

umbilical

your guide to med school / class of 2025





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welcome class of 2025!

JANE LIU (II) & JOSH LOWINGER (II)

CONGRATULATIONS! YOU MADE IT!

we are so excited to welcome you into the beautiful family that is UNSW Medicine.

now, this is YOUR umbilical. not the same one that fed you in the womb, but a metaphorical one that provides you with an incredible amount of wisdom and insight from the best of the best. moreover, this is THE handbook to navigating the intricate infrastructure of this course where all the secrets of the trade will be revealed to you during the peer mentoring program. so keep it safe and bring it to those mentorship sessions!

now, first year of anything can be a mixed bag of emotions: excitement, unsureness, expectation of growth and so on. if you peep us in the photo below, this was taken the very day we first became first year reps and boy, have we had a wild time since then! we've had an incredible heap of fun in our cheeky chaotic manner and learnt so much along the way. the biggest piece of advice we can give you is to put yourself out there. say "hello" to the person sitting next to you at your first lecture and make plans to head out for lunch together. pursue your passions (or pick up new ones!) through societies & clubs in and out of uni. go to medsoc events, like pubcrawl, jazz night, or medshow, and forget about your worries for the evening. the many friendships you make now could be the very ones that carry you through the six years of this course and beyond.

returning to the same metaphor of the womb (bear with us), yes, the womb is a warm, safe place to stay, but without braving the unknown of the outside world, you could have never become the person you are today. think of your previous stage of life in a similar manner - be it high school, a gap year, another course or a different career. perhaps simply taking on this course will be growth enough for you for the first few months of this year. or perhaps, taking those few extra steps outside of your comfort zone might lead to some beautiful moments of self-discovery and connection.

if you haven't already, join the unsw medicine class of 2025 facebook group. you should also keep an eye on other facebook pages such as the unsw medicine noticeboard and unsw medical society! if you don't have facebook, we recommend that you make an account even if all you do is join those pages. your peers will share a plethora of extremely useful resources (and lit events) that will make studying, self-development and having fun a lot more accessible and enjoyable. otherwise, email us at year1@medsoc.org.au to get added to an emailing list!

if you ever need help or guidance, we're here for you as your first year representatives (at year1@medsoc.org.au or on facebook!) until you elect your own in the coming weeks.

we absolutely cannot wait to meet you all and see you get jiggy at medcamp!

BIG LOVE

jane and josh x 3



meet your 2020 medsoc exec



president: reece pahn (IV)



president@medsoc.org.au

advice to my first year self: ask lots of questions to your seniors and mentors so that you can work out the best path for you. there is so much advice out there and we're all so keen to share it.

more advice: get involved in as much as you can - medsoc, medical students aid project, medical outreachers, uni societies... but make sure you join MEDSHOW - it's a big theatrical production by med students with dancing, singing, acting, band...it will be one of the best decisions of your life!

fun fact: build a man a fire and he'll be warm for a day. set a man on fire and he'll be warm for the rest of his life.

vice president internal: michael orjekh (III)

advice to my first year self: ENJOY IT! you've gotten in, enjoy the spoils, take your time, smell the roses, and look around once in a while. say yes to everything that comes your way, then figure out how to do it all!

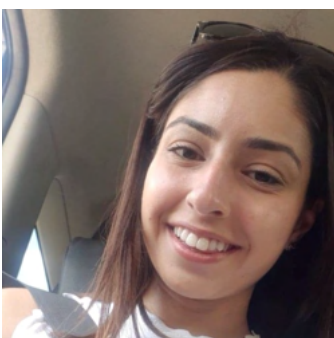
quotes to live by: "you can do everything, just not at the same time".

fav med moment: i still find it crazy that on the last day of med-camp that i met a couple people. at the end of that year, I went to another country (vietnam) with those people. those people are some of my closest friends and i have a funny lil med program to thank for it. i love that.



vpinternal@medsoc.org.au

vice president external: neila litkouhi (IV)



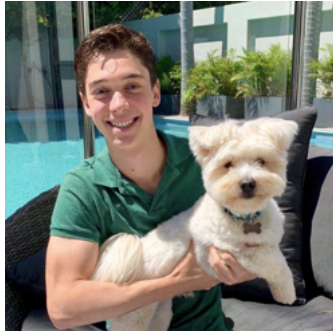
vpexternal@medsoc.org.au

quotes to live by:

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II |--

most embarrassing moment in first year: I was subtly trying to sneak out for a food break in the middle of a lecture. I was in full stealth mode, weaving out of my row and I'm homebound... until I full faceplant stack it up the aisle stairs on my way out. it was so bad that the lecturer stopped the whole lecture to ask if I was alive. still got my red frogs but got roasted for that for a good while.

secretary: josh lowinger (II)



secretary@medsoc.org.au

fav med moment: too many amazing memories to include all, but some of the best have to be: getting egged in lectures, diving into the unsw pool in full hospital attire, roasting medfac in the annual medsoc great debate, getting a massage from our pathology professor with only his feet, running rampage around the city in lab-coats at pubcrawl, pulling 5 all-nighters at uni in a row for medshow, and having the best time EVER at medcamp.

advice to my first year self: sit back, relax and enjoy the ride. med school can be a hectic and crazy time, but the experiences that you have over the next 6 years will be the most amazing & unforgettable ones of your entire life. look out for your friends and peers, support one another, and if you're struggling, don't be afraid to reach out and ask for help. we're always here for you :)

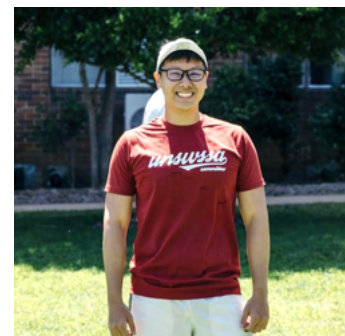
fav med pickup line: are you a tumour? cause I wanna take you out

treasurer: jonathan boey (IV)

advice to my first year self: don't take yourself so seriously, but seriously be serious about SOME thing (like school) at least.

fun fact: i'm incredibly pretentious.

quotes to live by: "in the fell clutch of circumstance I have not winced nor cried aloud. under the bludgeonings of chance, my head is blood, but unbowed."



treasurer@medsoc.org.au

public relations director: jade tran (III)



prd@medsoc.org.au

advice to my first year self: chill out. med isn't competitive like high school - you guys are already in! help your friends, get lit at medcamp & pubcrawl, meet as many different people as you can. you're in uni for a long time so enjoy it!

most embarrassing moment in first year: i'm trash at remembering faces, so i walked around & stalked people's fb profiles before talking to them to make sure i called them the right name.

