 5653
Women's Health

- **Convenor**
  Dr Dean Maharaj  
  Department of Obstetrics and Gynaecology  
  Ext 6858  
  Email [dean.maharaj@otago.ac.nz](mailto:dean.maharaj@otago.ac.nz)

- **Teaching Co-ordinators**
  Rhys Mulholland-Winiata  
  Department of Obstetrics and Gynaecology  
  Ext 4898  
  Email [rhys.mulholland-winiata@otago.ac.nz](mailto:rhys.mulholland-winiata@otago.ac.nz)
  Jackie Bell  
  Department of Obstetrics and Gynaecology  
  Ext 5875  
  Email [ogadmin.uow@otago.ac.nz](mailto:ogadmin.uow@otago.ac.nz)

Fifth-Year Learning Week

- **Convenor**
  Dr Roshan Perera  
  Medical Education Unit  
  Ext 6906  
  Email [roshan.perera@otago.ac.nz](mailto:roshan.perera@otago.ac.nz)

- **Administrator**
  Jackie Bell  
  Medical Education Unit  
  Ext 6505  
  Email [jackie.bell@otago.ac.nz](mailto:jackie.bell@otago.ac.nz)
## 2016 Year 5 Block Timetable

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>&lt;br&gt; Psychological Medicine</td>
<td>Child &amp; Adolescent Health &lt;br&gt; Psychological Medicine</td>
<td>Women's Health</td>
<td>General Medicine &amp; Subspecialties</td>
<td>Musculoskeletal &amp; Skin</td>
<td>General Medicine &amp; Subspecialties</td>
</tr>
<tr>
<td>Block 2</td>
<td>&lt;br&gt; Child &amp; Adolescent Health</td>
<td>Child &amp; Adolescent Health</td>
<td>Psychological Medicine</td>
<td>General Medicine &amp; Subspecialties</td>
<td>Musculoskeletal &amp; Skin</td>
<td>General Medicine &amp; Subspecialties</td>
</tr>
<tr>
<td>Block 3</td>
<td>&lt;br&gt; Psychiatric Health Care &amp; General Practice</td>
<td>Primary Care Health Care &amp; General Practice</td>
<td>Child &amp; Adolescent Health</td>
<td>General Medicine &amp; Subspecialties</td>
<td>Psychological Medicine</td>
<td>Women's Health</td>
</tr>
<tr>
<td>Block 4</td>
<td>&lt;br&gt; Psychological Medicine</td>
<td>Women's Health</td>
<td>General Medicine &amp; Subspecialties</td>
<td>Musculoskeletal &amp; Skin</td>
<td>Child &amp; Adolescent Health</td>
<td>Child &amp; Adolescent Health</td>
</tr>
<tr>
<td>Block 5</td>
<td>&lt;br&gt; Women's Health</td>
<td>Psychiatric Health Care &amp; General Practice</td>
<td>Primary Care Health Care &amp; General Practice</td>
<td>Child &amp; Adolescent Health</td>
<td>Child &amp; Adolescent Health</td>
<td>Child &amp; Adolescent Health</td>
</tr>
<tr>
<td>Block 6</td>
<td>&lt;br&gt; Learning Week</td>
<td>Faculty Study Week</td>
<td>Faculty Assessment</td>
<td>3 November 2015</td>
<td>3 November 2015</td>
<td>3 November 2015</td>
</tr>
</tbody>
</table>

**Download a printable copy of the fifth-year block timetable** (PDF 40 KB)
## Fifth-year vertical timetable 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>1pm</th>
<th>2pm</th>
<th>3pm</th>
<th>4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THURSDAY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4th February 2016</td>
<td>Palliative Medicine</td>
<td>Prof Skills, Attitudes &amp; Ethics (PSAE)</td>
<td>Modular Tutorial</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>15th February 2016</td>
<td>Pathology &amp; Investigative Medicine</td>
<td>Resilience Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>21st February 2016</td>
<td>Clinical Pharmacology</td>
<td>PSAE Small Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>23rd February 2016</td>
<td>Pathology &amp; Investigative Medicine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>27th February 2016</td>
<td>Pathology &amp; Investigative Medicine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3 March 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>20th March 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>23rd March 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>28th March 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>29th March 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>4th April 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>7th April 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>14th April 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>21st April 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>28th April 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>5th May 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>12th May 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>19th May 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>26th May 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>2nd June 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>9th June 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>16th June 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>23rd June 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>30th June 2016</td>
<td>Placement in 10 Year</td>
<td>Clinical Pharmacology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Important Dates
- **27th April 2016**: MCAT exam for Grade A students.
- **30th June 2016**: MCAT exam for other students.

### Additional Information
- **Vacation Periods**: 16th-20th May 2016 and 23rd-27th July 2016.
- **Exam Schedules**: Available on the university’s official website.

---

[Download a printable copy of the fifth-year vertical timetable](#) (PDF 40 KB)

---

73
Fifth-year class 2016

**Group A**

- AB HALIM Naimah
- AYOB Ahmad Fauzul
- BIN ISMAIL Mohammed
- BURTON Madeleine
- COOK Julie
- DE LATOUR Phillip
- MAIR Jonny
- NOKMAN Qatriyah
- PATEL Raja
- SHAW Gabrielle
- SHIE Caroline
- STEWART Joshua
- TAFATU Jordana
- TEMARA Hinerangi
- WONG Rebecca

**Group B**

- BADCOCK Olivia
- CARSWELL Alexandra
- CLARK Samuel
- CULLEN Ryan
- EDDOWES Amelia
- FAULKNER Ruby
- FOUHY Daniel
- HEDLEY Alex
- JONES Nicholas
- OLDS Natalie
- PRAKASH Asha
- SCOTT Daniel
- SHERWOOD Sophia
- WIGHTMAN Nic
Group C

- ALSINAN Mohammed
- BUSH Sarah
- BROWNLEE Georgia
- COX Sarah
- FOSTER Tim
- FURNISS Mary
- HEREWINI Anahera
- HUBAND Daymen
- LIN George
- POULGRAIN Rosalind
- SRITHARAN Logitha
- STEVENS Stewart
- VAN OPDORP Dylan
- WHITE Bonnie
- WILKINSON Sophie

Group D

- ARTHUR Chris
- BOYLE Leah
- CARLETON Olivia
- CLEGG Harry
- COLLINGS Shaun
- COLLINS Jacob
- DEROLES Charlotte
- EGAN Holly
- HO Markus
- JUDD Thomas
- ROBILLIARD Nicholas
- ROSS Grace
- WHYTE Imogen
- WOOD Douglas
- WOODHOUSE Emma
Group E

- BUNN Kieran
- CAMPBELL Saskia
- HAMMOND Niamh
- KENNEDY Richard
- KIOA Georgina
- Li Grace (Wai Yan)
- NAIRN Jessica
- PETT Thomas
- RUTHERFORD Merrin
- SHARPE Caitlin
- SMITH Josh
- SULZBERGER Lucy
- TURNBULL Julia
- WIJEWEERA Thisura
- YU Stephen

Group F

- BRAJKOVICH-PAYNE Roza
- CHATFIELD Megan
- CLEWS Christopher
- DHOLAKIA Jhanvi
- JONES Nerissa
- KIM Cho Wool
- Li Alice
- LU Chuan Li
- MEHROTRA Shreeja
- O'LEARY Charlotte
- PARROTT Ashleigh
- RAMACHANDRAN Printha
- SCORRINGE Katie
- ZHU Wendy
- YU Helen
RMIP

- DWIGHT Emily
- IRANI Auzita
- MORLEY Hannah
- NG-WAI SHING Merryn
- SILJEE Sam
- TAN Vania
- WHEELER Sarah
Fifth-year block modules

Child and Adolescent Health

The fifth-year module in Paediatrics is ten weeks long and is undertaken by two groups concurrently. It is organised in two 5-week sections (Section 1 – clinical attachment and Section 2 – community attachment).

Section 1 consists of predominantly acute clinical work on the wards and in outpatients while Section 2 consists of predominantly small group teaching and community paediatric activities including a two-week visit to a provincial hospital.

Lectures on common topics occur throughout the course.

Aims and objectives

By the end of the attachment we hope that you will have achieved some goals in the following three main areas:

- **Objectives Related to Clinical Skills in Paediatrics**
  - Be able to take a complete paediatric history
  - Be able to examine children and recognise normal and abnormal findings
  - Be able to perform a developmental examination on a pre-school child
  - Be able to recognize the signs of acute life threatening disease in different paediatric age groups
  - Achieve a satisfactory standard in a number of practical procedures and common tasks in the care of infants and children
  - Be able to succinctly and efficiently present a clinical problem to a colleague
• **Objectives Related to Knowledge in Paediatrics**
  - Have an understanding of the differences between infants, children and adults both physically, physiologically, developmentally, emotionally, and psychologically
  - Be aware of the common pathologies and problems that occur in infants, children, and adolescents, and have a basic understanding of the important tests and procedures used to assist in diagnosing these problems
  - Have an understanding of common treatments used in childhood and how children differ from adults in their response to these
  - Have an understanding of the special problems chronic disease creates for children and their families
  - Be able to give advice to parents and young persons relating to the management and prevention of common problems
  - Be able to find information on paediatric problems using available resources

• **Objectives Related to Viewing Children in the Wider Community Context**
  - Have an understanding of the main causes of morbidity and mortality for children and how they can best be prevented
  - Have an understanding of facilities available for children in the community
  - Understand why infants and children need special facilities compared to adults
  - Have an insight into how smaller centres in New Zealand adapt local resources to meet the health needs of their paediatric and adolescent populations
  - Have an understanding of how cultural beliefs and practices affect child health

**Teaching and learning methods**

Students will start the course with an introductory day during which they will be taught how to take a paediatric history and the approach to examination.

Throughout the 10-week module there will be whole group tutorial teaching occurring for several hours in the middle of each day. These lectures will concentrate on common or serious problems in paediatric medicine and surgery including the problems of adolescents. For the rest of the day the activities will depend on whether the student is doing Section 1 or Section 2 of
the module. Students will be assigned a member of the senior academic Paediatric staff who will be available to provide personal guidance and advice on their progress during the course as well as marking their case histories.

**Section 1:** This section of the module will focus on providing clinical exposure to the paediatric wards and outpatients. The primary aim of this part of the course will be to become proficient in paediatric history taking and examination. Students will also learn to formulate differential diagnosis and management plans and to present cases succinctly to their colleagues. They will regularly be on-call during this part of the module (this will include a weekend).

**Section 2:** This section of the course will focus on community paediatrics but will also have small group teaching on acute clinical problems. Students will be seconded to a paediatrician at a provincial hospital for two weeks each, usually during the second, third, or fourth weeks of this section of the course. During these two weeks they will visit community services for children to gain an insight into how local communities prevent and manage common problems in childhood. This will also give the students an insight into some of the cultural issues challenging paediatrics and child health and how these are solved.

**Resources and texts**

Further details of the course and recommended textbooks can be obtained from Keely McBride, Paediatric Departmental Teaching Coordinator, via paedsadmin.uow@otago.ac.nz, ext 6139, or on Moodle

**Assessment of students**

To receive terms in Paediatrics, students will need to reach a satisfactory standard in attendance, tutorial participation, bedside teaching, communication skills, basic practical skills, outpatient attendance, and professional behaviour. Summative assessments include the following: oral case presentations, completion of two case histories at a high enough standard, a provincial attachment report and a chronic case report. There is also a final assessment, in the last week of the module, which includes an MCQ test, two OSCE stations and three written extended essay questions.
Evaluation by students

Student feedback is welcomed and greatly appreciated. Informal feedback via the course convenor or other tutors in the course can be given at any time but formal opportunity for this will occur via:

- Otago Medical School Course Evaluation Questionnaire
- Individual lecturer questionnaires through the HEDC Otago
- Student group feedback through the class representatives to the Staff/Student Committee
- Scheduled session for informal student group feedback with the course convenor at the end of the run

A detailed timetable will be available prior to the start of the course. This will also be available on the paediatric page on Moodle.

