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HEALTH HANDBOOK

THE ULTIMATE GUIDE TO HEALTH AT UNISC

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Contents

MLS101: Foundations in Medical Science

Overview

This course provides an introduction into laboratory science, assisting you in developing practical skills that you will use throughout your entire degree (such as how to operate an automatic pipette). While the initial weeks of the course are very basic (yes, you will learn how to round numbers), the latter half of the course does delve into slightly more interesting topics, like phlebotomy. Overall, the course is more directed for students studying medical laboratory science or students interested in a career in pathology. While you can expect to do some interesting labs and gain vital laboratory skills, the content from this course is largely untouched for most biomedical courses at UniSC.

Assessment

The quizzes and exams in this course are quite achievable. They are all multiple-choice questions and answers can be easily sourced from the PowerPoint slides or course workbook. The laboratory exercises were marked harshly at times (dependent on your marker) so definitely ensure that you complete these rigorously.

Advice

- ➔ The prescribed textbook for this course is probably the driest thing you will ever read; you do not actually require it so do not waste your money.
- ➔ If you intend to complete the laboratory exercises as a pair, ensure your partner is someone who wants to do well (ideally someone in your course).
- ➔ The mid-semester and final exams are very much based on what's on the PowerPoint slides, ensure you know these.

LFS100: Cell Biology

Overview

Like the name suggests, this course provides a comprehensive overview of the biology of cells. The learnings from this course are infused within many of the other courses you complete later down the track (such as physiology, medical genetics, and microbiology to name a few). The course is run very well by Dr. Ann Parkinson, and you may have her again if you do LFS203 Integrated Physiology. The topics for this course are generally very interesting, albeit most students tend to dislike the week spent on plant cell biology. Overall, this course is often a semester-favourite for many students in the medical science program.

Assessment

Ann is quite notorious for setting difficult assessment items, so ensure you are on your 'A-game' as you complete the exams and assignments. The practical quiz is in person, so be prepared! Most students agree that the Task 2 assignment was marked very harshly. Therefore, as this is one of your first university assignments, ensure that you put time into sticking to the conventions and do your referencing correctly. The final exam has both a multiple-choice and short-answer response component. Many students found this exam to be incredibly short for time, so make sure you plan your time wisely for this one. The laboratory assessments for this course are quite straightforward and are considered 'easy marks' if you complete them properly.

Advice

- ➔ If you intend to complete the Task 2 assignment in a group, ensure that your group are all high-achieving and motivated students - this one is marked quite harshly.
- ➔ This course starts right at beginning and does not require completion of senior biology, so do not be concerned if you did not do biology in Grade 11 or 12.

SCI105: Introductory Chemistry

Overview

SCI105 serves as a complete revision of high school chemistry, aiming to bring students who have not done any prior chemistry up to speed. If you have already taken senior chemistry, you can expect to learn nothing new in this course. The course coordinator, Dr. David McKay, is highly regarded and makes the course easy and enjoyable. If you have a good grasp of chemistry from high school, you can expect this course to be one of the easiest subjects you complete in your degree.

Assessment

The assessment in this course is very achievable. Dr. David McKay allows unlimited attempts for the Task 2 quizzes, making it easy to get full marks on them. Similarly, the multiple-choice questions (MCQs) in the Task 1 and Task 4 exams are taken from question pools in the weekly learning materials, so you will know the questions before sitting the exams. The Task 4 exam also includes a short answer question (SAQ), which students found to be straightforward, and Dr. McKay provides an exemplar during one of the tutorials. The Task 3 report is not a typical scientific report but rather a simulated experiment online with several related questions. Students also found this assessment to be very achievable.

Advice

- ➔ While the laboratories are scheduled for three hours, they generally never run longer than an hour and a half.
- ➔ No textbook is required for this course – David's learning materials are sufficient.

SCI110: Science Research Methods

Overview

This course provides an introduction into the statistics governing scientific research. To draw a comparison, the course is very similar in syllabus to the statistics learnt in Unit 4 of QCE Mathematical Methods. You will also learn about how different scientific research designs are planned and carried out. This course can be very polarising in terms of the enjoyment students get from it: some love it, others loathe it. While the course learnings are quite useful for those considering doing research, they are largely unused in courses that you complete during the remainder of your degree at UniSC.

Assessment

The assessment in this course is very achievable. The Task 1 quizzes have unlimited attempts, basically providing a guarantee for full marks for these assessments. The Task 2 assignment is quite involved, requiring you to form a group, design a small study, collect data, and write up the findings. It is important that your group are all on the same page for this assignment as there are a lot of different steps to complete and marks will be deducted quickly if you fail to complete certain parts of the assessment accurately. The Task 3 exam consists of 40 MCQs and Peter (course coordinator) provides a practice exam for you to try beforehand that accurately mimics the real exam.

Advice

- ➔ Complete the Task 2 assignment with a group of students who are high-achievers and (ideally) in your course.
- ➔ The textbook is a very valuable resource for this course (especially for the quizzes/final exam.

HLT140: Think Health

Overview

HLT140 is an enjoyable, very guided foundational course that serves as an introduction to studying in the health field and potentially working in a future health profession. The course brings together most health-based degrees as a means of helping the students understand disciplines outside their own and to become familiar with interprofessional collaboration. The course content provides an opportunity to reflect about your reasons for choosing to study a health-based course as positive outcomes from work in the health field are continually presented which forms an exciting picture of the impact we as health professionals are capable of. You will have the continued opportunity to check in with other students from your degree and understand their motivations for study and aspirations. Working in multi-disciplinary groups allows students to reflect on how they can best use their skills to contribute to a team working towards a common goal. It allows students to learn just how effective working in groups where team members bring different skill sets can be. The learning materials in this course are straight-forward to digest.

Assessment

Task 1 involves 8 quizzes based on the learning materials – so long as you keep up to date with the content this task is very achievable. Task 2 a group presentation about inter-collaborative practice where you will work together with students from other courses to investigate positive health outcomes that have emerged from working in multidisciplinary team. This project allows you to understand how to work well with others and emulate these positive outcomes in an educational setting. Here it is important to work regularly with your group and adapt to different skill sets and availabilities to form a cohesive and productive working environment. Task 3 cultural reflection allows you to think more thoroughly about your skills in an academic setting and as a future professional. Here, you will identify your strengths and weaknesses and come to learn more about what experiences and factors have shaped you and your talents.