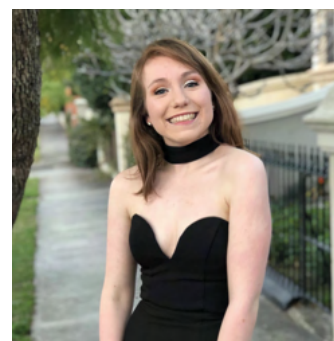
fav med moment: medshow for sure! you get to learn how to dance/sing/act while making friends with people from all different years. even though it's lowkey a cult, the medshow fam is one of the best. passes the vibe check.

sponsorship director: tiffany williams (III)

advice to my first year self: CHILL OUT! this is the time to make the most of it. yes, you want to study hard and do well, but trust me, everyone wants to help you. enjoy yourself.

most embarrassing moment in first year: a lecturer asked whether someone would rather take a pill everyday for the rest of their life or get an injection. they asked for hands up, and I was the only one with mine up for injection. woo originality!

fav med pickup line: so they said we needed to practice exams on one another. wanna go find a room and practice?



sponsorship@medsoc.org.au

groups director: vincent chan (IV)



groups@medsoc.org.au

fav med moment: the feeling you have when you close all of the tabs on your computer after finishing an assignment

most embarrassing moment in first year: forgetting someone's name (despite them knowing yours) and subsequently calling him "big man" for half the year. sorry big man :(

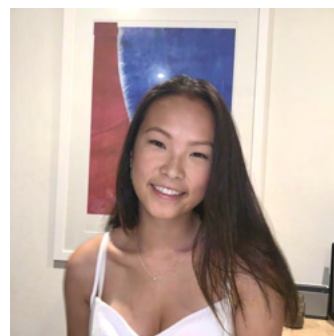
fav med pickup line: cute enough to stop your heart, but skilled enough to restart it.

events director: claire yin (III)

advice to my first year self: go to medcamp!!! but also, you are NOT the only one who came out of that lecture lost and completely bamboozled. don't panic, be patient with yourself - you'll get it eventually!

most embarrassing moment in first year: enthusiastically talking to a faculty member about how much I enjoyed his lectures, only to be told later by friends that the man had never given us a lecture - ever.

fun fact: the opposite of waterfall is firefly.



events@medsoc.org.au

amsa representative: fergus stafford (IV)



amsa@medsoc.org.au

advice to my first year self: don't stress about end of course exams so much. except HMB. definitely stress more about that.

quote to live by: fool me once, shame on you. fool me twice, shame on my parents making me a gemini.

fav med pickup line: are you a FRAT score greater than 16? cause you got me at an increased risk of falling head over heels.

MEDCAMP 2020



MEDCAMP 2020

FEB **MAR**
28 - 1
3 PM **3 PM**

Outdoor Adventure
Camps – Wiseman's
ferry

BUSES FROM UNSW PROVIDED

ALL FIRST YEARS

Yes, even if you're underage!

Get Excited!

first year *opportunities*

JOSH
LOWINGER
(II)

there are LOADS of ways to get involved in your medsoc and have a great time during your first year at unsw medicine! alongside all the awesome events and initiatives that medsoc runs (more than 300 in the year!) here are three key opportunities you'll want to take part in during your first year:

subcommittees

subcommittees (or "subcoms") are the best way to have fun, pursue your passions, make lots of new friends and become part of the unsw medicine community. with 13 different subcoms on offer, there's something for everyone – from charities and wellbeing, to photography, to academic events and many more. this is your perfect chance to get involved and have an awesome time! have a look at the different subcoms available!

first year reps

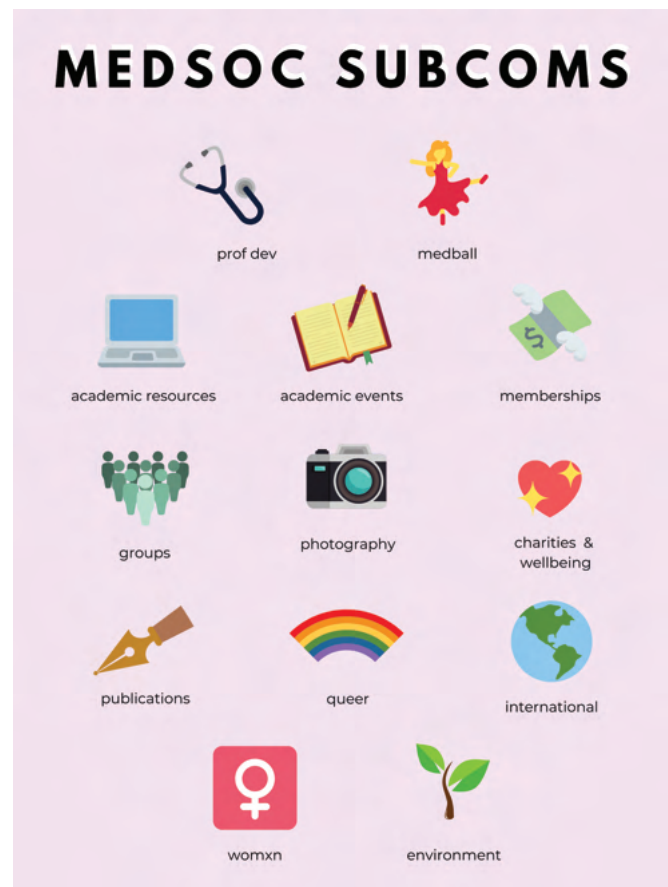
first year reps play an integral role in taking care of their cohort throughout the year, as well as welcoming and looking after the incoming freshers of the year below. they have key responsibilities in representing their cohort, attending meetings with faculty, making lecture announcements, organising morning teas, helping put together umbilical, and planning medcamp and integration cruise. this role can be a very busy and demanding one, but an incredible experience and a whole load of fun

assistant secretary

the assistant secretary is the sidekick to the secretary in medsoc exec. as such, they play a key role in the functioning of medsoc, such as coordinating event recordings and video conferencing for big medsoc events, organising food for council meetings, and helping compile the fortnightly medsoc mail-out. this is an amazing opportunity for a first year to get invaluable insight into medsoc and meet loads of people across all six years of the medicine program.

all of these opportunities will all be available to you during first year role applications, which will take place after medcamp! note that you can apply for as many different roles and as many different subcoms as you like!

to find out more, make sure you read the fortnightly medsoc mail-outs to see all the awesome things going on at your medsoc! also, make sure to check the class of 2025 facebook page & UNSW medicine noticeboard for announcements!