First day

On the first day of the module students should assemble in Seminar Rooms 1 and 2 in the Department of Paediatrics at 8am. Some students will be seeing patients that day, including at least two students who will be on call that evening. Students should therefore be dressed appropriately for this on the first day.
General Medicine and Specialties

Aims and objectives

The module aims to provide integrated teaching / learning for fifth-year students in General Medicine and the following specialties:

- Renal
- Respiratory and Sleep
- Clinical Pharmacology
- Cardiology
- Oncology

Students who pass this module will be able to demonstrate:

- A patient-centred and problem-based approach to history taking, clinical examination, diagnostic formulation, and severity assessment
- Knowledge of the pathophysiology, clinical presentation, and management (including therapeutics) of commonly-encountered general medical conditions
- Active participation and professionalism in the clinical team environment
- An understanding of the relationship between clinical problems, patients' lives, employment, social function, and culture
- Presentation of medical cases in oral and written format with a differential diagnosis and appropriate investigations / treatment plan
- Discussion of the ethical issues raised by the patient under review

Teaching and learning Methods

- Bedside patient-based clinical tutorials
- Clinical team attachment, on-call duties with the acute General Medicine and Cardiology teams
- Individual clinical tutor and observed long case
- Patient prescription charts – Pharmacology
- Student-led seminar (oncology)
- Small group problem-based tutorials / seminars
- Outpatient clinics with consultant or registrar
- Attend WellSleep investigation centre
- Self-directed consultations with patients
- Observation of clinical procedures
Resources and texts

Written objectives and recommended texts for each component of the module, including a list of library resources, will be available on Moodle.

Assessment of students

Assessment of clinical skills and professional development will be summarised using PASAF. Over the course of the module, assessment of performance will include professional attitudes and behaviours, including attendance at all times.

Achievement on the following will count towards pass-fail and potential distinction decisions:

- An OSCE consisting of stations with the tasks of:
  - Taking a focused history leading to a differential diagnosis and/or next stage of management
  - Performing appropriate clinical examination leading to a differential diagnosis and/or management
  - Explaining and/or discussing diagnosis, investigations and/or treatment including shared decision making
- An observed long case
- Attendance and contribution to clinical team attachment, and on-call and a post-take ward round
- A General Medicine written case report
- Producing a written review on the case report of a peer
- An EMQ examination Completion of a Log Book – document a minimum of 10 observed clinical procedures
- Clinical teaching sessions and tutorials

All assessments will be completed before the conclusion of the module and results and feedback will be available within two weeks of completing the module, usually in the week following completion of the module.

Evaluation by students

- Otago Medical School Course Evaluation Questionnaire
- Student group feedback through class representatives to the Staff/Student Committee
- End-of-module feedback session
Timetable

A five-week module combining a clinical inpatient and outpatient experience with afternoon subspecialty focused tutorials. Specialty weeks include:

- Cardiology
- Respiratory and Sleep
- Renal
- Oncology

Each week has a specialist convenor. The last week will be devoted to revision, assessment and course evaluation.

First day

The fifth-year block 1 Introduction session will start at 8.30am on Tuesday, 9 February 2016 in the DoM Seminar room, level G.
Primary Health Care and General Practice

Goal

To reinforce previous learning and extend knowledge in specialty areas of primary health care.

Module objectives

By the end of this module students will:

1. Extend their understanding of common issues in primary care
2. Have gained knowledge and confidence in genital examination
3. Be prepared for advancement to the TI year with more understanding of professional issues

This two-week block module is based at the Wellington campus. The teaching in this module is a combination of tutorial sessions and smaller group clinical examination practice. It will allow more in depth understanding of concepts of primary health care and general practice sub specialty areas.

Resources and texts

Students will receive a detailed timetable prior to the commencement of their run.

Assessment

It is a terms requirement to complete the Genital examination program.

Summative assessment is on a Pass/Fail basis with the following being the criteria:

- Achieve a pass in the written test

Evaluation

Students will have the opportunity to feedback their evaluation of the module in the following ways:

- Informal feedback during teaching sessions
- Higher Education Development Centre (HEDC), University of Otago anonymous evaluation
**First day**

Students will receive a timetable booklet in their pigeon holes in the week prior to the module starting giving information about where and when to meet on the first morning.
Musculoskeletal and Skin

This module includes orthopaedics, rheumatology, dermatology, and plastics.

Aims and objectives

By the end of the module, the student will be able to:

- Recognise variations from the normal in a patient presenting after injury, or with musculoskeletal, dermatological, or rheumatological symptoms
- Apply the principles of management of the common musculoskeletal, rheumatological and dermatological disorders
- Describe the part played by the different healthcare disciplines in the management of musculoskeletal, dermatological, and rheumatological disorders and disabilities, and to know how and when this help should be obtained
- Manage the general problems of the injured patient or the patient with a musculoskeletal, rheumatological, or dermatological disorder in hospital, at the level appropriate to a trainee intern, with supervision
- Recognise common conditions in plastic surgery including, skin cancers, vascular birthmarks, cleft lip and palate and related anomalies, and demonstrate an understanding of the clinical features and management of these conditions
- Understand common postoperative problems following major orthopaedic surgery and how to manage these

Teaching and learning methods

The course objectives will be met with the students' attendance at tutorials, ward attachments, associated clinics, and the reading of the recommended core material and addition texts.

Students will have clinical attachments in Wellington, Kenepuru and the Hutt Hospitals.

Resources and texts

At the commencement of the run, students will receive a handbook containing all aspects of the module.
Assessments of students

The assessment during the module will take the following form:

- An examination (including short answer and multi-choice questions), covering musculoskeletal anatomy and radiology, orthopaedics, rheumatology, dermatology, and plastics
- An OSCE assessment including physical examinations, patient history, and patient explanation skills
- A presentation of a musculoskeletal case including evidence based medicine evaluation of an aspect of clinical care
- The completion of a case history letter following a Rheumatology tutorial day
- All students will keep a clinical skills logbook; there are some examinations that they will be required to demonstrate to the registrar and have them sign off
- A satisfactory assessment following the various clinical ward attachments

Students that do not adequately complete the above assessments may be required to complete additional clinical time followed by reassessment through either OSCE or viva.

Evaluation by students

Students will have the opportunity to evaluate the module through:

- Discussions at the end of the run between the students and the module convenor or module administrator
- Student group feedback through class representatives to the Staff/Student Committee
- Feedback questionnaire provided by HEDC

Timetable

A detailed timetable for the module will be provided at the commencement of run.

First day

The introductory tutorial for the Musculoskeletal and Skin module will begin at 9am, in the Department of Surgery and Anaesthesia, Level J, on the first Monday of the module.
Psychological Medicine

Aims and objectives

By the end of fifth year, students are expected to have:

- A basic knowledge of how to assess and manage patients with a psychiatric disorder, which is essential for any medical graduate in New Zealand. This module is your opportunity to acquire the skills and knowledge needed for this.
- A good understanding of the importance of the therapeutic relationship.
- Developed interviewing skills, so that you are able to engage with the patient, take a good history, complete a mental state examination and negotiate a basic treatment plan with the patient. Much of psychiatry is based on skills in history taking and mental state examination. These can only be learned through practice; your active and enthusiastic participation in the programme will be the most efficient and effective way of meeting your learning objectives.
- Begun to understand the ethical issues relevant to psychiatry and to understand the bicultural issues relevant to psychiatry.
- Begun to examine your own attitudes to and beliefs about people who have mental illness, with the purpose of being able to deal with people professionally and compassionately.
- Learnt the basics of documenting and presenting clinical findings.

While much of the teaching in the Department of Psychological Medicine is done in this module, the department also has input into other parts of the teaching programme and you will be expected to consider psychological and mental health issues in all of your clinical work. Likewise, because many people with mental illness also have physical health problems, we will expect you to consider these in your understanding of the patients you will meet and hear about during this module.

Teaching and learning methods

Learning opportunities include didactic teaching, small group tutorials and clinical modules. We expect students to take responsibility for their own learning. Students will need to put in additional study hours outside the timetabled activities.

The first week of the module is devoted to tutorials and library time. The aim
of this period is to equip you with a basic knowledge of psychiatric disorders and their clinical features to enable you to make use of your clinical attachment. Subsequent weeks are divided between attachment time and tutorial time.

**Resources and texts**

A handbook with details for students is provided on Moodle. Students may request a hard copy when they start the module. This handbook includes more detailed information about the aims and objectives of the module, and the assessments and clinical placements. A few days before starting the module you will be given a timetable. Please read the handbook.

Your basic text is *Foundations of Clinical Psychiatry*, Bloch and Singh, 3rd edition. Students are lent a copy of this book over the course of the module.

Comprehensive texts are:

- Comprehensive Textbook of Psychiatry
- Companion to Psychiatric Studies
- Oxford Textbook of Psychiatry

Also on reserve as reference material are:

- DSM-V Manual
- A Quick Guide to Use of DSM-V

**Assessments of students**

All students are required to attend all of the module in Psychological Medicine to obtain terms in this subject. If you are absent for any reason this must be discussed with the module convenor, or the Associate Dean of Undergraduate Student Affairs. Students are assessed on the basis of their performance during clinical placements and in the tutorials, their clinical skills, their written assignments and in the end of module assessment (written test and OSCE).

Students who fail to reach the required standard will be asked to do remedial work or to repeat the module before they are awarded terms.

**Evaluation by students**

A number of methods are used for student evaluation of the module:
• Otago Medical School Course Evaluation Questionnaire
• Student group feedback through class representatives to the Staff/Student Committee and also feedback through a post-module focus group with the Medical Education Advisor
• Anonymous ratings of each tutorial or learning activity, plus written comments

Timetable

Students (especially those who have jobs) will need to remember that the Psychological Medicine Module is a full-time commitment, requiring the students to attend a range of sites, including Porirua Hospital, Hutt Hospital, Community team sites, and other sites around the Wellington area.

The usual hours are 9am to 5pm, however some activities may begin at 8am.

First day

The introductory tutorial will begin at 9am in the Seminar Room J19, Level J, on the first Monday of the module.
Women's Health

The Obstetrics and Gynaecology module is five weeks long. Students will be rostered for antenatal, gynaecology, Fertility Associates, Family Planning clinics, theatre sessions, topic presentations and tutorials. Each student will spend a day in Delivery Suite, from 7.30am to 10.30pm.

Aims and objectives

By the end of the module students should be able to:

- Elicit a problem-focused history and examination, recognizing when findings are abnormal, equivocal or normal for the patient's age group
- Formulate a differential diagnosis, order appropriate investigations, explain their relevance, recognise and interpret abnormal results, and state the most likely diagnosis
- Verbally present the clinical data relevant to the presenting problem, in a concise and logical sequence, to a medical colleague and to a patient in terms they will understand
- Suggest possible means of approaching the problem so as to lead to adequate, efficient, and safe management of the problem, including necessary follow-up

Teaching and learning methods

- Bedside teaching
- Supervised clinical teaching
- Group tutorials (case based, problem based, tutorial formats)
- Self-directed learning

Resources and texts

At the beginning of the module, a handbook that has aims and objectives of the module, library resources, and recommended texts available, resource materials, and module content information will be provided. A logbook to record clinical experience will be given to each student.