Advice

- Take the opportunity to understand what the course serves to teach you- about the importance of working together with other disciplines to produce positive outcomes in health. This is an important learning to take with you throughout your whole degree.

LFS112: Human Physiology

Overview

For aspiring doctors, LFS112 is one of the first courses in your degree that will feel directly relevant to your field of interest, along with LFS122 - Human Anatomy. LFS112 provides an introductory overview of the physiology governing all major body systems. Students generally enjoy this course and find the content both enjoyable and manageable in difficulty. The course is well-organised, and there are many knowledgeable teachers available to assist with any queries you may have.

Assessment

The assessment for LFS112 consists of various online quizzes and exams, primarily composed of multiple-choice questions (MCQs). Students generally find these assessments to be straightforward and achievable. It is worth noting that some of the questions on the mid-semester and final exams are taken from the weekly revision quizzes. Therefore, it is highly recommended that you familiarise yourself with these questions as you study for the exams. Additionally, attending the laboratory classes is beneficial as some quiz questions are based on the learnings from these sessions.

Advice

- ➔ Strongly recommend attending the tutorial and laboratory classes for this subject as they prepare you well for the assessments and provide different diagrams for concepts that will be helpful.

LFS122: Human Anatomy

Overview

LFS122, Human Anatomy, is known to be a polarising and contentious course at UniSC, with some exams having fail rates of 60% or higher. However, it is worth noting that medical science and biomedical science students often perform well in this course despite its reputation. Human Anatomy primarily focuses on recall, requiring a good memory to succeed. If you have a strong memory, the course should be relatively easy for you. However, if memorising a variety of different terms is challenging for you, it is important to practice and improve this skill. Many students initially find the course overwhelming due to the large amount of new anatomical features to learn each week. As the course progresses, it becomes easier as previously learned anatomical features are explored in more detail in later weeks. Despite the challenges, most students tend to enjoy LFS122, and the knowledge gained from the course is valuable as you continue your degree.

Assessment

There are two practical exams in this course, both of which are in person. These exams tend to see quite high fail rates amongst the entire LFS122 cohort. The exam is conducted as a series of stations with models that have certain markings attached; you will need to identify the anatomical markings indicated. These exams are closed book however, good practice and familiarity of UniSC's anatomical models is paramount to successfully completing these exams so ensure you attend the laboratories. Furthermore, each week from week 2 there are practice practical exams set up in each laboratory class. Additionally, each week from week 2, you will need to complete short online quizzes that cover the theoretical content. The questions from these quizzes are drawn from banks of 'Check your learning questions' found in the modules tabs. These quizzes are not too difficult however, it is imperative that you have notes on the theoretical content. The Task 4 final exam is an online theory exam and the question pool for this exam is drawn from the revision questions provided on Canvas. As a result, most students found this exam very achievable given the questions were ones they had encountered before.

Advice

- ➔ As the practical exams are approaching, go to as many lab classes as you can. You will greatly benefit from the extra practice.
- ➔ Fill out the workbook (including the challenge yourself questions)!
- ➔ Complete or create flashcards to review content throughout the weeks (some good Quizlets can be found at quizlet.com/schmidtbug8/folders/lfs-122/sets).
- ➔ Use your peers to form study groups.

PUB112: Public Health Foundations

Overview

While some students did enjoy PUB112, most students tend to agree that this is one of the few courses in the biomedical programs that bears very little relevance to what we will be doing in our careers. This course provides a very rudimentary look at what public health is and why it is important. Public Health Foundations has very little in the way of learning materials, with some weeks only requiring approximately 20 minutes to complete the week's content.

Assessment

The assessment in this course is very achievable. The weekly quizzes are based on the readings for that week, of which most of the answers can be easily sourced. The Task 2 assignment is very generous in its requirements; 450 words maximum that is made up of dot points containing epidemiological data. While some students did extremely well in this assessment, others did find the marking to be a little harsh; best to ensure that you complete it rigorously. The Task 3 final exam is very simple in its structure: a selection of MCQs and 1 SAQ requiring approximately 100 words. Most students did find this exam to be quite achievable considering you have access to a practice exam which is very similar in its structure to the final exam.

Advice

- ➔ Ensure you choose your public health interventions wisely for Task 2 (basically stuff that has a lot of epidemiological data available).
- ➔ The tutorial classes are helpful in getting some further advice or questions answered about assessment.

LFS203: Integrated Physiology

Overview

Integrated physiology is pretty much LFS112 – Human Physiology on steroids. This course provides a very comprehensive overview of the major body systems. Most students would tend to agree that this is one of the tougher courses that you will complete in your undergraduate degree. The course is run by Dr. Ann Parkinson who you will remember from LFS100 – Cell Biology. The weekly learning materials for LFS203 are quite dense so ensure you put in the time to stay on top of things. While the course can definitely be challenging at times, most students tend to find the subject matter very enjoyable and useful for other subjects that you will complete throughout your degree, such as pathophysiology.

Assessment

The assessment in the course is certainly not a walk in the park so ensure you are well-prepared and revised as you complete each assessment item. The Task 1 portfolio consists of several different small assessment tasks. While the pre-laboratory components and quizzes are quite achievable, the results assignment and core competencies can be a little more difficult. Most students tend to find the results assignments are marked quite harshly so ensure you put a fair bit of effort into this one. Similarly, the core competencies can be difficult to attain at times, depending on who your assigned marker is. While some students do extremely well in the Task 2 assignment, this assessment piece can be marked quite harshly depending on who your marker is. The final exam is in person and so it is highly recommended to review content thoroughly. The questions are not too hard if you have a good understanding of all the content but gaining such an understanding can be quite difficult. Students may likely find their grades in this course are lower than that of other courses. You can have a 'cheat sheet' in the exam.

Advice

- ➔ Go into the lab classes knowing what core competencies you will need signed off, these can be easy to lose track of.

- Ensure you form a group with people who are high achievers for the Task 2 assignment - this one can be marked harshly.
- Be judicious about what topic you select for the group assignment, for example, the assignments on gastrin will generally be marked by Dr. Ann Parkinson as much of her research is based on this hormone.