development portfolio *certificate*

take part in an event from **at least** 4 of 7 the medsoc development branches below **plus** any 1 event from our affiliates (MSAP, GSPN, RAHMS) to receive a certificate of evidence for your portfolio assessment showing the actions you've taken to develop more broadly in medicine!

charities & wellbeings:

- the great debate
- medsoc weekly clubs

professional development:

- meet the medics
- professional development day

environment:

- talking about climate change

academics:

- sign up for mid-year or end of year mICE as patient/assessor
- sign up for mid-year or end of year mOSCEs as patient/assessor

queer:

- queer health conference

womxn in medicine:

- womxn in medicine surgery symposium

international:

- international food fair
- international cook off



campus food & drink: tag yourself nba edition

NEILA LITKOUHI (IV)



LeBron James:
Coffee Cart

- big name on upper campus
- many call it the GOAT but contentious
- it's a little take-away cart near library lawn which does easy drinks and muffins



Luka Doncic:
22 Grams

- new kid on the block
- fan favourite
- gotta go a bit rural to see them (up near Randwick shops)



J.R. Smith:
Boost Juice

- not very clutch - doesn't help you stay awake and study
- hate em but kinda love em
- the trippy one in the group



Ben Simmons:
The Little Marionette

- local boi: right near classes
- good op at short range: has lots of alternative options, pretty popular
- poor stats at the 3pt line: not worth a big trek across campus
- overall pretty solid



Zion Williamson:
Q-Lounge Cafe

- super hyped
- first draft pick: big op for Sem 1 lectures, right around the corner, solid stuff
- unlikely to have longevity: fades away pretty quick by Sem 2 but juries still out



Giannis Antetokounmpo:
Stock Market

- notoriously a beast
- reps green
- DIY fresh salads + pastas, soups and fitspo green juices



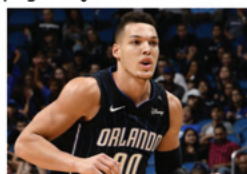
James Harden:
Time For Thai

- bit of a travel but gets the job done
- loves to be centre of attention
- On Anzac Pde and everyone will tell you to try it at least once



Vince Carter:
Matthew's Food Court

- an oldie but a goodie
- you get bored and drift away from then but they withstand time
- just happy to be there



Aaron Gordon:
The Spot

- flashy boi
- still salty about losing to campus food
- a whole heap of bars, cafes and restaurants that are a cute after class, dinner spot!














Kevin Durant:
Whitehouse/Roundhouse

- bandwagon
- overrated but not bad
- they've got solid pizzas, snacks, burgers and drinks - worth trying but a bit of an ego

medsoc membership:

deals and benefits

name	deal	name	deal
	discounted \$59.95/week, unlimited class membership		\$2.50 coffee terms: - show your medsoc sticker - not be using a disposable cup - cannot use w/ other discount
 F45 randwick	10% discount off sprout salad bar-neighbouring cafe when you have F45 randwick membership	 STOCK MARKET on-campus	\$1 water with any food purchase
	15% discount with code MEDSOC15 2-5 players 90 min		20% discount off your 1st subscription pad box with the code MYFIRSTTSUNO
 http://sydney.virtual-room.com/	20% discount with code MEDSOC20 vr time travel escape room- assoc. w/ escape hunt!		10% off food & drink
 randwick	10% off all purchases thai/asian cuisine good for on-campus /POW, also on deliveroo		10% off all hot drinks buy any breakfast or lunch time food over \$8.50 and receive a bottle of water for free!
	20% off ALL FOOD at bloody mary's darlinghurst, monday-friday		

on med open day, and the rest of the week, there will be medsoc signups held by our membership officers. come and collect your sticker to put on your id card and receive all of these benefits!



special interest groups (sigs)

particularly in first year, the vastness of the medical field can seem daunting. unsw medsoc's special interest groups (sigs) provide a bridge towards exploring your interests, exposing you to specialities that may appeal to you. they not only offer a chance to attend or help organise events that may spark newfound passion, but allow you to build friendships and networks with the talented people around you!



im-soc warmly welcomes all who are interested in internal medicine! we organise multiple academic and non-academic events throughout the year, ranging from ECG tutorials to large-scale conferences. if internal medicine is where your passion lies or if you are simply looking to learn more, do keep a lookout for our events update!



unsw surgical society is an interest group with the mission of promoting surgery to medical students. we run events throughout the year ranging from our staple suturing workshops to conferences, careers night and sub-specialty focused workshops taught by surgeons! keep an eye out for our events coming in 2020!



psychisoc welcomes you to join us in learning more about/growing your interests in psychiatry! we do events ranging from pathways night (for those interested in a career in psychiatry), to mental health conferences and mock exams. get involved this year by & keep a look out on our page: <https://www.facebook.com/PsychiSoc>



our 2020 vision for **oculus soc** is filled with exciting learning opportunities for those with a budding interest in ophthalmology and we welcome everyone to join our events throughout the year! set your sights on pathway nights delivered by specialists and various teaching sessions to equip you with basic ophthalmic skills.



hey freshers! a warm welcome from **women and children's society** (WCSoc)! our SIG offers a broad scope of opportunities from helping you ace those exams to practical skills workshops to volunteering out in the community - all with the aim of fostering a passion for this important area of medicine!



covering some of the most critical areas of medicine, **critical care soc** is going to be delivering some red-hot, fast-paced and action-packed events to you this year that focus on anaesthetics, intensive care and emergency medicine! not for the faint of heart, it is absolutely critical that you stay tuned and get keen! our team can't wait to meet you all this year!



are you interested in skincare? do you have acne? what is dermatology? well, we've got you all covered! **unsw dermsoc** provides medical students with greater exposure to the field of dermatology through many cool opportunities and fun-filled events!

connect **with us**

wanna learn more? follow our socials:

fb: unsw surgical society
unsw internal medicine society
unsw psychiatry society
unsw critical care society
oculus society
unsw women & children society
unsw dermatology society

performing arts groups (pags)



medical music society

in medical music society, we create a close-knit community for music lovers. even with our busy term times, we hope to get together to make music in a meaningful way that benefits our community. we have weekly orchestra, acapella rehearsals and monthly jam sessions for everyone who enjoys music. we welcome newbies who want to try out something new and experienced diploma instrument players alike. we prepare for regular volunteer performances in hospitals and nursing homes, as well as our annual concert. as the saying goes 'music is the medicine of the mind', come join us to share our love for music!



medshow

medshow is a musical production written, produced and performed by med students from all years. we welcome all of you who are interested in anything from dancing, acting, band and singing to working the stage, sound and lighting! medshow is not only about the incredible show produced, but also about the family made along the way.

to quote seasoned medshow alumni DR martin tran, who did medshow his entire 6 years of med school: "medshow has been my family away from home and honestly I wouldn't be the person I am today without it! I got to perform with and meet people I've never expected, and it has given me so much self-confidence over the years (lol shoutout to my friends saying I just dance and medicine is a side-thing)."

what are you waiting for, come join medshow!





rural allied health medical society (rahms)

medsoc *affiliates*

the rural allied health & medical society is unsw's dedicated club for rural and indigenous health awareness & advocacy. australia faces alarming health disparities, with access to appropriate healthcare almost impossible in some remote communities.

a big part of closing the health care gap between rural and indigenous health and health in metropolitan communities is inspiring YOU, the new generation of health professionals, to be aware of the inequalities and inspired to be part of improving health across Australia.