Each student will be given a textbook (Introduction to Obstetrics and Gynaecology, edited by C Farquhar and H Roberts) for the duration of the run. Students can also purchase a copy for NZ$60 (contact us for the order form).

Resources are being added to Moodle and assessment forms can also be
downloaded from Moodle. Students are strongly advised to read the contents of the resource folders on Moodle.

Assessment of students

- Topic presentation (15%)
- Obstetric case report (10%)
- MCQs (25%)
- OSCE, graded pass/fail/potential distinction, according to an objective assessment of student performance (50%)

For terms:

- Each section must be passed
- Tutors will comment on student general performance during the module

Evaluation by students

- O&G Department Course Evaluation Questionnaire
- Student group feedback to the Staff/Student Committee from class representatives

Timetable

- Each student is given a timetable for tutorials, case presentations, clinics, and theatre sessions
- Tutorials are compulsory unless clinical commitments conflict

First day

Please come to the Department of Obstetrics and Gynaecology on Level 7 (G) of the Ward Support Block, at 8.30am on the first Monday of the module.
Fifth-Year Learning Week

Week 33 Year 5 is a learning week across all three campuses.

This will provide time for:

- Students with incomplete requirements to complete these
- Students with conditional passes to meet the conditions required
- Pathology module and Hallwright Prize assessments
- Modules to organise any learning sessions that were not provided earlier in the year
- Sessions organised by modules to reinforce prior learning
- Independent learning

A provisional timetable will be provided but this is subject to change, given the nature of the week.
Vertical and virtual modular programme

Convenors and administrative staff

Clinical Decision Making

- **Convenor**
  Dr Roshan Perera  
  Medical Education Unit  
  Ext 6908  
  Email roshan.perera@otago.ac.nz

- **Administrator**
  Katrina Fitzgibbon  
  Department of Primary Health Care and General Practice  
  Ext 6763  
  Email clinicalreasoning.uow@otago.ac.nz

Clinical Pharmacology (fifth-year only)

- **Convenor**
  Dr Chris Cameron  
  Department of Medicine  
  Ext 82580 or #6882  
  Email chris.cameron@ccdhb.org.nz

- **Administrator**
  Connah Podmore, Department of Medicine  
  Ext 5594  
  Email 5thyear.med@otago.ac.nz
Hauora Māori

- **Co-convenors**
  Bernadette Jones and Dr Tristram Ingham
  Department of Medicine
  Ext 6845
  Email bernadette.jones@otago.ac.nz or tristram.ingham@otago.ac.nz

- **Programme Co-ordinator**
  Lisa Kuperus
  Centre for Hauora Māori, Department of Public Health
  Ext 6887
  Email hauoramaori.uow@otago.ac.nz

Medical Imaging

- **Convenor**
  Dr Mike Nowitz
  Department of Medicine
  Ext 6848
  Email mike.nowitz@otago.ac.nz

- **Administrator**
  Alison Edmonds
  Department of Medicine
  Ext 6923
  Email alison.edmonds@otago.ac.nz

Pathology and Laboratory Medicine

- **Convenor**
  Dr Rebecca Grainger
  Department of Pathology and Molecular Medicine
  Ext 4031
  Email rebecca.grainger@otago.ac.nz

- **Administrator**
  Colleen Johnston
  Department of Pathology and Molecular Medicine
  Ext 5569
  Email colleen.johnston@otago.ac.nz
Professional Skills, Attitudes and Ethics (PSAE)

- **Convenor**
  Dr Ben Gray
  Department of Primary Health Care and General Practice
  Ext 5166
  Email ben.gray@otago.ac.nz

- **Administrator**
  Katrina Fitzgibbon
  Department of Primary Health Care and General Practice
  Ext 6763
  Email gp5thyr.uow@otago.ac.nz

Addiction Medicine (a virtual module)

- **Convenor**
  Dr Sam McBride
  Email sam.mcbride@ccdhb.org.nz

Palliative Medicine and End of Life Care (a virtual module)

- **Convenor**
  Dr Sinéad Donnelly
  Department of Medicine
  Mob 027 533 3334
  Email sinead.donnelly@ccdhb.org.nz

- **Administrator**
  Connah Podmore
  Department of Medicine
  Ext 5594
  Email 5thyear.med@otago.ac.nz
Vertical modules across fourth- and fifth-year

Virtual modules include:

- Addiction Medicine
- Palliative Medicine

Vertical modules include:

- Clinical Decision Making
- Clinical Pharmacology
- Hauora Māori
- Pathology and Laboratory Medicine
- Professional Skills, Attitudes and Ethics (PSAE)
- Medical Imaging

These consists of several curricular themes which link with your clinical teaching in all disciplines within the undergraduate curriculum:

- **PSAE** is convened from within the Department of Primary Health Care and General Practice.
- **Clinical Decision Making** is administered by the Department of Primary Health Care and General Practice and is convened by MEU's Clinical Skills Advisor.
- **Palliative Medicine** is convened from within the Medicine Department, as are Clinical Pharmacology and Medical Imaging.
- **Pathology** is convened from within the Department of Pathology and Molecular Medicine.
- **Addiction Medicine** is taught within a number of courses; particularly Primary Health Care and General Practice and Psychological Medicine.

**Resources and texts**

Course materials and detailed timetables will be available on Moodle for the vertical modules at the beginning of the academic year.
Evaluation by students

Student feedback will be invited by the following:

- Otago Medical School Course Evaluation Questionnaire
- Student group feedback through class representatives to the Staff/Student Committee
- Informal discussion with the Convenor at the end of each module
- Individual student feedback during each module

Timetable

**Fourth-year:** Thursday afternoons and some tutorials during module rotations.

**Fifth-year:** Thursday afternoons and some tutorials during module rotations.

**Times:** The vertical programme modules run from 1pm till 5pm. Very occasionally this will be at other days and times.

A timetable for the year is provided—see [fourth-year vertical timetable](#) and [fifth-year vertical timetable](#).
Clinical Decision Making fourth- and fifth-year programme

Aims and objectives

The aim of the Clinical Decision Making course is to give insight into clinical decision-making processes. Clinicians make decisions all the time but the process by which they do this can sometimes seem to be a 'black box'. In particular, how clinicians handle conflicting drivers such as the application of evidence-based, patient-focused clinical reasoning within an environment of resource constraint in New Zealand is not always evident in clinical practice.

The course breaks down the various components of the clinical decision making process, to help you gain the skills to obtain and integrate information gained from a variety of sources (the patient, their family, investigative tests, published literature) and apply this back to management of the patient.

You will learn how to:

- Understand the benefits and limitations of trying to find reliable information to support clinical decisions in day-to-day clinical practice
- Recognise common dilemmas of clinical decision-making, and know how to resolve these
- Identify the decision making points; knowledge or information gaps and clinical questions arising in any given clinical scenario
- Efficiently and effectively track down the best evidence source with which to answer your clinical questions
- Critically appraise published evidence to understand its strengths and weaknesses, and weigh up whether the evidence obtained might help your clinical decision-making, and what other information you might require
- Apply the results of this information-gathering and appraisal process to clinical problems you encounter in practice
- Write and present an evidence-based clinical discussion
- Understand and discuss issues of quality and safety in a clinical context

Teaching and learning methods

There are five 2-hour whole-class lectures (Thursday afternoons) in fourth-year; and there is one 2-hour lecture in fifth-year.
There will also be one small group tutorial during the Public Health module in fourth-year, and a small group library workshop in fifth-year.

In addition, small group work (PSAE/CDM) will also give you a forum to raise decision-making dilemmas that you meet in clinical practice and discuss how to best address them.

**Assessment of students**

Students will be assessed on their ability to weigh up information from various sources. Assessment will take the form of verbal presentations and written assignments.

**Highly-recommended reading**

All available in the Library:

- *Evidence-Based Medicine* by Sharon Straus 2005
- *Evidence-Based Medicine Workbook* by Paul Glasziou 2003
- *Users' Guides to the Medical Literature* by Guyatt 2002
Clinical Pharmacology

The course will provide for the application of clinical pharmacological principles and is taught in fifth-year.

Aims and objectives

Lectures and resource materials will be relevant to common clinical situations and will focus on teaching and application of basic clinical pharmacological principles. We will promote the safe prescription of medication to patients who do not have normal physiological parameters, the importance of critical appraisal of data, and the principles and methods of therapeutic reasoning.

By the end of the course, students will be able to:

- Have a firm grasp of basic clinical pharmacological principles including how different drugs work, and how their effect can be modified by patient factors, and drug factors.
- Choose optimal drug treatment and correct dose for common clinical situations, taking into account factors such as age and frailty, renal function, comorbidity, and other drug therapy.
- Know how to monitor the effects of drug therapy (both positive and negative), and act if these parameters are not satisfactory.
- Recognise the important role of communication, with respect to patient education and methods of improving compliance with drug therapy.
- Be aware of the ethical and legal consequences of therapeutic decisions, including the basics of prescription writing.

Teaching and learning methods

- Lectures
- Small group sessions (practical)

Resources and texts

- New Zealand Formulary, nzformulary.org
- Medsafe datasheets, medsafe.govt.nz
- Capital & Coast, Hutt Valley, and Wairarapa DHBs' Preferred Medicines List (PML) [Link via Medicines on the CCDHB homepage ccdhb.org.nz]
- Pharmacokinetics Made Easy, Burkitt, D. McGraw Hill
Timetable

- Thursday afternoons (lectures) (See vertical module timetable)
- Thursday mornings (small group sessions)
Hauora Māori

_E ngā iwi, e ngā waka, e ngā hau e whā_
_Nau mai haere mai ki te Whare Wānanga o ōtago, Te Whanganui-ā-Tara_

**Aims and objectives**

Māori are the indigenous or first people of New Zealand and yet Māori, as a population, carry the highest burden of illness in New Zealand and have not been well served by the health sector in the past. This module aims to support you to be an effective practitioner, working with Māori individuals, whānau, communities, and populations. Detailed objectives are contained in the _Hauora Māori Handbook._

**Teaching and learning methods**

Teaching and learning methods will include small group work, lectures, and self-directed learning. Fourth-year students will have an overnight programme at ōrongo mai Marae in Upper Hutt during the first weeks of Orientation (noho marae), three half-day vertical blocks, as well as integrated sessions in other modules. Fifth-year students will have three half-day blocks as well as integrated sessions in other modules.

The General Practice and Public Health block will include a substantial focus on Māori health issues, with two half-day lectures. Some groups will conduct their public health research project with a Māori health provider or community. There will be further exposure to Hauora Māori learning opportunities in other blocks such as Medicine, Pathology, Psychological Medicine, and Obstetrics & Gynaecology.

**Assessment of students**

Attendance at all Hauora Māori module sessions is compulsory. If for any reason (including illness) a student is unable to attend all or part of a session, the student must make contact with the convenors prior to the session to explain their absence. To ensure that the learning objectives for the session are met, absent students will be required to complete additional work as determined by the convenors.
Fourth-year assessments include:

- Hauora Māori clinical interview and long case
- MCQs, online modules, and post-tests during block runs
- Ngā Hau e Whā group presentation

Fifth-year assessments include:

- Completion of a short case
- Hauora Māori clinical interview – individual oral case presentation
- Online modules and post-tests during block runs
- The fifth-year written exam and MCQs will include a Hauora Māori component
- Hauora Māori end-of-year OSCE station

**Evaluation by students**

Student feedback will be invited including the following:

- Student group feedback through class representatives to the Staff/Student Committee
- Noho marae feedback
- Informal discussion with the convenors
- Individual student feedback during the module

_Hūtia te rito o te harakeke_
_Kei hea te kōmako e kō?_
_Kī mai koe ki ahau_
_He aha te mea nui o te ao?_
_Māku e kī atu,_
_He tangata, he tangata, he tangata e._

*If you were to pluck out the centre of the flax bush*
*Where would the bellbird sing?*
*If you were to ask me*
*What is the most important thing in the world?*
*I would reply,*
*It is people, people, people.*
Medical Imaging

Medical Imaging is included in the Integrated Pathology and Medical Imaging Sessions.