LFS251: Biochemistry

Overview

Like the name suggests, LFS251 investigates the chemistry pertaining to biological systems, namely, in the human body. Essentially, this course delves into some of the major chemical pathways that occur in our bodies. While the first five weeks are a very gentle introduction into biochemistry, the latter weeks do become a little bit more content-heavy as you start to delve into the biochemical pathways of cellular respiration and other common biochemical cycles. A/Prof. Fraser Russell is a great course coordinator and teacher, and while the biochemical pathways you learn can appear daunting at first, he definitely does not put any expectation on students memorising these pathways. You can also expect to see guest appearances from Dr. David McKay who you will remember from SCI105 – Introductory Chemistry.

Assessment

The assessment in the course is overall pretty generous. Task 1 consists of two problem sheets which together make up 30% of your final grade. These problem sheets are not too difficult, and you do get a few weeks to work on them. The task 2 Laboratory Report sees mixed results among students; some do really well while others do not do as well as they would have thought. The markers involved definitely do bear some weight on these mixed results, and as such, ensure you avoid making small mistakes on this assignment to avoid unnecessary marks being deducted. The Task 3 final exam is all multiple choice, albeit some require calculations. Fraser's MCQs are not as straight-forward as other subjects and definitely do require you to know the content quite well (you generally won't be able to get the answer straight away from a Google search).

Advice

- ➔ Ensure to revise the content from the laboratories going into the final exam, as often there will be a few questions based on the laboratory activities.

LFS261: Microbiology

Overview

This course provides an introductory look into the world of microbiology. The course, run by Dr. Ipek Kurtboke, is very simple in its design and most students would tend to agree that the assessment tasks are very achievable. While the weekly topics are not very interesting, the laboratory activities are quite enjoyable as you learn to inoculate agar plates with bacteria and leave them for a fortnight to grow. Be mindful that the laboratory classes for this subject often do take nearly the full three hours.

Assessment

The quizzes, mid-semester, and final exam in this course are quite literally taken word-for-word from the PowerPoints in the weekly learning materials. Hence, ensure that you have access to these in both your revision and during the exam. The task 3 laboratory report, again, was quite contrastive in terms of the results students got; some did very well while others did not do as well as they would have thought. The markers were influential in this regard, so ensure you avoid making small errors in case you come against a harsh marker for this assessment item.

Advice

- ➔ Most students found that taking notes directly from the PowerPoints was more beneficial than watching the lecture videos.
- ➔ You will definitely need a copy of the Lammert textbook in order to complete the laboratory quizzes; get a copy of this textbook sooner rather than later as often it is very hard to source.
- ➔ Be prepared for Ipek to assign you a random partner for the laboratory classes.

SPX201: Functional Anatomy

Overview

SPX201 is another polarising course in which some students thoroughly enjoy while other students tend to find it boring. Very different to LFS122 – Human Anatomy, SPX201 provides a comprehensive overview of the different joints of the human body and how their associated structures assist in creating different movements. Essentially, this course is the perfect course for an aspiring physiotherapist. While the learning material videos are quite short, they are very compact with essential information for the assessment items. You can expect that much of the learnings taught in this course will be untouched for the remainder of your undergraduate degree.

Assessment

The assessment in this course is largely achievable. The Task 1 quizzes are taken straight from the learning materials, often questions are taken word-for-word from the transcript of the lecture videos. The Task 2 laboratory assessment consists of a variety of different small tasks that are generally very achievable so long as you attend the laboratory classes. The big assessment item in Task 2 is the range of motion assessment, in which you will need to form a small group and illustrate in front of a marker how range of motion can be determined on a patient. It would be encouraged to use the laboratory classes to perfect your skills in determining range of motion for this assessment. The Task 3 final exam was quite achievable, and Dr. Max Stuelcken (course coordinator) even provides a few practice questions for you to try.

Advice

- ➔ Ensure that you form a group with high-achieving students for the Range of Motion Assessment.
- ➔ It would pay to have a written transcript of the lecture videos as you go into the quizzes and exams.

CHM202: Organic Chemistry

Overview

CHM202 delivers a comprehensive overview of the world of organic chemistry, exploring the mechanisms behind various organic reactions and synthesis pathways. This course goes beyond the level of organic chemistry taught in high school and is a second-year course, even though it is completed in the first year by medical science and accelerated biomedical students. The course content can be challenging at times, but the teaching team are excellent at explaining the material. While the depth of chemistry taught in this course may not be extensively covered in the remainder of your degree, unless you choose to take CHM311 - Medicinal Organic Chemistry, it will provide you with a greater understanding of organic molecules as you encounter them in other courses such as biochemistry or pharmacology.

Assessment

The assessment in the course is largely achievable through the assistance provided by the teaching team. The Task 1 lab reports are simple and not the typical style of lab report you will complete in other courses. The Task 1 IR assignment is also straight-forward; the great thing about this is you are allowed to speak with the teaching team to get feedback on your progress with this assignment. For the mid-semester and final exams, you will have access to past exam papers which mimic the types of questions you will encounter on your exam. If you can understand and complete these past papers with ease, then you should have no difficulties on the mid-semester and final exams.

Advice

- ➔ As you complete your IR assignment, make sure to speak with the teaching team about your progress. They will often tell you if you have made any mistakes.
- ➔ Dr Peter Brooks (the former course coordinator) is always happy to help students so make sure to organise as many meetings with him as needed.

BIM202: Medical Genetics

Overview

This course provides a comprehensive overview of all things genetics, run by the brilliant Dr. Anna Kubulla (who you will remember from LFS100 Cell Biology and LFS203 Integrated Physiology). While some of the topics in this course can be dry, most students tend to enjoy the learning materials as they readily draw on applications in the real world. You can expect to learn some cool new skills in the laboratory classes (such as how to do PCR), albeit these classes are quite repetitive in their design. Although the depth of genetics explored in this course is largely untouched in other subjects, it does help provide a useful context for the genetic basis of many diseases you will learn about in other courses such as pathophysiology.

Assessment

The assessment in this course is quite achievable. The questions in the Task 1 Quizzes are mostly taken from the tutorials and laboratories. There are generally always a couple of questions from the content as well. As these quizzes make up 30% of the overall grade, and are in person, it is advised that rigorous study is completed. Most students tend to do well in the Task 2 literature review however, some students did feel they were marked a little harshly. It would be best to keep this in mind as you approach Task 2. The Task 3 final exam is very similar in its design to the Task 1 quizzes however, it is only based on the theory learnt in the weekly learning materials.