RAHMS holds numerous events to give medical and allied health students an insight into rural health and life, 2019 highlights including:

- rural appreciation weekend – held in wagga wagga and run by rural med societies, a weekend experiencing rural life and learning about rural health!
- NAIDOC week celebrations to celebrate Indigenous cultures
- rural high school visits to educate on health inequalities & empower them!
- clinical skills nights - rural networking evening

if EWE are keen to find out what you can do for rural and Indigenous health, keep up to date with our events on Facebook!

general practice students network (GPSN) is a not-for-profit student-run national organisation aimed at promoting general practice and primary care medicine to medical students. with a club at each of the 21 medical schools across australia, GPSN contains over 13,000 members nation-wide. our goal is to promote and develop lifelong skills for medical students in the general practice specialty by organising fun & informative events that allow you to engage with other students with similar interests, medical professionals and the local community.

such events include clinical skills night, where experienced seniors will revise your history-taking and clinical examination skills in preparation for your OSCES. in advocacy of community health and indigenous health, we run pathway nights, GP placement programs, & many more opportunities where you can interact with members of the general practice specialty. if you want to learn more about the speciality, or just want to interact with more like-minded students, sign up at our GPSN stall in O-week, like our facebook page and stay tuned for our 2020 events!



general practice students network

what is medical students' aid project (MSAP)?

we are a global health group at unsw, which operates as a student-run, nonprofit charity organization, aiming to promote global healthcare equality and student empowerment.

how did we begin?

what do you do if you open a hospital first aid kit, only to find a band-aid and a cockroach? our founders, greg fox and greg maloney, returned from their medical placement after experiencing this in malawi with an unshakeable determination to ameliorate healthcare inequality. thus, in 2001, MSAP was born.

what do we do?

today, we maintain the same core mission but our expanded activities now include education, advocacy and action. we run the global health short course —a dean-certified series of stimulating talks about global health spearheaded by expert speakers. we actively advocate in areas of refugee health and climate change. additionally, we instigate real action through local and international projects like food for thought in india.

what can you do?

come along to launch night on march 3rd to learn more! keep in touch by liking our facebook page (facebook.com/msapfb) and instagram ([msap_unsw](https://instagram.com/msap_unsw))! join us and we'll show you that you can make a difference.



**medical students'
aid project (msap)**

other opportunities



medical outreachers australia (moa)

do you have a passion for providing humanitarian care for others? are you interested in embarking on both local and international volunteer trips with people who share the same passion as you?

in 2020, we will hold a conference, the highly popular dubbo trip and an international trip. ultimately, our mission is to cultivate a passion and devotion to the practice of medicine so that our volunteers will be able to contribute to the improvement of health wherever their future may take them.

what are you waiting for? to embark on an experience of a lifetime, look out for opportunities on our facebook, insta (@medicaloutreachersaustralia) and website at medicaloutreachersaustralia.org.

from the lens of a *mature age* student

COLLATED FROM CURRENT & GRADUATED MATURE AGED STUDENTS, EDITED BY JANE LIU (II)

being a mature-aged student in a sea of teens and twenty-somethings while studying a challenging course can be intimidating, but it doesn't have to be. we, as fellow mature-aged students, are here to help you make the most of this next six years!

study is your full-time job

but this is difficult considering that you may need to juggle other time-demanding aspects of your life, such as maintaining a stable income, looking after your kids and spending time loving and supporting your significant other and yourself. a balanced week e.g.

monday to friday, 6am -7:30 am gym (exercise is great for studying more efficiently).

university and study 7:30am – 6pm. weekends and evenings after 7pm are for my family.)

even then, the tough does get going and when that happens, we find that reminding ourselves of the big picture helps us strengthen our resolve to succeed. returning to our core motivators really helps; these might resonate with you:

- past experience with gross health inequities sparking a passion to close the gap,
- demonstrating that age is no barrier to success, and
- being the best role model and inspiration you can be for your children.

take advantage of campus resources!

life gets busy and it might help to centre daily tasks around your campus so as to reduce commute time and increase convenience.

- live locally if possible.
- if you have young children, take advantage of unsw early years – a childcare service provided by the university for its staff and students.
- use the unsw health services (found in the quadrangle).

don't forget to apply for scholarships! it might relieve stress regarding finances and work.

ohana means family

we find family is a huge source of support, especially during stressful exam periods. creating a family calendar is an easy way to work around assessments, and to plan for a well-deserved holiday! that being said, we urge you to keep up with coursework and to pass your exams to avoid studying for supplementary exams during the summer break.

technology is your friend...

...and so are your younger peers! we pride ourselves on how tight-knit and supportive our community is, and mature-aged students are definitely welcomed in with open arms.

- ask your peers to show you how to access the invaluable online resources, and for help when you need it.
- be sure to have a reliable laptop, phone and printer for submitting and studying coursework.
- go to peer mentoring! they show you the ropes!

with that, we leave you with this life mantra. "how does an ant eat an elephant?"
"one bite at a time."

all the best!