Topics covered:

- Chest
- Endocrine
- Bone tumors
- Renal
- CNS
- Heart
- GIT
Pathology and Laboratory Medicine

Welcome to the Pathology Course, which is presented on Thursday afternoons. The Pathology Course is a vertical module taught over two years. All six Pathology disciplines are covered, namely:

- Anatomic Pathology (including Forensic Pathology)
- Haematology
- Microbiology
- Chemical Pathology
- Immunology
- Genetics

In addition, departmental staff contribute to block module teaching.

Course Convenor

Dr Rebecca Grainger
Ext 4031
Email rebecca.grainger@otago.ac.nz

Course Administrator

Colleen Johnston
Ext 5569
Email colleen.johnston@otago.ac.nz

What is in the 2016 Pathology course?

The Pathology course includes Anatomic Pathology, Chemical Pathology, Microbiology, Haematology, Molecular pathology, Immunology, and culturally-appropriate management of tissue, deceased, and body fluids (tikanga).

How is the course taught?

There is a Thursday afternoon lecture series, tutorials, e-tutorials, visits to the clinical pathology laboratory, mortuary and anatomic pathology laboratory, and a multi-header microscope session.
How is the course assessed (summative assessment)?

In fourth-year:

- Laboratory report (written in the surgery attachment – pass/fail)
- Topic quizzes during the year (20% of final grade) – open book
- MCQ exam covering the 4th year course held in October (80% of final grade)

In fifth-year, Pathology is assessed in the common component exam. We decided not to burden you further.

Are there any other terms requirements?

In either fourth- or fifth-year you must attend a post-mortem. Attendance at tutorials or completing them as an e-tutorial is compulsory. 80% of e-tutorials must be completed before the lectures.

In fifth-year you must sit the formative MCQ exam—but you do not have to pass it; it is meant to help you prepare for the final exam. You must also have demonstrated sufficient participation in learning activities to meet terms and be eligible to sit the common component exam.

Do I have to attend the tutorials or do the e-tutorials?

The tutorials and e-tutorials are compulsory. The expert consult sessions are not. You must confirm you have completed the e-tutorial by emailing the administrator using the click link on the last page of the e-tutorial. If you are away during block attachment (ie sick or absent for any other reason), and can’t attend a face-to-face tutorial, you will have to complete the alternative e-tutorial.

Do we get a chance for formative feedback?

You will get feedback in your tutorials—either live or e-tutorials. You have quizzes you can do to test your knowledge. You will get feedback after your MCQ assessments.
Is there any self-directed learning?

Let's get the definition right: 'Self-directed learning' describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (Principles of Andrology, M. Knowles, 1972). There are some opportunities for taking the initiative in the expert consult sessions but mostly we define the course for you. This does not mean that we spoon-feed you. You will be asked to think about pathology, its clinical application and make observations in tutorials. Asking you to do this is not self-directed learning—it is developing integration with the clinical course.

How do I find out what is core/essential and what is non-core?

The core curriculum is on Moodle on the Pathology page under Course Outcomes. This is what you will be examined against. It is a common curriculum for all the Otago clinical schools. More detailed explanations are in the learning resources section for each unit.

Large group teaching

The backbone of the Pathology course is a structured lecture series offered over fourth- and fifth-years using a systems-based approach covering all six disciplines of pathology and laboratory medicine: Anatomic Pathology (including Forensic Pathology), Haematology, Microbiology, Chemical Pathology, Immunology, and Molecular Pathology.

The course is taught by joint clinical staff who are practicing hospital and community-based consultant pathologists and physicians. As such, the teaching approach is centred on the rational use and interpretation of laboratory tests and an understanding of the central role that pathology and pathologists play in the day-to-day clinical management of patients.

E-tutorials

E-tutorials are hosted on kuracloud.com. You will all be given a kuraCloud login to access these. Some lectures have e-tutorials that you should complete before you come to the lecture. Material covered in the e-tutorials is not repeated in the lectures. Completing the e-tutorials is compulsory.
Tutorials

Small group tutorials will be scheduled for some units. The tutorials may be downloaded from Moodle prior to attending, although copies will be provided on the day. Attendance is compulsory.

Expert consult sessions

You meet a pathologist to discuss interesting cases, get help for things you don't understand or look deeper into a topic. The sessions are interactive fun and responsive to the students. Bring along your interests and problems and we will explore them. Attendance is voluntary.

Museum

The Museum is accessible from Level E by swipe card. Students are welcome to access the collection at any time. The Museum must be kept clean and specimens must be handled carefully. Please place any leaking specimens in the bucket provided and notify a member of the Department.

Anatomic Pathology Laboratory Visit (CCDHB)

All fourth-year students are required to visit the Wellington Hospital Anatomic Pathology Laboratory on one day during the year. This will provide an important opportunity to experience a clinical laboratory in action and to observe the processing of surgical specimens. The visit will last for approximately one hour, during which time the student will be assigned to an Anatomic Pathology Registrar / Consultant and will observe while they interpret and take sections from macroscopic specimens.

Students will be individually rostered to attend the laboratory during their Surgical run. Only one to two students can attend the laboratory at any one time, so it is of the utmost importance that students attend the pathology laboratory at the allocated time. If, in exceptional circumstances, a student cannot attend at the allocated time, they should contact Jennabeth Fuge, extension 5191.

The Wellington Hospital Pathology Laboratory visit is a fourth-year terms requirement. A written assignment will form part of the fourth-year Pathology assessment.
Mortuary attendance

There is a requirement to attend one post-mortem in the mortuary by the completion of the two-year course. Students should contact the mortuary at 9am when they have a free morning, to see if there are any suitable post-mortems.

You can contact the mortuary by ringing the switchboard on 04 385 5999 or, if phoning from within the school, extension 5961.

Note: Students should attend to this requirement early in the two-year course to avoid failing terms because they are displaced in the end-of-course rush.

Learning resources

Where available, lecture notes will be provided at lectures. Where the lecturer permits, these will be posted on Moodle following the lecture.

The Museum website is available on Moodle. This contains images of all museum specimens and associated histology where applicable.

Required text

There is no required text. Use your pathology textbook from ELM. Other helpful texts are listed on the Moodle page and are available as ebooks from the library.

Potential distinction

Potential distinction in fourth- and fifth-year is awarded based on the results of the MCQ exams.
Professional Skills, Attitudes and Ethics (PSAE)

PSAE is an integrated three-year course, which builds on and extends the content of the Bioethics and Professional Development vertical modules in the ELM curriculum. Detailed objectives are on Moodle under PSAE course documents.

Aims and objectives

The PSAE course aims to ensure you:

- Develop reflective and critical thinking skills
- Develop skill in applying ethical principles to practical clinical situations
- Display attitudes that support the establishment and maintenance of safe and respectful professional practice
- Demonstrate these skills and attitudes in your interactions as students with patients, doctors, and other health professionals as well as your peers
- Can describe the regulatory environment of clinical practice in New Zealand
- Recognise circumstances when understanding of medical law is essential and processes for seeking further advice

Fourth-year programme

- Patient safety and medical error
- Critical thinking and how to develop reasoned arguments
- Ethical decision making framework and how to make good judgements
- Medical law: Protecting consumer rights, consent, disclosure, privacy and patient safety, consent for children under the age of 16.
- Protecting patient information
- Medical research
- Ethics and the elderly
- Genetics and ethics
- Cross-cultural care and cultural safety
- Health problems of doctors
- Difficulties dealing with colleagues
- Thought-provoking episodes
- Formal ethics essay
Professional issues

- Conflicts of interest
- Death, suffering, and crises; integrating humanism and professionalism
- Dealing with threatened harm

Teaching and learning methods

This will be by lecture, panel presentation, and/or small group sessions. Attendance at these sessions will be a pass requirement. Written work will be an ethics essay, a thought-provoking episode report essay, and a written piece relating to the text *The Spirit Catches You and You Fall Down*, Anne Fadiman.

Assessment of students

In PSAE both formative and summative assessment will take place. A pass requirement is satisfactory attendance at teaching sessions and completion of written assignments and cases to a satisfactory standard. Performance in small groups will be assessed by the tutor and other members of your group. Details of this will be provided to the small groups. Written assessments include the group write up of the Decision Making Framework activity, formal ethics essay, TEPR, and *Spirit Catches You* reflection.

Fifth-year programme

- Fifth-year study and survival skills
- Ethical dilemmas and practical management of patients who are considering an abortion
- Paediatric ethics
- Managing the difficult consultation
- Doctors' roles as advocates
- Uncertainty risk and complexity
- Resource allocation
- Tissue and organ donation
- Compulsion and the Mental Health Act
- Student debates (based on previous fifth-year ethics exam questions)
- Thought-provoking episodes
- Ethics based on a clinical situation encountered by the student
Teaching and learning methods

This will be by lecture, panel presentation, and/or small group sessions, tutorials. Attendance at these sessions will be a pass requirement. Written work will be one ethics essays and a thought-provoking episode report essay.

Assessment of students

In PSAE both formative and summative assessment will take place. A pass requirement is satisfactory attendance at teaching sessions and completion of written assignments and cases to a satisfactory standard.
Addiction Medicine (a virtual module)

Aims and objectives

To provide an overview of a wide range of addiction topics and the implications both for clinical practice and for public health and health policy.

Teaching and learning methods

The vertical module curriculum is taught mainly within the General Practice and Medicine Modules in fourth-year and in Psych Med in fifth-year, but there is much overlap with other rotations, for example foetal alcohol issues are taught in Obstetrics and family and child health addiction issues are covered in Paediatrics; liver complications in Gastroenterology; and addiction-related infection risks in sexual health and HIV medicine.

Assessment of students

Assessment is currently integrated into the relevant core modules.

Recommended reading list

- NZ Drug Foundation website drugfoundation.org.nz
  - Especially the webpages with personal drug user stories – drughelp.org.nz and methhelp.org.nz
- Moodle alcohol and drug resources
- In My Life – a copy of this publication and a selection of other resources will be available to students to read during the fourth-year General Practice module
Palliative Medicine and End of Life Care (a virtual module)

Aims and objectives

To develop further clinical and ethical aspects of palliative medicine introduced in early learning medicine and relevant to the practice of all doctors.

Teaching and learning methods

In fourth-year, during primary care program, student is assessed on their reflection of a visit to a patient under palliative care services in a hospice or at home. Creative media such as photography, poetry, music, painting, etc, are welcomed as forms of reflection.

The importance of understanding how to listen and impart information sensitively to patients receiving palliative care and their families is explored and practiced. In fourth-year a documentary—*Going Home*—describing care provided by families to relatives dying at home is used as a platform for discussion.

Ethical issues at the end of life are presented and discussed in fifth year during the two weeks in the Primary Care and General Practice Department.

In fifth year, symptom control with introduction to therapeutics of symptom control for pain, delirium, nausea, vomiting, dyspnea is presented and will be assessed in MCQ format in September 2016. In 2016, for the first time, failure to pass MCQ will necessitate repeat of MCQ examination.

Reading material and PowerPoint presentations relevant to the above are available on Moodle.
Fifth-year

Rural Medical Immersion Programme (RMIP)

This rural-based curriculum was offered in New Zealand for the first time in 2007. It is a new generation of learning that integrates primary, secondary, and tertiary medicine through real-life experiential learning. During their fifth-year, medical students will have the opportunity to learn under the guidance and mentoring of experienced general practitioners, rural hospital generalists, and tertiary hospital specialists. The rural community will become their own learning and living environment.