Advice

- ➔ Ensure to attend the laboratory sessions and keep a good record of the results and explanations provided by Dr. Anna Kubulla - these often show up on the Task 1 quizzes.

BIM263: Introduction to Pharmacology

Overview

Introduction to Pharmacology, like the name suggests, introduces you to the world of pharmacology (drugs and medications). Coordinated by A/Prof. Fraser Russell, who you will remember from LFS251 Biochemistry, this course is run very similar to Biochemistry both in the depth of the learning materials and assessment structure. Depending on where your interests lie, this course has some very interesting topics that will inevitably be useful as you progress through your degree (and into medical school if you are that way inclined).

Assessment

The assessment in this course is achievable but you will have to put the work in to understand the concepts. The Task 1 problem sheets are very similar in their design to the ones you would have received in LFS251, making up 30% of your final grade. The Task 2 narrated PowerPoint can be a little frustrating to complete. While your intended audience for this assessment item are non-pharmacological scientists, meaning that you do not need to go terribly in-depth with your pharmacological explanations, Fraser encourages you to include a talking head and to not read from a script. Hence, you may find yourself doing multiple takes in order to produce a good-quality recording! The Task 4 Final Exam definitely does have some more challenging questions on it, so ensure you know the learning materials well going into this one.

Advice

- ➔ The Task 3 final exam does assess some of the learnings from the laboratories and tutorials so ensure you take good notes during the laboratory and tutorials classes.
- ➔ Fraser quite likes clinical studies to be incorporated in the Task 2 narrated PowerPoint, so see if you can choose a topic that allows good inclusion of clinical studies.

NUR222: Health, Law and Ethics

Overview

It is fair to say that this course successfully causes the most angst out of any course for the Medical Science students. NUR222 is a very rudimentary course, providing a basic look into the laws governing many different facets in nursing, midwifery, and on the odd occasion, the medical industry as a whole. Do not expect however, that the level of depth of the learning materials is in any way associated with the level of depth required in the assessment tasks; the medical science students are expected to provide a very in-depth discussion of ethical and legal principles, of which you can expect very little in the way of preparation for this. This subject will be one of the first instances where you will need to write ethical and legal responses to case studies (which you will do again in medical school), but definitely give yourself some time to hone your skills in this area – it is not as simple as it seems.

Assessment

There are two assessment tasks for this course, both worth 50% of your overall grade. This means that in order to finish the subject on a HD, you must attain at least the lower end of a HD on each of the two assignments (or else do very well in one and decently in the other). Most students would tend to agree that these assignments were marked quite harshly as the teaching team for NUR222 employ an external marker from the law faculty to mark the medical science papers; this external marker will inevitably be approaching the marking in consideration of the standard law students would put into their assignments. Hence, it is important that you expend a lot of effort into these two tasks to do well.

Advice

- ➔ Definitely attend the medical science drop-in sessions. These are invaluable sessions for getting advice and feedback for the two assessment items (rarely is the course material is actually discussed).

MLS211: Medical Biochemistry

Overview

This course focuses on pathology and the background behind biochemical tests used to diagnose human diseases. During laboratory work, you will see this knowledge applied practically, using a range of equipment and techniques Mark Holmes and the teaching staff will guide you through. This subject introduces a lot of calculations and formulas that will be practiced in tutorials and labs for assessment throughout lab reports, quizzes and an examination. The learning materials are quite in depth and require consolidation through provided question practice and tutor-supported problem solving in tutorials and labs. This course presents a lot of interesting information and visualisation of the clinical manifestations of different diseases.

Assessment

Task 1 is a combination of laboratory reports that include a range of calculations, short answer and scenario-based questions. It is very useful to refer to diagnostic criteria taught in learning materials and apply these to the scenarios whilst also finding quality references to corroborate your findings. Task 2 includes review quiz that recaps the learning materials from week 1 to week 5. It is useful to complete all concept check questions as their structure helps prepare you for the quiz questions. Task 3 end of semester examination focuses on week 6-13. Be prepared to carry out calculations quickly but thoroughly.

Advice

- ➔ Make an effort to attend the tutorials. Mark and the tutors prepare very in-depth classes that really help to cement your knowledge through group-worked problems.
- ➔ Become familiar with the formulas used so you can apply them quickly and easily under pressure.

LFS262: Medical Microbiology

Overview

Medical microbiology opens your eyes to the transmission of infectious diseases and how they progress to manifest in physical symptoms, some you may have experienced yourself. The course investigates transmission routes and laboratory techniques to identify and isolate pathogenic organisms. Building on this, the course discusses treatment techniques that use these procedures as a basis for their efficacy. The assessment pieces encourage you to broaden your foundational knowledge, apply it in a practical setting and visualise it in an area of your own interest.

Assessment

Task 1a is an ungraded quiz that allows you to gauge your understanding of the learning materials and get a feel for the type of questions that will be presented to you in Task 1b. The Task 1b assessment is the mid semester exam which has a multiple-choice format and the teaching team recommend using the provided tutorial questions to practice. Task 1c is the practical lab exam, based on the week-long intensive lab classes. You are required to bring together your knowledge from learning materials and content presented in the labs to answer short answer and multiple-choice questions. Your attendance and participation in the lab classes will prove essential for this task. The Task 2 group presentation allows you to pick a disease of interest and broaden your knowledge from the content about the transmission and development of the disease, its laboratory identification, treatment, and prevention. Aside from the content, you will be assessed on presentation quality and team collaboration, so it is important to practice consistently with your team. The Task 3 end of semester exam is based on weeks 7-13 and includes multiple choice, fill-in and short answer questions. Becoming confident with your understanding of the content behind Tasks 1c and 2 will put you in good stead for this.

Advice

- ➔ Completing all activities/questions in the lab book is a must for preparation for Task 1c. Check your working out with the teaching staff to ensure you are ready to apply it in the exam.
- ➔ After you feel confident enough with the content, flashcards are a great way to memorise a lot of unfamiliar terms and phrases that this course will present.