'what do they call the person who graduates last in med school? *a doctor.*'

DAYNA DUNCAN (V) - 2019 Medsoc President

hello new meddies and warmest of welcomes to unsw medicine!

the next six years will be a rollercoaster of learning, failing, succeeding and not learning much at all, but by the end you will be spat out a passable intern with a whole heap of amazing experiences and a support network of incredible, inspiring and diverse people to learn from and lean on throughout your training and career.

so the learning part- what actually happens? I felt like my whole first year was a series of people saying 'don't worry about it yet' and 'your grades at this point don't even matter'. but most of us have spent years working hard to get to medical school, focussing on our grades, and we're selected based on our numerical ranking, so it's a hard habit to kick.

rather than tell you to not think about your grades, I'm going to tell you to think about them really, really hard. look at the 'medsoc guide to assessments', see what assignments and assessments you have coming up over the next two years, and get a bit of perspective. your assignments collectively contribute to 50% of your portfolio which contributes to 20% of your BMed WAM which contributes to... well nothing really. your grades aren't important for anything except monitoring your own improvement and tracking your wellbeing if things start to slip.

an intern this year said to me 'I always thought that doing all of these extra curriculums would help me as a junior doctor but... now I realised they're the only thing that prepared me for it'.

the reason unsw medicine operates on a pass/fail system isn't because they want to confuse you with complex numerical conversions or apply some tokenistic wellbeing project. it's to grant you the flexibility in your learning to become a confident and competent practitioner, with well-rounded skills and passions that you will take to your future career.

expand your medical learning to beyond the classroom.

so over the next six years, don't limit yourself to learning medicine in the classroom. being a good doctor will come from the myriad of experiences you have, the people you meet and the opportunities you say yes to. learn to be a good medical student, but more than that, learn to be a good global citizen.

peer mentoring

questions? contact
professionaldevelopment
@medsoc.org.au

schedule

please note: this schedule only serves as a guide, your peer mentors will arrange specific sessions on a week-by-week basis.

TP1:	Session	Day & Time		Location
Week 1	I: Meet the Mentors	17th February, Monday	5pm – 8pm	Wallace Wurth Lobby
	II: Tour & Scavenger Hunt	Self Organise		UNSW Campus
Week 2	III: Academics Part 1	Self Organise		UNSW Campus
Week 3	IV: Academics Part 2	Self Organise		UNSW Campus
	Life as a Medical Student	Monday 2nd March	10 am - 11 am	Rex Vowels Lecture Theatre
Week 4/5	V: Socials and Extracurricular	Self Organise		UNSW Campus
Week 6	VI: End of Peer Mentoring Picnic	26th March, Thursday	11am – 1pm	Wallace Wurth LG

make sure to keep this copy of umbilical with you so you can use it for reference during peer mentoring sessions! the sessions are a valuable opportunity to get to know older students, get advice, textbooks, past exams and lots of knowledge that will help you adjust to medicine!

notes

session 1: introduction

meet your mentors

Date: Monday 17th February 2020 **Time:** 5:30pm - 8:00pm at Wallace Wurth

classes, materials & required prep

class	date & time	attendance	description & preparation
lectures	~ 8/week 9-11am monday - thursday (subject to variation)	generally not compulsory, can live stream & online recording	<ul style="list-style-type: none"> ~ 50mins, personal preference to attend. - occasional pre-work on eMed/moodle. - stay up to date as much as you can, cause it can be difficult to catch up - content directly examinable in EOCs
scenario group	~2/week 1-3pm/3-5pm monday - thursday (college-dependent)	compulsory, in person only	<ul style="list-style-type: none"> - sessions based on the course's student guide, with pre-work in guide or moodle - content may be assessable in EOCs - facilitator can provide feedback (try to be punctual and on best behaviour)
practicals	~2-4/week, 1-3pm or 3-5pm, monday - thursday (college dependent)	compulsory, in person only can swap by emailing principal teacher on eMed	<ul style="list-style-type: none"> - based on the course's practical guide - prework modules usually required, complete prior to attending - content only examined in PPE, learn aims & answers to prac guide questions - note: refer to medbible prac notes (passing med 101) - arguably sufficient study
tutorials	<1/week, 1hr session, in the 11am-1pm slot	compulsory, in person only. ethics tutes have attendance taken, others depend	<ul style="list-style-type: none"> - pre-work on eMed/moodle, usually complete worksheets before attending - some are incredibly useful and directed for EOC study, some are incredibly useless
campus clin skills	1/fortnight, 2hr session variable per college	compulsory, avoid swapping (more strict)	<ul style="list-style-type: none"> - watch clin skills video on moodle for each exam & learn prior to session. very few tutors actually teach full skills, v. self-directed - complete signs & symptoms for each course after foundies (not helpful but often checked by Silas)
hospital sessions	1/fortnight, 2hr session variable per college	compulsory, attendance is monitored, warning with unexplained absence	<ul style="list-style-type: none"> - know the relevant history/exam for given course before attending, hospital tutors expect you to know it - review geeky medics, talley & o'connor, or medschool app

med websites

eMed: 'link to activity in map' will lead you to the learning activity file in which lecture slides/worksheets are uploaded if not on moodle or echo360

- 'map' has archived lecture notes to access older versions of slides if they aren't provided on eMed before lecture

- timetable: download using ical onto phone and laptop (note: classes can change last minute, so check eMed to make sure it's up to date).

- teamwork feedback: submit at the end of each group project as evidence for the teamwork capability portfolio

moodle: all information related to a course is through moodle.

- guides: practical & scenario group course guides are available, download at beginning of each course
- announcements: check regularly, can include class changes, info relevant to the course or program updates
- lectures: link to echo360 will give access to live stream & recorded lectures
- online activities & pre/post class work: refer to each scenario page for relevant online activities related to a class (to be completed before prac/SG/clin skills). there is a progress bar to track, but not really monitored by medfac.
- top tip: on chrome you can add 'video speed controller' extension which can speed pre-prac videos up to 16x speed

medprogram: recommended reading & review for the following: portfolio assessment, negotiated assignment, general assessment weighing, newsletters (quarterly)

echo360: how to download lectures:

- desktop: download chrome extension 'gecko DM' and select lectures to download
- phone/tablet: download echo360 app, sign in using firstname.surname@student.unsw.edu.au, then sign in using zID@ad.unsw.edu.au and zPass, select course & lecture, and download video 1 for audio + visual (slides)

textbooks

in general, textbooks are optional (even if they are 'prescribed'). they can be helpful for reference if you want greater depth of understanding or if the lecturer didn't explain well, but generally low yield to sit down to read/annotate chapter by chapter.

- can usually obtain pdfs online, link with older additions below. there are alternative resources (below) that are arguably far better for learning.

super useful link: <https://mega.nz/#F!sEdEWLhY!Wjo371W8oEBiO7NruloJag!VNswyY7L>

where do i borrow?: main lib next to lib lawn - the medical textbooks are floors 7 & 8.

- anatomy models (glass encased) are available for loan to study in the high use collection room on the 2nd floor directly ahead of you when you walk in the lib.
- loan books from high use collection (remember to return or incur hourly fines!)

other useful places include the anatomy museum in wallace (fantastic to study), opposite G06/7 computer room & museum of human disease (specimens not that helpful for study)

equipment

stethoscope: good to purchase basic classic littman II or III. cardiology IV is clearer with better isolation but is definitely more expensive. if you trust you won't lose your steth, you only need to purchase one for most of your life so may be worth the investment.