It is intended that the RMIP will provide equivalent experiences for students to those in the main campuses. The major difference is that the clinical learning is gained through integrated experiences with patients in general practice, rural hospital and tertiary hospital. The curriculum will be the same but the methods of achieving the curricular requirements will be different.

Students are expected to direct their own learning in the RMIP within the established guidelines of the programme. We want to maximise the opportunity to gain experiences which are relevant to the fifth-year course.

The personnel from RMIP will visit the three campuses during the winter and present the programme to fourth-year students. Entries will be called for in August.

Administrator

Beth Chisholm
Email rmip.administrator@otago.ac.nz
Web rmip.otago.ac.nz
Assessment

The end-of-fifth-year assessment components in 2016 are as follows:

**OSCE**

**Saturday, 29 October:** 8 stations of 8 minutes each based on fourth-and fifth-year clinical experience (see additional information below)

**Written**

**Monday, 31 October:** MICN 501c: 3-hour short answer question (SAQ) paper

**Tuesday, 1 November:** MICN 501a: 3-hour multiple choice question (MCQ) paper

**Wednesday, 2 November:** MICN 501b: 3-hour multiple choice question (MCQ) paper

(Thursday 3 November – MCQ Reserve Day)

Students **must achieve a pass in the OSCE.**

Students **must achieve a pass in the written papers overall,** i.e. results of the SAQ and MCQ papers are combined.

For the end-of-fifth-year assessments, a student who fails both the written and OSCE components would not normally be offered special examinations.

**Further details of the OSCE**

Students should refer to the *MB ChB Programme of Assessment Policies and Procedures 2015* document for additional details, including the OSCE pass criteria and the OSCE examinable problems list.

Further information and copies of past years' stations are available on Moodle and details of the logistics of the examination will be made available in each centre in October.

*The full MB ChB Programme of Assessment Policies and Procedures 2015 document is available to download from Moodle and the Otago Medical School website. To be reviewed in early 2016.*
Further details of the Written Examination

Students should refer to the *MB ChB Programme of Assessment Policies and Procedures 2015* document for additional information regarding the content areas that may be assessed in the common written examination.

*The full MB ChB Programme of Assessment Policies and Procedures 2015 document is available to download from Moodle and the Otago Medical School website. To be reviewed in early 2016.*

Procedure for special arrangements for religious beliefs

If a student requires special arrangements for course work and assessments due to religious beliefs, the student must make an appointment with their respective Associate Dean for Student Affairs / Undergraduate Education (DSM, UOC, or UOW).

The fifth-year common component OSCE is a Saturday examination. If applying for special alternative arrangements, this must be done as early on in the year as possible, in writing, before 1 May of the particular year. The process of applying for this special arrangement will be explained to the student at this time. See Section 9.3 of *MB ChB Assessment Policies and Procedures 2015*.

*The full MB ChB Programme of Assessment Policies and Procedures 2015 document is available to download from Moodle and the Otago Medical School website. To be reviewed in early 2016.*

Alternative arrangements for students with permanent conditions affecting performance

A candidate may have a permanent impairment that impacts on his or her performance in such a way as to prevent him or herself from demonstrating his or her ability to the full. This impairment would be present or foreseen before the assessment and therefore would not fit within the “temporary impairment” category outlined above.

In such cases, faculty could allow assistance to be provided. Such assistance would be of a nature that might reasonably be expected to be available in the normal work place of a clinician—particularly in the normal workplace of a PGY1 doctor in New Zealand. The nature of the assistance or allowance would be on a person-by-person basis.
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 Committee/Board agrees then this assistance will be provided and the student will sit the assessment/examination. If the Committee/Board does not feel this assistance will be appropriate the student can reconsider. Late applications will only be considered under exceptional circumstances.

**Procedure for arrangements for students to sit examinations away from their home campus**

If due to exceptional circumstances a student requires arrangements to sit end-of-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 6 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 appropriate BOC for approval.
Sixth-year

The Trainee Intern Elective Programme

UOW TI Elective Programme Convenor

Dr Jenny Visser
Ext 6931
Email jenny.visser@otago.ac.nz

TI Elective Administrator

Ann Thornton
Ext 5576
Email ann.thornton@otago.ac.nz

The trainee intern (TI) year is divided in to four quarters of 12 weeks. Towards the middle of Semester One in fourth-year you will be given an opportunity to indicate your preferred quarter; this will be taken into consideration for final allocation, however places cannot be guaranteed.

Elective quarters can be swapped on a one-to-one exchange basis, up to the end of Semester One in fifth-year. Allocation and swapping of elective quarters should be discussed with Ann Thornton.

Arranging your elective

It can take longer than expected to arrange your elective. We advise that you start the process as soon as possible. You are required to have your elective proposal signed off, at the very latest, one month prior to commencing your elective.

All elective study programmes are for 11 weeks minimum. In order to maximise learning objectives each elective component must be of a minimum five weeks and therefore, an elective will contain a minimum of two locations. There is some flexibility in the minimum time spent at one location and how a 'single location' is defined. Please ensure you discuss this with the module convenor as you make your elective plans.

All electives must be approved by the TI elective convenor. The approval process is dependent on both the proposed study programme being approved and all elective specific health requirements (both occupational and
travel) being met. As part of this, written confirmation from prospective elective supervisors is required.

Many overseas medical centres receiving elective students have application forms with sections to be signed by the Dean or nominated designate. Dr Visser is responsible for signing these forms so students should make an appointment by email to see her.

Elective placements may also require proof of immunity against a number of infectious diseases (by serology and/or immunisation). A copy of all routine childhood vaccinations is extremely useful, so we suggest you obtain a copy well in advance. Early in fourth-year you will also receive a copy of serology, tuberculosis testing, and any subsequent vaccinations given on entry into medical school. These are valuable records and may prevent unnecessary re-testing, keep them safe.

Students planning electives overseas will need pre-travel medical preparation. This is likely to include travel vaccinations, antimalarials, and medical kits. All students planning an overseas elective must contact Dr Visser by email at least two months (preferably three months) in advance of submitting their proposal. Dr Visser will advise on pre-travel health preparation.

Those students whose electives are to destinations with high HIV prevalence will be required to see Dr Visser prior to elective approval, to discuss minimisation of HIV exposure and what to do in the event of an exposure, including appropriate use of antiretrovirals. In countries with high HIV prevalence, proposed elective attachments in Surgery, Obstetrics and Gynaecology, and Accident and Emergency Medicine are unlikely to be approved. These specialties are of significant risk for blood contamination accidents.. Local availability of reliable HIV testing and access to post exposure care will be taken into account before electives to areas with high prevalence of HIV are approved.

Requests for letters of recommendation for elective applications, copies of academic records etc, should be made to the Student Affairs Administrator in the first instance.
Personal security

The University will not approve electives in war zones, areas of high terrorist activity, or areas with current travel alerts. The New Zealand Ministry of Foreign Affairs and Trade lists current travel advisories for New Zealanders on their Safe Travel website: safetravel.govt.nz

Please remember that the TI Elective Convenor, Dr Jenny Visser, has the final sign-off of all elective arrangements (see Student Affairs Department). Current safety, security, and health issues in proposed destination countries will be taken into account before final approval is given.

Insurance

All elective students must ensure that they have adequate insurance. Insurance will need to cover both medical / professional indemnity insurance and personal travel insurance.

Personal travel insurance while on elective is not compulsory, but the University strongly advises that all TIs travelling overseas take out appropriate travel insurance. In addition, some countries / elective placements may require insurance to cover public liability. For example, some places in Australia ask for proof of insurance for personal injury and public liability (if you have injury to yourself or an accident in regards to property and assets).

Medical indemnity insurance

It is a prerequisite for all TIs to have medical indemnity cover. The University recommends joining either the Medical Protection Society (MPS) (phone 0800 225 5677) or Medicus Indemnity NZ Inc (medicus.co.nz). It is your responsibility to contact your organisation to ensure that your indemnity insurance extends to covering you during your overseas elective. It usually does but your provider must have details of your elective in advance.

If you are planning an electives in Australia please note that the process for ensuring cover while on elective is a little more complex. We strongly advise that you contact your provider to clarify requirements and processes.

Travel insurance

It is strongly recommended that travel insurance is purchased. This insurance typically provides cover for:
• Medical expenses
• Costs of evacuation and repatriation due to medical problem(s)
• Flight cancellation costs
• Personal effects

In addition, some policies provide personal liability cover, which meets costs resulting from accidental injury to third parties and damage to their property.

Marsh (insurance brokers) provides a comprehensive policy including accidental needle stick infection (the Studentsafe–Offshore policy). If you wish to find out more about this policy, please see below for contact details.

Other insurance companies offer similar packages, and it is important that you make sure that any insurance you purchase covers the areas listed above.

Insurance contacts

• MPS (Medical Protection Society) 0800 225 5677
• Medicus Indemnity NZ Inc medicus.co.nz
• Marsh Student Helpdesk 0800 909 808 or Mr Ken Albrecht at Marsh—tel 04 474 1170—for further information about the Studentsafe–Offshore policy

Further information

See Safe Travel for TI Students on their Electives on the Otago Medical School website: otago.ac.nz/medicine
Regional trainee intern (TI) year

There is the opportunity for a limited number of trainee interns to spend all, or almost all, of their sixth-year in either Palmerston North or Hawke's Bay. There will be two presentations to students in Wellington outlining the programme early during the fifth-year and selections are generally made in August. It is worth thinking about the option of regional placements early to ensure you are ready to make an informed decision when it comes time to submit your preferences.

Palmerston North can take a maximum of 16 and Hawke's Bay a maximum of 12 full-year TIs. Allocations will not be finalised until September in fifth-year.

Palmerston North

**Associate Dean (Undergraduate Studies Palmerston North)**

Dr Claire Hardie  
Radiation Oncologist  
Palmerston North Hospital  
50 Ruahine Street  
Private Bag 11036  
Palmerston North 4442  
Tel 06 350 8439  
Mob 021 647 587  
Email claire.hardie@midcentraldhb.govt.nz

**Palmerston North TI Administrator**

Christine Dalley  
Palmerston North Hospital  
50 Ruahine Street  
Private Bag 11036  
Palmerston North 4442  
Tel 06 350 8329  
Email christine.dalley@midcentraldhb.govt.nz

Palmerston North accepts up to 12–16 students per year into their all-year TI programme, and additional students for shorter attachments. This programme is currently in its sixth year and continues to be a very popular choice for many students who seek to increase one-on-one patient and
teacher contact.

Palmerston North Hospital is an extremely friendly and welcoming place to work and the lovely surrounding town offers ample opportunities for leisure activities after work. One of the additional great advantages of being placed in Palmerston North is the combination of working and living in the same place for many months in a row (at very reasonable rental prices), while taking advantage of the town's very central location—making it easy to access everything the region has to offer: from tramping and ski fields to beaches, wine tasting, and metropolitan weekends.

Students complete all their clinical attachments (including GP) in the MidCentral District. Students may also choose to complete their elective placement at Palmerston North Hospital or go to a centre of their choice elsewhere for their elective months.

Overall supervision is provided by the Associate Dean, who is also available for pastoral care and support for any independent projects a student wishes to pursue. Dr Hardie provides small group tutorials to hone clinical and management skills to ensure that all students feel ready to start as confident and competent interns after completion of their TI Year. Otherwise the curriculum mirrors what is offered in Wellington. Assessments are standardised across campuses.

Every year a significant proportion of our students are invited to participate in distinction vivas.