LFS252: Molecular Biology

Overview

This course expands heavily on your foundational learning about DNA structure and the genetic code by applying it to eye-opening techniques within the fields of genetic engineering and biotechnology. This course teaches quite a substantial amount of content and the topics are quite interesting, Though some may be unfamiliar, having an open mind and willingness to observe and understand will make this course very enjoyable and worthwhile, in line with our ever-growing capabilities in technology and scientific research.

Assessment

There are 3 assessment tasks to complete. Task 1 sees you undertake multiple choice and short answer questions based on your laboratory classes, content and questions from your manual. This means it is crucial to become familiar with the content in the lab classes and seek guidance from the lab staff to ensure you are prepared. Task 2 is a mid-semester exam and tests knowledge from the learning materials, tutorials and laboratories; having a strong grasp of the laboratory content will put you in good stead for this assessment. Task 3 is the final exam – it will be particularly useful to know your tutorial content and seeking clarity from your tutors on any confusing material is highly recommended! Becoming familiar with the wording and scope of tutorial questions will help significantly – especially in Tasks 2 and 3.

Advice

- ➔ Attending and making good quality notes during tutorial sessions will set you up well in the exams as you have already practiced the techniques you may need to apply and will know the short answer structure that the markers are looking for. Talking through questions during these classes is invaluable for assessment.
- ➔ Utilise any extra links and content (e.g databases) to gain a deeper understanding of the course content as some of the topics are unfamiliar and may not be easy to pick up straight away.

SCI202: Advanced Research Methods and Statistics

Overview

SCI202 extends your foundational knowledge in statistics from the SCI110 course. Here, you will become familiar with a new software SPSS which has the power to carry out advanced statistical tests. The teaching staff are extremely helpful and knowledgeable, making it easy to seek feedback and further your understanding. For a significant part of the course, you will work in a group in preparation for two group written assignments which allows you to bring together different skills and ideas to form possible explanations about your survey findings. Here, you will use your knowledge about how different demographics are influenced to respond. The learning materials in this course are very in depth and regular practice using the provided questions is very helpful in building confidence.

Assessment

The assessment in this course is all graded. Task 1 includes a group survey proposal which is preliminary to Task 2 which is a group scientific report. In Task 1, you will apply your early learning about wording survey questions and ethical, non-biased techniques to carry out a research project. This task is very clear-cut in what is expected, and the teaching staff are happy to provide extensive feedback to help you construct this. Task 2 is the group scientific report where you will compile your survey data into SPSS, present visual summaries of findings and discuss them. This becomes very involved and content heavy, so it is recommended you find high quality research early that could support your findings and explanations. Task 3 is the final exam, while you will require a strong knowledge of in a wide range of statistical tests, using worked solutions that you will produce in the workshops really consolidates the processes to undertake when different scenarios are posed.

Advice

- ➔ Attend all in person computer labs and workshops - usually a new statistical analysis technique is taught each week and then applied in the lab using the SPSS software.

The process for carrying out these analyses can be quite involved so having the opportunity to run through it as a group and utilising the tutor for additional help is crucial for consolidating your knowledge.

- The labs and workshops often run back-to-back so attending these together helps you put techniques into practice using software and then answer questions. Often the tutors run multiple labs in a day so particularly in the lead up to assessment submission it is useful to attend multiple classes to chip away at it with the tutor's support.

MED202: Communication Skills for Medicine

Overview

Most Medical Science students would agree that MED202 is a really fun course that changes the typical classroom-styled learning you have done throughout your degree and places you in clinically-based scenarios. You will get to roleplay and learn to improve your communication skills with simulated patients (who are actually employed actors!). The teaching team for this course are amazing, and you will learn to really appreciate the feedback you receive from them and your peers. You are organised into small groups of about 4-5 students (all from the Medical Science cohort), and you will work together each week through different scenarios; building necessary communication skills for the final assessment. The learning materials in this course are very easy to complete.

Assessment

The assessment in this course is all pass-fail, meaning there is no grade-scale system. Task 1 is activity participation – so long as you show up and give the simulated scenarios a go, you will pass this task with ease. Task 2 is made up of three journal entries, in which you will write about your experience during some of simulated scenarios. These are fairly straight-forward and so long as you can articulate your experience during the lesson, you should have no problems with this assessment item. The Task 3 simulated-patient scenario is the big-ticket assessment for this course. While no student in the past has ever failed this assessment, it does inevitably cause much angst for students each year as this must be passed as one of your provisional criteria for entry into the Griffith MD. Every student will tell you that there is nothing to worry about with this assessment task and it is virtually the same as what you have practiced in class for the previous 6 weeks.

Advice

- ➔ Really give the simulated-patient scenarios a go! There is no judgement and it is the only way that you will improve your communication skills for the final assessment.

BIM371: Clinical Embryology

Overview

This course is very different to most other courses you will study in your degree. There is a large focus on laboratory skills which really helps to consolidate the theoretical knowledge you will learn. You will practice and refine the skills using new equipment and techniques that are used in assisted reproductive technology (ART), while considering ethical principles. The teaching team deliver engaging content and are extremely helpful in helping you refine your techniques in the laboratory. Real-life scenarios are presented for further learning which allow you to really visualise how the teachings can be applied.

Assessment

The assessment in this course requires a keen attention to detail and organisation. Task 1 is the practical/laboratory skills portfolio. Here, you will practice ART lab procedures and practical problems while keeping a clear record of your progress and results in a portfolio format. Your calculations and histological diagrams will be assessed so it is crucial that during the lab classes, you complete all work thoroughly and check with the teaching staff that your values are correct and diagrams legible/accurate. The Task 2 mid-semester examination sees you respond to multiple choice and short answer questions that test the theory content. Making use of provided practice questions is very helpful for preparation. Time management in short answer questions will be key as you will be required to elaborate and explain your responses using your background knowledge. In Task 3 you will complete a pair or individual oral presentation that focuses on your chosen ART technique. Here, you will be assessed on depth of knowledge, presentational skills and creativity so make sure to be informative and use engaging visuals!

Advice

- ➔ Try to think outside the box for the presentation! The teaching team enjoy seeing creativity and different ways to engage the audience.

- Make use of any extra videos/diagrams the team provides which helps to visualise the information you are learning. There are also a lot of great resources online (i.e. videos) about the anatomy and physiology behind the field which are very helpful.