- purchase as early as possible but especially before cardiovascular (HMA).
- best prices are usually online - shop around for sales but AMA is relatively reasonable.

pen torch: cheap, can get free ones from conferences. need before neurology (AEB)

tendon hammer: practicing with one is the only way to get good at eliciting reflexes. it doesn't have to be fancy. simple ones with black head and pointy white end are good as a neuropin replacement. needed for neurology (AEB)

tuning fork, neuro-pin, ophthalmoscope: DON'T NEED

recommended resources

bookmark immediately! **passing med 101**: <https://drive.google.com/drive/folders/1v4ye5RaNYBgDRxBPSuAdZ2Wp6gz7ADOG> - includes medbible (lecture + practical notes), memorandums, **textbooks** and basically everything you need to pass every exam in phase 1.
medconnex: <https://www.medconnex.com.au/> - access past group assignments + projects,
studyingmed: http://studyingmed.com/wiki/index.php?title=Main_Page - includes answers for most SGs (but there's been significant restructuring of courses since this was written)

theory (basic & clinical sciences)

resource	description
osmosis	online medicine videos - provide fantastic simplified explanations arranged by discipline & body system, good for those who have a long commute and are worried about losing time to study. downside: paid subscription that is very expensive (but if you get a large enough group, you can abuse the 2 week free trials they offer and survive phase I, or use every email you have ever owned). some medsoc events have voucher codes for free trials. https://www.osmosis.org
armando hasudungan	online medicine videos - same benefits as osmosis but free! medsoc academics often arrange events where armando comes to UNSW in the flesh and runs a tutorial about a particular topic. downside: sometimes too complex for phase I level or difficult to find video for specifics. https://armandoh.org & https://www.youtube.com/user/armandohasudungan
AMBOSS	comprehensive and well organised set of online notes with ability to create quizzes. a nicer version of a textbook, with fantastic diagrams and images. info is relevant for medicine degrees and you can easily use search function to directly find the information you are looking for. downside: expensive subscription https://www.amboss.com/us
complete anatomy	MUST HAVE for anatomy - fantastic software available on most devices but best on touch screen (e.g. iPad). essentially a 3D textbook, incredibly valuable for those struggling with anatomy. downside: expensive purchase of atlas + even more expensive subscription. however, medfac may purchase a subscription for students (keep asking if not available) https://3d4medical.com/student
anki & quizlet	flashcard based services, used by the gunners in each year. very useful for spaced repetition & learning (i.e. not cramming).

assignments & projects

resource	description
UpToDate	the legitimate wikipedia used in practice by many doctors and nurses. has info about conditions, treatment and management - usually avoid citing in assignments (use the references that it uses as you references). account can be made via CIAP at your clinical school (ask older students for assistance). https://www.uptodate.com/login
BMJ	nice summary of presentation, diagnosis and management of conditions - avoid referencing but usually helps in establishing understanding and finding initial references. bestpractice.bmj.com

clinical resources

resource	description
geeky medics	fantastic website + clinical videos. watch relevant examination video prior to your clinical skills session. has info that is helpful for preparation for OSCEs. https://geekymedics.com/
medschool (app)	particularly useful in hospital and OSCE preparation (more helpful for phase II). quick reference pocket guide and explains signs and symptoms for each aspect of examination, definitely download on your phone! https://medschool.co/

session II: tour &

scavenger hunt

outline

this session is an opportunity for you to explore and find all of the different rooms you may need to know, learn of the best study spots on campus & best deals for food.

- a unsw campus map or 'lost on campus' app always comes in handy
- ask your mentors for where they like to study and where they think has the best food

session III: academics

part one

ASSIGNMENTS, REFERENCING & PLAGIARISM

overview of the medical degree

the program is divided three phases, each being two years in duration.

- phase 1 consists of eight 8-week courses in years 1 and 2.
- phase 2 consists of clinical courses in Year 3 and the independent learning project/ honours in year 4. you are also required to take general education courses either during ILP year or if doing honours, it is advisable to take on general education during phase 1.
- phase 3 is all clinical, with few campus days, unlike Phase 2.

each phase is weighted differently. to recognise student performance within the medicine program, students may be awarded a pass with distinction in either the BMed or the MD or both. to achieve a pass with distinction, students must achieve a weighted, final mark of at least 75%.

the specified assessments and their respective weights are shown below:

BMed	% Total
Phase 1	
Course examinations	20%
End of Phase Written Examination (½ from MCQ Test and ½ from Practicals)	10%
End of Phase Clinical Skills Examination	10%
Portfolio Examination	20%
Phase 2 Coursework	
Projects/Assignment	10%
Phase 2 Integrated Clinical Examination	20%
General Education/Arts courses*	10%
Total BMed	100%

*as of 2019, all students with ≥ 65 WAM across all EOC examinations (except foundations) will be eligible for honours.

MD	% Total
ILP/Honours	15%
Phase 3	
Course results	20%
Biomedical Sciences Viva Examination	15%
Phase 3 Integrated Clinical Examination	30%
Portfolio Examination	20%
Total MD	100%

assignments

general assignments: one assignment every teaching period (which is every quarter of a year). each assignment has 2 focus capabilities that will need to be strongly emphasized and addressed. choose what you are interested in, but also keep in mind that you need to have all capabilities at least once.

negotiated assignments: must be completed before the end of phase 1 in place of a normal assignment. it is where you set your assignment and criteria following the theme of the course. you may want to wait for a particular course so you can do something you are really interested in!

assignments are graded a F, P-, P or P+. they contribute for half of your portfolio, which is submitted at the end of phase one. the portfolio essay and assignments/projects combined are worth 20% of your biomedicine degree.

portfolio

half of the marks of the portfolio come from your assignments and group projects. this is a reflective piece to be handed in at the end of phase 1 where you are asked to demonstrate (through reflection) your development on each of the graduate capabilities. start collecting bits for it now - any significant thoughts from the start of med, experiences with students/teachers/patients that make a particular impact on you.

evidence of achievement: able to submit certificates of conferences, events or activities you have attended or participated in throughout phase 1 that may relate to one of the graduate capabilities.

tips

- access medicine, medline, unsw library and google scholar are your friends
- remember that you have to cover all the capabilities by the end of phase one (preferably each with a P or P+)
- advisable to do the capability more than once if you didn't do well in it the first time
- use refworks and endnote - these are citation managers, which will make life easier!
- endnote download link: <https://www.it.unsw.edu.au/students/software/endnote.html>
- for group projects, meet often, even if it's just after SG, some people can be very hard to contact so make sure you have each others' numbers and know what their preferred method of contact is. many people find making a facebook group can be useful - you can post up documents on here to share; or a google doc where you can all edit the document at the same time.
- in 2015, there was a small wave of plagiarism - it can be easy to be confused between peer reviewing and copying. please don't underestimate the importance of correct citation and referencing- ask your peer mentors for help!