For day-to-day assistance, Christine Dalley, Palmerston North TI Administrator, is always available to help and has an open-door policy for all students. Shirley is a fantastic resource and is happy to be contacted even before students arrive in town.

If you are interested to learn more about our programme or wish to contact one of our current students, please do not hesitate to contact Dr Claire Hardie, Associate Dean (Palmerston North), or Christine Dalley, the programme's administrator (contact details above).
Hawke's Bay

**Associate Dean (Undergraduate Studies Hawke's Bay)**

Dr Carol McAllum  
Palliative Medicine Specialist  
Hawke's Bay District Health Board  
Private Bag 9014  
Hastings 4156  
Tel **06 878 8109** ext 6115  
Mob **027 344 6305**  
Email [carol.mcallum@hbdhb.govt.nz](mailto:carol.mcallum@hbdhb.govt.nz)

**Administrator**

Julie Barrett  
Hawke's Bay District Health Board  
Private Bag 9014  
Hastings 4156  
Tel **06 878 1392**  
Mob **027 315 7975**  
Email [julie.barrett@hbdhb.govt.nz](mailto:julie.barrett@hbdhb.govt.nz)

Hawke's Bay welcomes TIs for the full year, as well as for shorter clinical attachments. The first all-year TIs joined us for the 2010–11 year. Each year since then most of the TIs have chosen, and been chosen, to continue here for their first postgraduate years. This is a great record and everyone benefits.

Apart from the enticing, engaging extra-curricular life in Hawke's Bay, the advantages are those of a regional setting. The range of clinical conditions and presentations is broad, reflecting the varied settings from rural central Hawke's Bay, and—further afield—Wairoa, and the relatively urban Napier and Hastings communities.

Hawke's Bay loves having TIs. It brings out the best in nurses and doctors, who are keen to teach, especially TIs who are inquisitive and willing. If you choose Hawke's Bay you will become a part of the hospital and community.

The curriculum is that which is delivered in Wellington and all needs can be met in Hawke's Bay. Julie Barrett is the essential and delightful first person to contact for all administrative matters. Associate Dean Dr Carol McAllum
supplements the clinical runs with weekly tutorials designed for and by TIs. The content of these range from where to get practice for venesections and urethral catheterizations to dealing with curly professional issues. Our senior house officers and registrars enjoy contributing to the TI tutorial programme. Expect to be an active participant if you come to Hawke's Bay!

Our trainee interns get their fair share of distinctions and potential distinctions. Having the TI year in the 'regions' is not detrimental to academic performance!

For more detailed information contact Dr Carol McAllum, Associate Dean (Hawke's Bay) or Julie Barrett, the programme's administrator (contact details above).
The trainee intern general practice attachment

**GP TI Convenor**
Lesley Gray
Email lesley.gray@otago.ac.nz

**GP TI Administrator**
Jane Sparkes
Email gp6thyr.uow@otago.ac.nz

An orientation session to the module is delivered in the 5th year Primary Health Care and GP module. There is no introductory day at the start of the module in 6th year – you travel directly to your placement. This is an intensive clinical placement. All TI placements at UOW are arranged for you by the staff in the Department of Primary Care and General Practice, with our designated teaching practices in the lower North Island to provide high-quality clinical experience and supervision for the six-week placement (seven weeks if urgent primary care week integrated).

**Goal**

To apply previous learning, knowledge and skills in specialty areas of primary health care.

The objectives of the trainee intern year as they relate to primary health care and general practice:

**Patient care**

1. Consolidate, synthesize, and apply knowledge of primary health care and primary care systems to a broad range of illnesses and patient presentations
2. Recognise and initiate management of the general practice patient

**Teamwork**

1. Function competently as a member of a primary health care team
2. Function competently as a member of a general practice based health care team
Professionalism and independent learning

1. Pursue in greater depth aspects of general practice, which are of particular interest to the student
2. Develop further professional attitudes and behaviours in preparation for continuing lifelong learning

You will be asked to indicate your preferred geographic location for your block well in advance of the dates for your attachment, generally in early August of your fifth year. All placements are regional and may include the Tairāwhiti (TIPE) option (see next section below).

GP TI placements are not made within the Wellington metropolitan area. All-year Palmerston North and Hawke’s Bay students will get priority for placements within their respective DHB region and placements will be allocated to give the best possible preference combination for each block, aligned with available placements. We endeavor to meet your preferences but these cannot be guaranteed. First- and second-quarter blocks will receive their placement details prior to commencement of TI year, generally in October. Third- and fourth-quarter blocks will be notified in late December / early January.

As with any clinical placements, you will be rostered onto clinics that may include evenings / weekends.

The Tairāwhiti (TIPE) option

This interprofessional education TI GP practice option is offered to UOW TIs in most, but not all, blocks of the year. If offered, this will be clearly indicated in the preference list for your block well in advance of the dates for your attachment.

As well as having the opportunity to gain excellent clinical experience in a rural location (Gisborne or Wairoa), you will also work interprofessionally with other senior health professional students in clinical settings. Final-year students (dental, dietetics, nursing, medicine, occupational therapy, oral health, pharmacy, and physio) all participate in the programme for five weeks at a time; medical students have an additional clinical week in the region (plus urgent care week for some).

The interprofessional education programme will provide you with a fantastic opportunity to work collaboratively with other disciplines for both
professional and personal development whilst enriching your own clinical experience. The programme will also focus on the provision of rural health care, chronic conditions management, and principles of hauora Māori.

This type of interprofessional and also discipline-specific clinical experience is core to modern general practice, and something that all students will be increasingly undertaking in the future. The terms and assessment requirements for this TI GP option are equivalent for all other TI GP preferences. For this attachment option, some accommodation and practical assistance with travel is provided.

More information regarding the TIPE option prior to general attachment notification is available from either Lesley Gray, GP TI convenor, or the TIPE programme manager Christine Wilson (christine.w@otago.ac.nz). Christine works closely with overall GP TI administrator Jane (gp6thyr.uow@otago.ac.nz) to co-ordinate your placement.
Prizes

Fourth-year prizes

Graeme Marshall Prize in Anaesthesia

Norman Graeme Marshall (1919–1987) was a pioneer of modern anaesthesia in Wellington. He qualified MB ChB at Otago Medical School. After being overseas on active service with the RNZAMC 1944–45 returned to Wellington Hospital. While on the junior staff 1946–48 he became the first house surgeon then first registrar in anaesthesia. In 1949 he travelled to London, and while at the University College Hospital obtained the two-part DA, returning in 1952 to Wellington as the first formally trained and qualified anaesthetist. He became the first Director of Anaesthesia at the Royal Adelaide Hospital 1956–61, returning to be Director at Wellington in 1962. In 1956 he was elected FFARACS. He entered part-time private practice in 1970 handing over the Director position in 1974, and retired from the Hospital staff in 1985.

Throughout his career, Graeme was known for his determination, hard work, and understanding of the requirements of surgeons. His skills in the operating theatre were constantly in demand at a time when there was a great shortage in his specialty, and his high moral and ethical code earned the respect of colleagues, nursing staff and administration alike. It was from this basis that younger specialists in anaesthesia at Wellington Hospital have been able to develop intensive care, management and research.

The Graeme Marshall Prize in Anaesthesia consists of a textbook or sum of money, to be awarded by the Wellington Anaesthesia Trust to the best performing student during the module to the Section of Anaesthesia, University of Otago Wellington.

Recent awards:

- 2015 [Not awarded this year]
- 2014 Zaineb Ukra
- 2013 Man Ying (Nessie) Sharpe
The Wellington Faculty (RNZCGP) Prize for Excellence for General Practice in 4th Year

The Wellington Faculty of the Royal New Zealand College of General Practitioners decided in 2007 to support the discipline of general practice by recognising excellence in the Community Practice Module. Members of the Faculty are involved as clinical tutors for the students in their general practice placements and wished to further acknowledge the high standard of students.

The prize is a sum of money awarded to the student who achieves the overall best performance in the Community Practice Module.

Recent awards:

- **2015** Stephen Yu
- **2014** Isaac Tranter-Entwistle
- **2013** Man Ying (Nessie) Sharpe and Amy Knight

Charles Hastings Prize in Medicine

Two prizes were established in 1983 by the New Zealand Medical Association from a donation to the Association by Mr Gerald Hastings Bridge of Wellington, a great-great-grandson of Sir Charles Hastings, founder of the British Medical Association.

One of the prizes is available at the University of Otago, Christchurch; and one at the University of Otago, Wellington.

The prizes are awarded annually by the University Council on the recommendation of the Deans of the respective Clinical Schools, for overall excellence in performance by a student in the fourth-, fifth-, or sixth-year of the medical course. In Wellington the prize is a medal which is awarded in the fourth year.

Recent awards:

- **2015** Niamh Hammond
- **2014** Radhika Palepu
- **2013** Annelise Neal
Ian Prior Prize for Excellence in Public Health in the Fourth Year

Dr Ian Prior has been one of the outstanding contributors to public health in New Zealand and the Pacific. He began his work at Wellington Hospital in 1959, and in 1970 he became Director of Epidemiology. As a long serving member of the Department of Public Health at this School from 1987, Dr Prior kindly contributed to this award. Also, he has been a generous public benefactor in the Wellington region.

Recent awards:

- **2015** Josh Smith and Katie Scorring
- **2014** Sara Trafford
- **2013** Annelise Neal

Laennec Prize

Rene Laennec invented the acoustic stethoscope in the first part of the 19th century. The Laennec prize is for the student attaining the highest marks in Advanced Clinical Skills during the fourth year. Inaugurated in 2010, the Laennec prize is an original early 20th century edition of William Osler's famous address to medical students, entitled *Aequanimitas*.

Recent awards:

- **2015** Qatriyah Nokman and Olivia Carleton
- **2014** Harriet Weststrate
- **2013** Annelise Neal

He Kainga Oranga Fourth Year Medical Student Public Health Project Prize

This is awarded to the group who worked together most constructively during the fourth-year Public Health rotation to carry out a research project which was the most likely to have an impact on improving the health of a vulnerable population by influencing the public, decision-makers, and other key stakeholders about an important public health policy issue in New Zealand.
Recent Awards:

- New Zealand College of Public Health Medicine Fourth Year Medical Student Public Health Project Prize:
  - 2014 Group B2: Healthy Housing: Can they fix it? Do families have the knowledge and power to improve their housing conditions?
  - 2013 Group A2: Tele-division: Are Māori getting a fair viewing?
Fourth- and fifth-year prizes

J O Mercer Memorial Prize in Pathology

The J O Mercer Memorial Prize for Pathology will be awarded at the end of the fifth year. The prize will be awarded to the student who demonstrates the greatest distinction during the Pathology curriculum up to the end of the final assessment in Pathology (Anatomical Pathology, Chemical Pathology, Haematology, and Microbiology).

The prize is awarded by the New Zealand Society of Pathologists In memory of Dr John Oubridge (Jo) Mercer (1905–1971). Born in Halifax, England, he was educated at Waitaki Boys High School, and at Otago University, where he graduated with several distinctions and three medals in 1928. He pursued postgraduate training in London for a year before returning to Wellington, first as assistant pathologist in 1932 and then succeeding to the post of pathologist. He was editor of the New Zealand Medical Journal from 1939–1967 and chaired the Medical Council from 1964–69. He was created CBE in 1959. He was the second Sub-Dean of The Wellington Branch Faculty of Medicine (University of Otago from 1944–61, succeeding the foundation Sub-Dean.

It is customary for the recipient of the prize to receive a duly inscribed book of his or her choice with the balance of the money in cheque form. The prize is awarded at the end of the year, on the advice of the Professor of Pathology and Molecular Medicine.