BIM303: Clinical Trial Management

Overview

This course introduces you to the principles of clinical research and regulatory affairs that are required for you to work as a Clinical Research Coordinator (CRC). The course covers information on the need for clinical trials, their stages, data collection as well as the laws and ethics that govern clinical trials in Australia and around the world. The course is delivered as in-person tutorials prior to the mid-semester break (6 workshops spanning 3 weeks). The face-to-face tutorials are then followed by a field trip to the nearest UniSC Clinical Trial Centre (either Sippy Downs or Moreton Bay). The remainder of the course is self-directed learning online via Praxis Modules. Completion of the online modules allows the student to receive Good Clinical Practice (GCP) certification from Praxis which can be used when applying for roles in clinical trial settings.

Assessment

Successful completion of the course requires the student to complete 4 assessments. Firstly, the student must complete an in-person quiz in week 3 (20%). The quiz is a 50-question multiple-choice test comprising information from the first 3 weeks (6 workshops). The assessment does require the student to remember legal and historical facts and information such as dates, abbreviations, codes of conduct, etc. The next assessment is a written assignment (30%) on Human Research Ethics using a case study; you will have two scenarios to choose from. The assignment is very similar to the assignments in NUR222: Health, Law and Ethics. Completion of the Praxis modules is also part of the official assessment and worth 10%. A score of 80% is required to pass each module. Each module is quite lengthy and will require at least 3 hours to complete. If you are unable to successfully obtain the passing score you will be able to resubmit your responses, the course coordinator will communicate with you directly if this is the case. The final part of the assessment is a final exam worth 40% and is proctored in zoom - it is comprised of series of MCQs, followed by SAQs that you answer in a separate word document and upload to Canvas.

Advice

- ➔ This course will involve a lot of legal information similar to NUR222 so if that really isn't your jam – beware!
- ➔ Most of the learning modules and workshop information is rehashed in each Praxis module so there isn't a significant amount of learning after the workshops.
- ➔ If you complete your ethics assignments before your final in-person workshop (Week 3), the coordinator will likely be available for feedback (which is quite useful!).
- ➔ Getting 80% in all the Praxis modules is enough to get the full 10% for your grade, however, to get Praxis certification you need to get 100%.
- ➔ Ensure to download your certificates as you will lose access to Praxis around April.
- ➔ The field trip and course readings can get very dry and tedious at times.

BIM331: Immunology

Overview

Immunology extends your brief look into the immune system in courses such as LFS112 Human Physiology and BIM202 Medical Genetics in a comprehensive and rigorous overview of everything immunology. Most students would tend to agree that the first few weeks of this course can be quite overwhelming with a seemingly never-ending amount of content and immunology-jargon to remember. In saying this, as the course progresses, the content comes together quite nicely, becoming more understandable. Immunology tends to be quite polarising, with students either loving or hating the course. Generally, this depends on whether you are interested in the immune system or not. Immunology is a very useful course to have under your belt as you progress into medical school, typically, being one of the early topics you will cover.

Assessment

While the assessment in this course is quite achievable it certainly does require a good knowledge of the content. Task 1a is made up of three quizzes, most of which have both an MCQ and SAQ pool. Most students found these quizzes to be well-timed and a reasonable level of difficulty. Task 1b is made up of the laboratory portfolio, consisting of pre-laboratory quizzes (all of which have unlimited attempts) and demonstration that you have filled in everything in the laboratory book during each lab class. Task 2 is the poster assignment which is quite fun and allows for more creativity than many of the other assignments you will complete during your undergraduate degree. Most students would tend to agree that the Task 2 assignment was marked a little harshly so do make sure to be on your 'A game' with this one. The Task 3 final exam is very similar in difficulty to the Task 1a quizzes and is comprised of an MCQ and SAQ pool.

Advice

- ➔ Ensure you take the time to learn the content discussed in the laboratory and tutorial classes as these are often used in the Task 1a quizzes and final exam.

➔ Make sure to try your best to understand the foundational topics presented in the earlier weeks of the course as they are vital in understanding the later topics.

LFS303: Pathophysiology

Overview

Pathophysiology builds on the knowledge gained in LFS112 Human Physiology and LFS203 Integrated Physiology to look at the physiological mechanisms behind disease and pathologies of the various body systems. This course is arguably a favourite for many students and is commonly described as being the most relevant course you will take in preparation for medical school. While LFS303 is not as rigorous as LF203, the course does include a fair bit of content, most of which is interesting and engaging. The teaching team in Pathophysiology are all very proficient and great teachers; you can be assured you will be in great hands while studying this course. Both Immunology and Pathophysiology, while demanding a lot of time spent studying, tend to complement each other quite nicely.

Assessment

The assessment for LFS303 is built on three tasks. Task 1 includes six quizzes which are issued fortnightly. These quizzes are quite achievable, and students are allowed two attempts at each (most students tend to do well in these). Task 2 is the midsemester exam which most students find to be very achievable and a reasonable level of difficulty. The Task 3 final exam, worth 50%, while still achievable does raise the level of difficulty noticeably compared to Task 1 and 2. The exam, assessing predominantly weeks 7-13, is quite pressured for time and includes a large writing component across several SAQs. Definitely ensure you are well-studied before you sit this exam!

Advice

- ➔ Ensure you take the time to learn the content discussed in the laboratory and tutorial classes as these do appear across each of the assessment items.
- ➔ Make sure to study the way in which the SAQ questions are marked in the example questions used in the tutorials as this will guide you in gaining all of the marks for these questions in the Task 2 and 3 exams.

PUB361: Epidemiology and Biostatistics

Overview

PUB361 Epidemiology and Biostatistics builds on the knowledge gained in SCI110 Scientific Research Methods, with a greater focus on research in the health space and epidemiology. Like SCI110, the course may not appear entirely relevant to 'biomedicine' however, does provide some invaluable insights into good research habits and how to be more critical of ostensibly credible research. The course is very light in the amount of content delivered, and most students tend to find the weekly content to be quite basic. Most of the course learnings generally come from the weekly tutorial classes as well as completion of the assessment items.

Assessment

The assessment for Epidemiology and Biostatistics is composed of three tasks. Task 1 is a quiz consisting of MCQs and SAQs. Students have access to the Task 1 quiz questions a couple weeks prior to the submission due date, allowing for ample time to prepare responses to these questions. Task 2 is an article critique in which you use a framework to critique a published journal article. Task 3 is public health report assignment in which you use published data to propose a research question and complete a brief 'science report' investigating whether a relationship exists between two variables. You are retaught how to use Jamovi again in order to develop the statistics required to answer your research question. Most students generally found the assessment items to be quite straightforward in their structure and as a result, most students did quite well in the course.