session IV: academics

part two

EXAMS, THEORY & CLINICAL

end of course exams (eocs)

you will have a total of 8 EOCs during phase 1, one at the end of each teaching period. they consist of 40 MCQs and 60 marks of short answer questions (3 sections of 20 marks each). *foundations is shorter (20 MCQs & 2 SAQs)

- each of these long responses sections will be broken up into smaller sections, with questions ranging from 1 mark to 10 marks.
- EOC exams are 2 hours 10 minutes long (10mins reading time & 2hrs writing time)
- get to the exam early – often reading time is before the emailed “starting time” at the venue and examiners will start without you!
- for long response questions, answer in point form & diagrams & tables – perfect english & sentence structure doesn’t score extra marks as long as it’s understandable!
- there is generally one question/part of a question from each of the main disciplines e.g. anatomy (drawing structures, describing anatomical relations is common), physiology, pharmacology, pathology, embryology (in BGD)
- SG content **will be tested!!** this is becoming more common each year! especially those surrounding the scenario (e.g. for foundies know ‘johnny’s knee’ - the time-line of inflammation, the sociocultural factors influencing the scenario). they CAN also test tutorial content (although this rare cases & usually only when calculations are involved i.e. pharm/phys) and practical content (only embryology).
- remember to **always** at least read through past papers and SAQs - questions are very often repeated.
- support is available if students fail (supplementary exams, lots of chances - **medfac does not want you to fail**) and encourage them to ask you as their mentors for academic assistance if they need it.
- foundations is pass/fail, every exam following is given a numerical mark (50-64 = pass, 65-74 = credit, 75-84 = distinction, 85+ = high distinction).

progressive practical exams (ppe)

each section of exam is roughly 30 minutes and you rotate between them. the content of exams are derived from courses prior to it, except foundations (PPE1 = BGDA, HMA & AEB, PPE2 = SH & BGDB, PPE3 = HMB & AEA).

- there is a ‘cumulative total’ system – i.e. that you need a total mark over 50% over the three exams to pass and 50% in each discipline over the three exams to pass. it is best to study hard for the early exams so there is less pressure come the final PPE when you have all the EOP exams.

1. histology/pathology/embryology: you will be shown images (on a computer) from the virtual slides collection/embryology wikipedia that you have previously gone through in class. you will not be told where the specimen was collected from. you will be asked MCQs on the slides, most often derived from adaptive tutorials.

2. anatomy: a multi-station exam that takes place in the anatomy labs. at each station there will be either a specimen and/or a model with flags. you need to fill in answer sheet with the name of structure the pin FIRST passes through and may be asked simple questions on its function.

- 3. physiology/pharmacology:** 'link to activity in map' will lead you to the learning act
- 4. microbiology/biochemistry:** slides/worksheets are uploaded if not on moodle or echo360
- 'map' has archived lecture notes to access older versions of slides if they aren't
 - exam questions come out of practical guides so pay attention in pracs!

top study tips

- start early and stay organised! try not to leave everything to the last minute!
- study according to lectures as most questions are derived from there. support textbooks encouraged, especially in cases where the content is not clear. make sure you have a complete set of lecture/tutorial notes e.g. get tutorial/SG notes off friends. also consult the JED MED Google Drive (link can be found on fb: https://drive.google.com/drive/u/0/folders/0B9l_vz-wBXfgfnhKcEEyWkVHTUxXYndtM1J5eTRyQm05SmRmamF2UFBmeWMtenlXSzRzN1E) and website studyingmed.com for notes and resources supplied by amazing seniors.
- prioritise your subjects e.g. by topics you found hardest & most important
- don't ignore the hard things just because they're hard!
- study in groups - med is not a competition so help each other out.
- lots of older students are willing to tutor for free in their free time, so if you get a few students together, try and find an older tutor friend! they help a lot!

study methods:

- annotating lecture notes
- reading textbooks
- practicing saqs before the exam, memorandum and past papers
- writing summaries and diagrams
- asking questions on moodle forums

organising notes:

- by topic e.g. summaries
- by time e.g. order of learning
- by scenario e.g. johnny's knee notes
- by learning activity e.g. sg, prac, lecture

terminology

define: give formal meaning by distinguishing it from related terms

compare: show differences and similarities between two concepts

contrast: to compare by showing the differences

describe: to write a detailed account in a logical sequence or story form.

explain: in-depth description linking it to principles / scientific concepts

evaluate: to give an opinion, after weighing up advantages and disadvantages.

analyse: finding main ideas, how they relate and why they're important

discuss: to present arguments for and against a point of view

outline: give a general summary that contains main ideas supported by secondary facts

studying embryology (bgda)

everyone has different approaches to tackling embryology. some methods include:

- try look up 3D diagrams/videos (youtube) for different events in embryology. these will greatly facilitate your understanding and will enable to visualise the development of the embryo (eg. trilaminar embryo folding: <http://www.youtube.com/watch?v=rN3lep6roRI>)

- in general, use as many of mark hill's website diagrams/videos as possible, it's much easier than trying to understand what happens with words only – searching online for more diagrams might also help. additionally, mark hill's website provides a brief summary of the developmental events which would be suffice for passing exams.
- some students find 'larsen's human embryology' useful. there are summaries at the beginning of chapters and timelines with diagrams to help you.
- write really concise summaries for the different embryological events that occur in each week to get the bigger picture in chronological order – another idea could be to learn week by week events.
- be able to draw and label most of the developmental events that happen. these will give you quick easy marks and will complement your answers well.
- in exams, if there is a long response regarding embryology, don't be afraid to answer the question in point form. your answer is a lot neater and chronological.

ccs, osces, socas & ospia

how it works:

- students must perform at least 4 interviews/histories from HM in year 1 to BGDB Year 2 (inclusive) within a minimum 1/term.
- at least one SOCA must be assessed by your regular hospital tutor, at least one must be completed in CCS, and at least one via the OSPIA online platform.
- each session must be observed by an assessor, with feedback and grading completed.
- in CCS and OSPIA assessor feedback is automatically uploaded into eMed.
- in hospital settings you can complete on the CWapp and upload your reflection) to eMed under the 'Upload Assessment' option.
- a short reflection on your patient interaction must be included with every SOCA. this reflection should target areas of strengths and weaknesses, including a plan for how these can be improved in the future. following the prompts subsequent to completing the OSPIA. must be completed by one week after.

student tips:

- SOCAs are all about communication and how you approach the task, the structure of your history, and how you relate to the patient. remember, empathy!! don't stress too much about the completeness of the history initially.
- reflections in your eMed are critical! there is no marking standardisation, & communications group projects are rare – so make sure you document your progress, and reflect upon markers' advice.
- try and target previous weaknesses/constructive criticism in subsequent SOCAs.
- have supplementary evidence to show that you are DOING things to try improve (e.g. references). perform more SOCAs/OSPAs if you need to.
- you can complete practise OSPAs which aren't assessed but you need to make sure you book these via the OSPIA website.