Recent prizes:

- **2015** Harriet Weststrate
- **2014** Annelise Neal and Renee Yetton
- **2013** Asim Abdulhamid Nordmeyer

Memorial Award for Professional Development in Fourth and Fifth Years

Sir Arnold Nordmeyer was a politician of great ability and integrity, and was one of this School's founders when, in 1974, he joined the Wellington Clinical School Council and was appointed as its Chairman. The prize has kindly been donated by the Nordmeyer family.
Recent prizes:

- **2015** Isaac Tranter-Entwistle
- **2014** Peter Cameron-Christie
- **2013** Jennifer Walker
Fifth-year prizes

Guy Hallwright Prize for Excellence in Cardiovascular Medicine

Dr Guy Pieremont Hallwright, known as Ponty, was born in Wairoa to a family with a strong medical tradition. After graduating from OU Medical School in 1941 with distinction in Medicine, he served in WWII in Egypt, Italy and Japan. He returned to Wellington Hospital in 1945, leaving in 1949 to pursue postgraduate training in Cardiology at the Hammersmith Hospital and the National Heart Hospital in London, where he acquired an enviable reputation for his dedication and ability.

In 1952 he returned to Wellington Hospital as full time assistant physician and Medical Tutor. His major interest was the management of hypertension, and after appointment as visiting physician to the Hypertension Clinic in 1955, he made this busy clinic a model of its kind.

Appointed Head of the Department of Cardiology in 1960 (which he held until 1979), he was also a member of the founding committee of the National Heart Foundation, chairman of the NZ Committee of the Cardiac Society of Australia and New Zealand from 1967-1972, a member of the NZ Board of Censors of the RACP and Chairman of the NZ Specialist Advisory Committee, Cardiology.

This prize awarded annually by the University Council on the recommendation of the Dean of the University of Otago, Wellington, is available for competition among fifth-year students in the Wellington school.

The competition shall take the form of an MCQ examination to choose 2-3 candidates from whom the prize-winner shall be selected after a clinical examination in cardiovascular medicine.

Recent awards:

- **2015** Patrick O’Regan
- **2014** Alex Stapleton
- **2013** Hamish Anderson

The Fowler Scholarship

This prize is awarded by the Otago Medical School for the top Wellington student in fifth-year.
Recent awards:

- **2015** Noor Ridha
- **2014** Natasha Houghton
- **2013** Tom Wilkinson

**The Tweed/Treadwell Prize in Rheumatology**

This prize, donated by the rheumatologists of the Wellington Regional Rheumatology Unit, is awarded to the best performing fifth-year student in a clinically-orientated examination. The highest scoring candidate from each of the six fifth-year groups sitting the rheumatology component of the locomotor final assessment, are invited to sit this examination.

The prize is named after the two founding rheumatologists of the Unit. Moore Tweed was appointed rheumatologist to the Wellington Hospital Board in 1954 and when joined by Dr Blair Treadwell in 1968, the Wellington Regional Rheumatic Diseases Unit was based at Hutt Hospital. In addition to building a rheumatology unit of international standard, Dr Treadwell spent many years as postgraduate co-ordinator for the Wellington region and Dr Tweed active in the College of Physicians and in setting up the Arthritis and Rheumatism Foundation. For his services to medicine and especially those people with arthritis Dr Tweed received the MBE in 1991.

Recent awards:

- **2015** Emily Deacon
- **2014** Annelise Neal
- **2013** Ciaran Edwards

**Order of St Lazarus Prize in Dermatology**

In 2003, a new prize was awarded to the fifth-year student with the best overall performance in Dermatology. The prize is donated by the Order of St Lazarus, an hospitaler order well established in Europe, the United Kingdom, New Zealand, and elsewhere.

Recent awards:

- **2015** Claire Munro
- **2014** Swetaa Gandhi
- **2013** Joshua Chamberlain
HJ Weston Prize for Excellence in Paediatrics over both fifth and sixth year

This prize is donated by the Wellington Branch of the New Zealand Paediatric Society and is awarded to the student in Paediatrics in sixth year who has performed most consistently at potential distinction level over fifth and sixth year.

Professor Jeff Weston was the first Professor of Paediatrics at the Wellington Clinical School in 1975. He was a very highly-regarded clinician and advocate for child health, and a respected teacher. He retired in 1991 but continued to contribute to UOW in many ways and also to attend clinical meetings. He died in 2010.

Recent awards:

- 2015 Rose Cameron
- 2014 Frederica Steiner
- 2013 Andrea Peat, Elizabeth Dickie, and Mairi Lucas

Margaret Lewis Prize for Excellence in Paediatrics in Fifth Year

This prize is awarded to the top student in Paediatrics in the Wellington fifth-year course.

This prize is donated by the Wellington Branch of the New Zealand Paediatric Society and was first established in 2008. It is named after Dr Margaret Lewis who qualified in Cardiff, Wales, and started in Wellington as a Senior Lecturer in 1978. As well as her very early interest in medical education including problem-based learning, Margaret set up a paediatric asthma service for Wellington children and also set up a regional oncology service in Wellington. She was in the process of setting up a national database of child cancer when she tragically became unwell and had to retire from service in 1999.

Recent Awards:

- 2015 Harriet Pengelly, Charlotte Legge
- 2014 Rose Cameron
- 2013 Neil Stewart
Obstetrics and Gynaecology Department Prize in Fifth Year

This prize is awarded to the most promising student (not necessarily the top student) with an interest in Obstetrics and Gynaecology as a career option.

Recent awards:

- **2015** Emily Deacon
- **2014** Hannah Painter
- **2013** Hamish Anderson
Policies and procedures

Privacy and confidentiality

Confidential data on electronic devices

Capital & Coast DHB requires that any student using patient data on a portable device must ensure that the device is password-protected and the data is protected and/or encrypted. For advice about how to secure information, staff and students should contact the helpdesk:

Tel 03 479 8888
Freephone 0800 479 888
Email its.servicedesk@otago.ac.nz

When writing case histories for submission, avoid using identifying patient information—names, dates of birth, NHI numbers, and refer to individuals as Mr A, Ms B, etc. Keep a record of the NHI number in a secure separate place (without the name attached) in case you are required to provide this information in confirmation of seeing a given patient.

Loss of confidential patient material causes considerable difficulties—not just for the patient involved, but for the coordinated response from the Dean’s office, the PVC’s office, legal departments, CEOs of DHBs, etc. It potentially risks losing continuing clinical access for all students, or further restrictions on this access.
The use of social media

The internet immediately connects us with the public domain and we must 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.

The below link is to the excellent guide to online professionalism for medical practitioners and medical students. Please read it.

nzmsa.org.nz/social-media-guide

Guidelines on maintaining confidentiality of clinical material May 2013
(PDF 280 KB)
Academic integrity

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University's Academic Integrity Policy.

Academic misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, and assisting someone else's misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University's Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University's Academic Integrity website at otago.ac.nz/study/academicintegrity or ask at the Student Learning Centre or Library. If you have any questions, ask your lecturer.

See the following for further information:

- otago.ac.nz/administration/policies/otago116838.html (Academic Integrity Policy)
- otago.ac.nz/administration/policies/otago116850.html (Student Academic Misconduct Procedures)
- otago.ac.nz/study/academicintegrity
Code of Professional Conduct for Medical Students at the University of Otago

As a part of your learning, you will have privileged access to people, and to their health information.

The trust that people place in doctors is accompanied by considerable responsibility and expectations regarding your behaviour. It is important that you are aware of these responsibilities and expectations from the beginning of your medical training. Any breach of these expectations could result in serious repercussions for you, your continuing medical education and your later career.

From now on, you should think of yourself as a doctor-in-training or a student doctor, rather than as a student in theoretical studies. Though the degree of your involvement with patients, families and the wider community may initially be small, from now on you will be meeting people as part of your education as a doctor. As you progress through your degree you will be increasingly part of the health care team. You represent the Medical School, and to some extent the medical profession, whenever you meet people in this way, and so the following principles apply right from the start.

We ask that you read through these principles and sign this document acknowledging your agreement to comply with them. This form must be signed before you can begin your medical education.

Notes:

- This code is to operate in conjunction with current Acts, Regulations and Codes of Practice that you will need to become familiar with during your training. These include the NZMA Code of Ethics, the Code of Health and Disability Services Consumers' Rights (1996), and the Health Information Privacy Code (1994).
- All of these standards are relevant within an environment of electronic communication. Special care is required regarding patient confidentiality and sharing your own personal information, for example, on social networking sites.
- The term ‘will’ is used to indicate that the associated statement sets a minimum standard that is expected of all student doctors. The term ‘should’ is more aspirational and reflects a standard that the Medical School aims to promote and nurture.
A. Interactions with patients and their families

1. Respecting patients and their families

As a student doctor I will:

- Respect the dignity, privacy, and bodily integrity of patients.
- Respect the ethnicity, culture and religion of patients.
- Not discriminate against patients on the basis of age, gender, race, sexual orientation, religion, creed, political affiliation, and economic, social, or health status.
- Not impose my own values and beliefs upon patients.
- Respect the autonomy of patients.
- Treat patients and their families politely and considerately.
- Ensure my appearance and dress are appropriate to enable effective and respectful interaction with patients and families.
- Respect the needs and values of the patient's family members.

2. Not exploiting patients or their families

As a student doctor I will:

- Not exploit any patient, whether physically, sexually, emotionally, or financially, and acknowledge that exploitation is unacceptable. Any sexual interaction with a patient is unacceptable.
- Not abuse the generosity of patients in my pursuit of learning but place my concern for their wellbeing above all else.
- Acknowledge the generosity of patients in my pursuit of learning and be conscious of the possible tensions between their wellbeing and my own learning.

3. Obtaining informed consent for your interaction with patients

While your clinical supervisor is responsible for obtaining consent for your interaction with patients, you will still need to ask patients for their permission for their interaction with you.

As a student doctor I will:

- Clearly inform patients of the purpose and nature of any proposed interaction with them.
• Ask patients if they have any questions and, if I am unable to answer them, refer the questions to my clinical supervisor.
• If the patient is satisfied with the information, request their consent, and ensure that consent is given freely and without coercion.
• Acknowledge and accept that patients may refuse or withdraw consent to interact with me at any stage, without any compromise to their health care.
• Make a special effort to ensure that the patient does reach the necessary level of understanding, for example where language, illness or other factors interfere.
• Be guided in my actions by ethical standards and my clinical supervisor where a patient is unable to consent.

4. Appreciating the limits of my role

As a student doctor I will:

• Acknowledge the level of my skills, experience and knowledge, and not represent myself as a more competent or qualified member of the health care team than I am and correct misunderstandings that arise.
• Not give advice or provide information to patients, family members or the general public, which is beyond my level of knowledge and expertise. When asked for such comment, I will direct that person to an appropriate professional.
• Not initiate any form of treatment, except in an emergency where no-one more able or qualified is available to provide timely intervention and recognising the limits of my own knowledge and skills.
• When otherwise approached for assistance, recommend that people seek appropriate professional help.

B. Personal and professional values

5. Maintaining patient confidentiality

Patient information is confidential. Disclosure without the patient’s permission or other justification is inconsistent with the trust required in medical practice and has the potential to cause harm. Patient information may be discussed with peers and professional staff who are directly involved in the care of that patient, and, on occasion with colleagues in a setting where confidentiality is protected.

As a student doctor I will:
• Hold all patient information in confidence, including when the patient has ended treatment or died.
• Respect a patient's right to determine who should be provided with their personal information.
• Not remove or copy patient-related material without specific permission.
• Ensure that all my documents and images containing patient information, are de-identified, are kept in a secure place and are securely destroyed when they are no longer required.
• Become aware of the limited circumstances in which breaches of confidentiality may be justified.
• Not access patient information unless I am directly involved in their care, or have a legitimate reason and permission for doing so.