Advice

- ➔ Make sure to attend the weekly tutorial classes as they provide a lot of helpful hints in order to successfully complete the assessment tasks.

BIM341: Biochemical Pharmacology

Overview

BIM341 Biochemical Pharmacology is an elective course, offered in semester 1 of third year. This course is run by Fraser Russell who you will remember from LFS251 Biochemistry and BIM263 Introduction to Pharmacology. Biochemical Pharmacology is essentially an extension of Introduction to Pharmacology and provides students with an opportunity to learn about more types of drugs such as anticancer drugs, anxiolytic drugs, antidepressants, and antimicrobial drugs. In the first four weeks of the course, there is a large focus on pharmacokinetics and pharmacodynamics which does have a heavy mathematical focus. While the mathematics used in the course are not difficult, students who do not enjoy the use of formulas and mathematics should probably not opt for this course. Biochemical Pharmacology is very similar in its structure to other courses run by Fraser Russell.

Assessment

The assessment for Biochemical Pharmacology is made up of three tasks. Task 1a and 1b are problem sheets which do contain some difficult questions however, students will have ample time to prepare answers for these questions. Task 2 is the poster assignment which is very similar to the poster assignment you will complete in BIM331 Immunology. Most students found that they did well in the Task 2 poster assignment. Task 3 is the final exam consisting of a MCQ and SAQ component. While some of these questions can be difficult, with adequate preparation and study this exam is achievable.

Advice

- ➔ In typical Fraser style, make sure to attend the laboratory and tutorial classes as these often form a lot of the questions in the final exam.
- ➔ Make sure to do research on each of the topics for the poster assignment as some of them did not have a great deal of research available.

MBT301: Food and Pharmaceutical Microbiology

Overview

MBT301 teaches microbiological processes that are significant on an industrial scale within the food and pharmaceutical industries, with emphasis placed upon controlling contamination and ensuring safe food handling. This subject is great for those who enjoy food microbiology however, pharmaceutical microbial processes are covered far less comprehensively. Although the laboratory techniques taught were dull (unless you are interested in food biosafety), it was satisfying to observe bacterial growth on an agar plate to visually indicate the success or failure of your experiment.

Assessment

For the lab quizzes you only need to study the lab manuals, you do not need to do any further reading. These are short answer style questions where small details do not matter as much as learning the overall processes involved in the experiment. In contrast, the Task 3 assignment is all about details, as Ipek is a stickler for correct use of italics and binomial rules for microbial naming. Tough marking ensured a wide range of results with some people doing well and others not so. Essay questions in the final and mid-semester exam were predictable and easy to prepare for.

Advice

- ➔ Read directly from the lecture slides and study Ipek's review documents; students did not often listen to the lectures.
- ➔ Study hard for the first laboratory exam. Out of the 5 lab exams, students often scored worst in the first one.
- ➔ Although laboratory buddies are assigned at the first lab, it is possible to change partners if your buddy is a complete liability.

BIM300: Advanced Professional Skills in Biomedical Science

Overview

BIM300 allows you to understand how the skills you have learnt throughout your degree will be utilised in a biomedical science career. Being exposed to many scientific research articles, you will learn about the behind-the-scenes work that goes into producing scientific literature. The assessment gives you an opportunity to read widely and extract crucial information from scientific literature to deduce the overall findings in a chosen biomedical field. This course gives you an opportunity to reflect on your skills and your employability as you prepare to conclude your undergraduate biomedical science studies. You will develop further employable skills through your learning and reviewing scientific literature, a new ability to add to your existing skills that broadens your horizons as a biomedical professional.

Assessment

Task 1 is an oral presentation where you will be required to analyse a piece of scientific literature and extract and present crucial findings. Here, it is important to organise consistent meetings with your team to prepare a presentation that neatly displays the information (graphs and figures) and explains technical terms in a simplified but thorough manner. Be prepared to answer questions from the audience and teaching staff by brainstorming which concepts may require further explanation. In Task 2, you will follow a structure that showcases your skills for employment. This gives you an opportunity to reflect on your experiences during your degree, identifying your main learnings and how these have shaped your skills to make you attractive for employment. Task 3 is a literature review. Here, you will choose a biomedical science field of interest and compile review articles which you will then analyse. You are required to structure a report that highlights the main findings that help to answer your overarching thesis or research question. It is important to gain feedback about your scope and your proposed literature review structure as this will provide a lot of direction in how you go about analysing the articles which can be extremely comprehensive.

Advice

- ➔ You will be given a drafting opportunity with extensive feedback for the literature review. Use this chance to prepare a thorough piece so that you can obtain more feedback and make adjustments before final submission. The more effort you give the draft, the more useful the feedback will be.
- ➔ Practice as much as you possible for the oral presentation. You will be assessed for presentational skills and how cohesive your team's performance was.

MED301: Integrated Medical Science

Overview

MED301 is a course for the Bachelor of Medical Science students that serves to combine a lot of the different study areas covered during students' undergraduate degree, presenting this through a clinically-focused lens. Throughout the course, students will engage in four case studies in small groups, tackling concepts in genetics, haematology, respiratory pathology, and cancer pathology. The course is presented in a case-based learning (CBL) format, which models the similar team-based learning (TBL) format used in the Griffith Doctor of Medicine postgraduate program that medical science students will undertake. This course is generally well-liked by students and gives them a small taste into the style of learning adopted in medical school. The course is pass-fail and runs across an eight-week block during Session 6.

Assessment

Task 1 is a preparation and participation mark across each of the four case studies you will partake in with your group. This mark is very achievable to attain, and so long as you make an effort during the group discussion, your designated tutor will keenly give you the mark for this assessment task. Task 2 involves two small assignments based on two of the four case studies that involves small length responses to six different questions. This assessment task is pass-fail so most students will tend to agree that a pass in Task 2 should be very achievable. The Task 3 final exam, while having a daunting 80% pass criterion, should not instil too much fear in students as the exam (consisting of 100 MCQs) is comprised of a number of questions students will have already encountered during their practice exam (published on Canvas). Most students will tend to agree that the exam does have some tough questions included but overall, the exam is very achievable to receive a 'pass' grade on.