The marking criteria is as follows and can be found in your CCS guide.

Grade	F (outright)	P- (still a Pass grade)	P (includes Credit)	P+ (Distinction level)
Explanation of grade (Do not mark grades here)	The student does not really have the skills in the criteria.	The student has an understanding of the skills but still has a lot of room for improvement, and there will be particular aspects to work on.	The student has an appropriate level of the skill for a student at their level. You felt safe, and comfortable, but you were still aware that they are learning.	The student shows outstanding skill, beyond their level. Skills that you would expect from a practicing doctor, perhaps.

UNSW Medicine – Student-Patient Observed Communication Assessment (SOCA) form

Student: _____ Year: 1st 2nd GE (circle)

Assessor: Campus Tutor / CSD / Hospital tutor / Other hospital clinician / Simulated Patient (circle)

Date: _____ Course: _____ Patient MRN or SP name: _____

Observe student interviewing patient (real or simulated) and comment on the student's ability to:	Grade
1. Provide structure <i>Please circle any descriptors below that were NOT achieved and then to the right, circle grade awarded.</i> <ul style="list-style-type: none"> A. Initiates the session appropriately with introductions, defining of the purpose and agenda B. Clarifies and summarises at key points during the interview C. Uses transitions and signposting D. Manages time effectively E. Closes the session appropriately with a plan and/or summary 	<p>F</p> <p>P-</p> <p>P</p> <p>P+</p>
2. Gather information <i>Please circle any descriptors below that were NOT achieved and then to the right, circle grade awarded.</i> <ul style="list-style-type: none"> A. Encourages the patient to tell their story in their own words B. Explores the patient's problems and perspectives (beliefs, worries, feelings, goals) C. Uses open questions initially, listens attentively, and then synthesizes closed questions as appropriate D. Facilitates patient's responses using encouragement, pause/silence, repetition, paraphrasing, interpretation – with limited interruptions E. Avoids using jargon and requests clarification and further information where needed 	<p>F</p> <p>P-</p> <p>P</p> <p>P+</p>
3. Build relationships & develop rapport <i>Please circle any descriptors below that were NOT achieved and then to the right, circle grade awarded.</i> <ul style="list-style-type: none"> A. Picks up and acknowledges patient's non-verbal behaviour (e.g. body language, speech, facial expressions, affect) B. Demonstrates respectful, encouraging and non-controlling non-verbal behavior (eye contact, facial expressions, posture, position, movement) and vocal rate, volume and tone C. Acknowledges patient's perspective and efforts to cope and is non-judgemental D. Handles uncomfortable topics sensitively E. Involves the patient, and shares own thinking as appropriate – ideas, thought processes, dilemmas 	<p>F</p> <p>P-</p> <p>P</p> <p>P+</p>
4. Ensure a shared understanding of patient's needs and perspective/impact of problem <i>Please circle any descriptors below that were NOT achieved and then to the right, circle grade awarded.</i> <ul style="list-style-type: none"> A. Explores impacts, concerns and expectations B. Relates subsequent questioning and explanations to previously elicited ideas, concerns or expectations C. Checks interpretation of information with the patient – clarifying and asking for any corrections or questions D. Recognises and prioritises patient's needs 	<p>F</p> <p>P-</p> <p>P</p> <p>P+</p>

session V: socials & *extracurriculars*

learn about the different ways you can get involved! - not only in medsoc but also in other various wider uni initiatives. your mentors will be speaking from their own experiences as well. there are so many different events and portfolios for you to participate in them - we suggest you try everything you can!

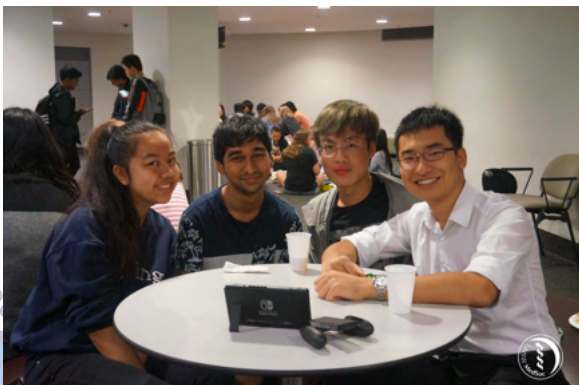
- information about sigs and pags on page 12-15

session VI: end of peer *mentoring hang*

Date: Thursday 26th March 2020

Time: 11am - 1pm at Wallace Wurth

as our program closes come along for free food and chill times. mentors and mentees alike are encouraged to come join the fun! if you've made it this far you're finally ready for the full uni experience, for better or for worse. just know that everyone out there is here to support you so don't hesitate to chuck your mentors a message once every so often if you have a question or just want to catch up. good luck and have fun!



mental health

resources

as a medical student, adjusting to uni life and the demands of the degree can be tough! medfac has a student wellbeing advisor (catherine marley) for all of the medical students, whose sole job is to take care of us and look after our mental health. she is free to chat to any time on email or if you pop by. more contact details to be confirmed later on in the term!

top tips from us:

- balance work, life, sleep! take days off, take care of yourself. don't take on more than you can handle.
- look at nature, it has shown to make people happier :)
- have your own GP – see one at least once per year for a general check-up. the unsw health service bulk bills students with medicare cards for most consultations. OSHC cardholders are not out of pocket if they have current OSHC worldcare or medibank OSHC insurance.
- physical health - at least 30 minutes of exercise 3 times a week. do mentoring group runs / fitness activities!
- keep an eye out for Feel Good Week & Welcome Back Breakfasts!

places to go:

headspace: <https://headspace.org.au/> (Bondi Jnc: 9366 8000)

beyond blue: <https://www.beyondblue.org.au/> (1300 22 4636)

black dog institute: <https://www.blackdoginstitute.org.au/>

lifeline: 13 11 14

You can also visit counselling and psychological services (CAPS) at the quadrangle building from 9am to 5pm to book appointments. you can find more information via <https://student.unsw.edu.au/counselling> or call them on 9385 5418. also email counselling@unsw.edu.au





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