6. Researching ethically

As a student doctor undertaking or associated with research activities I will:

• Adhere to all the ethical principles in the appropriate national guidelines and seek ethical approval from the appropriate research ethics committee.

7. Maintaining personal integrity and wellbeing

As a student doctor I will:

• Act with integrity in all learning and assessment situations.
• Not plagiarise another's work or research and will abide by the plagiarism/Dishonest Practice policy of the University of Otago.
• Acknowledge that my physical and mental health impacts on my ability to function in my role with patients and staff, and in the event of illness or impairment that interferes with this role, I will seek appropriate assistance.
• Maintain my own wellbeing to the level that ensures I can carry out my role.

C. Relationships with staff and colleagues

8. Respecting staff and colleagues

Within the context of any professional relationship, criticism and judgment must be balanced with tolerance and patience; your response to any situation should reflect this.

As a student doctor I will:
• Show respect to doctors, nurses, allied health professionals and all other members of the health care team.
• Show respect to teaching and non-teaching staff.
• Show respect to simulated patients, volunteers, and peers.
• Not exploit my peers, or others, in a vulnerable or more junior position to myself.
• Hold in confidence information about my peers gathered in learning situations, but recognise that there are limited circumstances in which breaches of confidentiality to appropriate persons may be justified.

D. Commitment to professional standards and continuing improvement in self and others

9. Holding a positive attitude to learning

As a student doctor I will:

• Commit to ongoing learning and the development of skills.
• Recognise that my learning needs are valid and important.
• Be prepared to accept constructive feedback on my own performance.
• Where barriers exist for learning opportunities, identify these and notify my academic supervisor.
• Show a high commitment to medical training and accept that attendance and satisfactory completion is mandatory.
• Show respect in working with human cadavers and human tissue. (See the Code of Conduct issued by the Department of Anatomy.)

As a student doctor I should:

• Care for my peers, providing support in learning opportunities, and work collaboratively and respectfully in all situations.
• Be prepared, when called upon, to provide constructive feedback on the performance of peers.
• Make the most of clinical opportunities to extend my knowledge and further my skills with appropriate support and supervision.

10. Accepting wider professional responsibilities

Doctors have a responsibility to the profession and to the public to maintain high standards of care; this wider responsibility is over and above individual responsibility for their own clinical competence.
As a student doctor, I will:

- Report matters of serious concern.
- Direct concerns regarding the actions of staff or students through the appropriate channels. Electronic networking sites must not be used to raise concerns about an individual.
- Not exploit my role as a student doctor for personal gain.
- Be actively involved in the planning and implementing of medical educational programmes, and give judicious, constructive evaluation and feedback as appropriate.

References

NZMA Code of Ethics

Authors: Professional working party: December 2010. Date for review 2014.
Other policies of note

University policies

otago.ac.nz/administration/policies

- Student Academic Grievance Procedures
- Dishonest Practice Procedures

Otago Medical School policies

otago.ac.nz/medicine

- A Guide to Academic Conduct 2010
- BMedSc(Hons) Guidelines 2015
- Code of Practice for Fitness to Practice 2010
- Emergency Response blood and body fluids Aug 2010
- Code of Professional Conduct for Medical Students 2013
- ELM Tutor Evaluation Policy
- Exclusion Regulations
- Exit Options after 3rd Yr Policy July 2007
- FoM Assignment Coversheet Oct 2013
- Guidelines – Industry Support for Educational Activities – 2010
- Guidelines on maintaining confidentiality of clinical material May 2013
- Guide to online professionalism for medical practitioners and medical students
- Infectious Diseases and Immunisation Policy for medical students (link to Health Sciences Web Site)
- MB ChB Assessment Policies and Procedures
- MB ChB–PhD Protocol updated 2015
- Other Study Opportunities for Medical Students
- Procedures on the retention release and disposal of records related to student assessment
- Research Opportunities for Medical Students
- Safe Travel for TI Students on their Electives
- Social Media Policy
- Student Leave Policy
- Support for Students at Off Main Campus Sites 20 July 2010
- Transfer Policy Oct 2011
- Withdrawal and Policy Procedures 18-12-2012
- Withdrawal and Readmission forms 18-12-2012
Medical Council of New Zealand policies

- Fitness for registration
Index

Introduction by the Dean 2
Otago Medical School vision, mission, and strategic goals 3
   Vision / Te moemoeā 3
   Mission / Te whakatakanga 3
   Strategic imperatives 4
Undergraduate medical course dates 2016 5
   Fourth year for University of Otago, Wellington 5
   Fifth year for University of Otago, Wellington 6
UOW selected staff list 7
   Dean's Department 7
   Student Affairs 9
   Medical Education Unit 9
   Medical Library 10
   Technology Services 11
   Postgraduate and Research Offices 11
Departments 12
   Centre for Hauora Māori 12
   Department of Medicine 12
   Department of Obstetrics and Gynaecology 12
   Department of Paediatrics and Adolescent Health 13
   Department of Pathology and Molecular Medicine 13
   Department of Primary Health Care and General Practice 13
   Department of Psychological Medicine 13
   Department of Public Health 14
   Department of Surgery and Anaesthesia 14
Student services 15
   Student Affairs Department 15
   Travel Medicine 15
   Support for students 15
   Pigeon holes and lockers 16
   Employment of students 17
   Financial matters 17
   Summer vacation 17
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drugs and other offences</td>
<td>17</td>
</tr>
<tr>
<td>Student Common Room</td>
<td>18</td>
</tr>
<tr>
<td>Food and drink in lectures</td>
<td>18</td>
</tr>
<tr>
<td>Student health</td>
<td>18</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>20</td>
</tr>
<tr>
<td>Impaired performance in examinations</td>
<td>20</td>
</tr>
<tr>
<td>Leave of absence</td>
<td>21</td>
</tr>
<tr>
<td>Responding to problems</td>
<td>23</td>
</tr>
<tr>
<td><strong>Student matters</strong></td>
<td>25</td>
</tr>
<tr>
<td>Communication</td>
<td>25</td>
</tr>
<tr>
<td>Security</td>
<td>26</td>
</tr>
<tr>
<td>Students' Association</td>
<td>26</td>
</tr>
<tr>
<td>International student support</td>
<td>26</td>
</tr>
<tr>
<td>Summer Studentship Programme</td>
<td>26</td>
</tr>
<tr>
<td><strong>Wellington Region Campus</strong></td>
<td>28</td>
</tr>
<tr>
<td>Hospitals in the Wellington area</td>
<td>28</td>
</tr>
<tr>
<td>Wellington Hospital</td>
<td>28</td>
</tr>
<tr>
<td>Hutt Hospital</td>
<td>28</td>
</tr>
<tr>
<td>Regional hospitals</td>
<td>29</td>
</tr>
<tr>
<td>General practice clinics</td>
<td>29</td>
</tr>
<tr>
<td>Medical Library</td>
<td>29</td>
</tr>
<tr>
<td>Student Computing Services at UOW</td>
<td>30</td>
</tr>
<tr>
<td>Accessing patient records</td>
<td>33</td>
</tr>
<tr>
<td>Remote teaching</td>
<td>34</td>
</tr>
<tr>
<td>Fire and earthquake procedures</td>
<td>36</td>
</tr>
<tr>
<td><strong>Fourth-year modular programme</strong></td>
<td>38</td>
</tr>
<tr>
<td>Convenors and administrative staff</td>
<td>38</td>
</tr>
<tr>
<td>Fourth-year block timetable 2016</td>
<td>41</td>
</tr>
<tr>
<td>Fourth-year vertical timetable 2016</td>
<td>42</td>
</tr>
<tr>
<td>Fourth-year class list 2016</td>
<td>43</td>
</tr>
<tr>
<td>Fourth-year class groups 2016</td>
<td>46</td>
</tr>
<tr>
<td>Fourth-year Hauora Māori and Pathology groups 2016</td>
<td>50</td>
</tr>
<tr>
<td><strong>Fourth-year block modules</strong></td>
<td>54</td>
</tr>
<tr>
<td>Advanced Clinical Skills</td>
<td>54</td>
</tr>
<tr>
<td>General Practice and Public Health</td>
<td>57</td>
</tr>
<tr>
<td>Medicine and Clinical Skills</td>
<td>60</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Surgical and Clinical Skills</td>
<td>66</td>
</tr>
<tr>
<td><strong>Fifth-year modular programme</strong></td>
<td>69</td>
</tr>
<tr>
<td>Convenors and administrative staff</td>
<td>69</td>
</tr>
<tr>
<td>Fifth-year block timetable 2016</td>
<td>72</td>
</tr>
<tr>
<td>Fifth-year vertical timetable 2016</td>
<td>73</td>
</tr>
<tr>
<td>Fifth-year class 2016</td>
<td>74</td>
</tr>
<tr>
<td><strong>Fifth-year block modules</strong></td>
<td>78</td>
</tr>
<tr>
<td>Child and Adolescent Health</td>
<td>78</td>
</tr>
<tr>
<td>General Medicine and Specialties</td>
<td>82</td>
</tr>
<tr>
<td>Primary Health Care and General Practice</td>
<td>85</td>
</tr>
<tr>
<td>Musculoskeletal and Skin</td>
<td>87</td>
</tr>
<tr>
<td>Psychological Medicine</td>
<td>90</td>
</tr>
<tr>
<td>Women's Health</td>
<td>93</td>
</tr>
<tr>
<td>Fifth-Year Learning Week</td>
<td>95</td>
</tr>
<tr>
<td><strong>Vertical and virtual modular programme</strong></td>
<td>96</td>
</tr>
<tr>
<td>Convenors and administrative staff</td>
<td>96</td>
</tr>
<tr>
<td><strong>Vertical modules across fourth- and fifth-year</strong></td>
<td>99</td>
</tr>
<tr>
<td>Clinical Decision Making fourth- and fifth-year programme</td>
<td>101</td>
</tr>
<tr>
<td>Clinical Pharmacology</td>
<td>103</td>
</tr>
<tr>
<td>Hauora Māori</td>
<td>105</td>
</tr>
<tr>
<td>Medical Imaging</td>
<td>107</td>
</tr>
<tr>
<td>Pathology and Laboratory Medicine</td>
<td>108</td>
</tr>
<tr>
<td>Professional Skills, Attitudes and Ethics (PSAE)</td>
<td>113</td>
</tr>
<tr>
<td>Addiction Medicine (a virtual module)</td>
<td>116</td>
</tr>
<tr>
<td>Palliative Medicine and End of Life Care (a virtual module)</td>
<td>117</td>
</tr>
<tr>
<td><strong>Fifth-year</strong></td>
<td>118</td>
</tr>
<tr>
<td>Rural Medical Immersion Programme (RMIP)</td>
<td>118</td>
</tr>
<tr>
<td>Assessment</td>
<td>119</td>
</tr>
<tr>
<td><strong>Sixth-year</strong></td>
<td>122</td>
</tr>
<tr>
<td>The Trainee Intern Elective Programme</td>
<td>122</td>
</tr>
<tr>
<td>Regional trainee intern (TI) year</td>
<td>126</td>
</tr>
<tr>
<td>The trainee intern general practice attachment</td>
<td>130</td>
</tr>
<tr>
<td><strong>Prizes</strong></td>
<td>133</td>
</tr>
<tr>
<td>Fourth-year prizes</td>
<td>133</td>
</tr>
</tbody>
</table>
Fourth- and fifth-year prizes 137
Fifth-year prizes 139
Policies and procedures 143
Privacy and confidentiality 143
The use of social media 144
Academic integrity 145
Code of Professional Conduct for Medical Students at the University of Otago 146
Other policies of note 152