Advice

- ➔ Make sure to engage with the case studies and group discussion. This is a brilliant opportunity to start building the skills required for TBL next year so ensure you are contributing.

- The designated tutors have a wealth of experience and knowledge so definitely ask them any questions you might have about medical school or medicine in general!

SRP301: Special Research Project

Overview

SRP301 sees students working alongside a supervisor in a project designed by their researcher for them. This course is perfect for students who wish to pursue research in their career or are just genuinely interested in research. The design of the course allows students to complete the work in their own time, and depending on the project type, may involve some laboratory work. The course is very self-paced and requires students to plan out their time and progress with their assigned project accordingly. Ultimately, this course allows students to build some invaluable connections in the research space as well as develop key skills that will be inevitable within the medical and biomedical fields. SRP301 also has opportunities for students to pursue publications for their research.

Assessment

While the assessment tasks may change depending on the preferred structure set by the supervisor, Task 1 is generally a literature review or laboratory portfolio (depending on what the supervisor decides). Task 2 is the scientific report worth 50% and serves as the major assessment task culminating the findings of the research students have engaged in. Task 3 is the oral presentation (worth 30%) which sees students presenting the findings of their research either on a narrated PowerPoint or delivered in person.

Advice

- ➔ To do an SRP, students must first get in touch with a supervisor in UniSC. It is best if students organise this well before the semester they intend to do their SRP, as often the supervisors are quickly snapped up by other students wishing to do an SRP.
- ➔ It's best to speak to students who have completed SRP's in the past about the supervisors they went with as it is important to pair up with a supervisor who will look after you well.

CHM311: Medicinal Organic Chemistry

Overview

Medicinal Organic Chemistry extends the concepts covered in CHM202 Organic Chemistry. Despite being a third-year course, it's not actually much harder than CHM202. This course is mostly self-directed learning however, the course coordinator Dr. Trong Tran is very thorough at explaining the concepts. The scope of the course covers heteroaromatics, stereochemistry, asymmetric synthesis, retrosynthesis, natural products, drug design, and drug discovery. The last few weeks are guest lecturers (they are not assessed in the final exam). Some topics covered are useful for the GAMSAT.

Assessment

Task 1a, 1b, and 1c are lab reports (10% each) for the 3 projects that you will complete throughout the semester. It is different from the labs for CHM202 in the sense that the reactions take time to occur so sometimes you're actually running 2 projects in one lab. Each are around 2-3 lab sessions. The lab reports are in the standard format: abstract, experimental procedure (similar to methods plus results), discussion, and conclusion. The synthetic design assessment (1d) is a group assessment with 2-5 people and the instruction is simply ''synthesise x grams of a given compound'. You would need to be familiar with reaction mechanisms and methods of purification and extraction. Don't worry if you've forgotten those, at the end of the lecture for retrosynthesis Trong goes over examples of how you could synthesise the compound. This assessment is 10% and handing in the draft gives you 5%. Task 2 is the mid-semester exam (20%) and covers topics 1-7, with a focus on electrocyclic reactions (1 of the 3 pericyclic reactions you will learn in week 2). Task 3 is the final exam (40%) and covers all topics but focuses more on the topics not covered in the mid semester exam, e.g. cycloaddition and sigmatropic rearrangement.

Advice

- ➔ Attend the tutorials. The topics covered are easier to be taught in-person. The tutorials also go over previous exam questions.

- Pay attention to how the answers were written in previous exams. Most of the time you can draw something to explain a concept/mechanism.
- All the projects are in groups of 2 and typically run over 2-3 lab sessions. Try not to miss out on these sessions because you need to write down the amount of each substance you measured during the lab in your reports. It can also be hard to keep track of what is going on if you miss labs!

MBT353: Microbial Pathogenesis

Overview

This course examines bacterium-host relationships and explores virulence factors that promote colonisation and survival of infecting microorganisms and virulence attributes that damage the host. The course explores experimental approaches for investigating bacterium-host interrelationships, cultured cell lines, and lab animals and their application in studying microbial pathogenicity. The course also explores challenges facing vaccine development and discovering antibiotics. The molecular pathogenesis of selected pathogens and the importance of normal microbiota and probiotics are discussed. Basically, it's the exact same thing as medical microbiology with the exact same teaching staff, just going a bit more in depth (covering a smaller scope of topics).

Assessment

Task 1a is an ungraded quiz that allows you to gauge your understanding of the learning materials and get a feel for the type of questions that will be presented to you in Task 1b. The only difference being that task 1a is multiple choice, whereas task 1b is completely short answer. The task 1b assessment is the mid semester exam which has a short answer format and the teaching team recommend using the provided tutorial questions to practice. From experience, the exam questions were basically taken from these resources. The task 2 group presentation sees each group given a high-level research paper from which they need to present the key findings of the investigation. On top of the oral presentation, students need to prepare a title and abstract for the article. The Task 3 end-of-semester exam is based on week 7-13 and includes multiple choice, fill-in, and short answer questions. Becoming confident with your understanding of the content behind Tasks 1c and 2 will put you in good stead for this.

Advice

- ➔ Use online resources that have already been made for you (work smarter not harder is the name of the game). People have been nice enough to make Quizlets that have all the learning materials already done for you.

- Moha likes very direct and simple answers, don’t try and be flowery because it will not work; he actually knows his stuff and can tell if you are just beating-around-the-bush.

LFS304: Clinical Placement I

Overview

This course gives students the opportunity to undertake a workplace learning placement, where you can take a break from all the study for once! You have the ability to practice your skills and build upon knowledge gained from your particular discipline. You will be required to undertake 96 hours of unpaid clinical work with a supervisor in which you immerse yourself in a professional work environment, build confidence to interact with patients, and get a true taste of life outside of university!

Assessment

Task 1 is a mock job application for the position you will be undertaking placement for. You will be required to respond to a series of job interview questions and relate these to key values fundamental for a career in the health field. Core objectives must be met. These are quality written communication, sound evidence of understanding and application of the relevant discipline, and effective communication of Biomedical Science suitable for a range of diverse audiences. This assessment is split into Task 1a and 1b. You are required to complete one prior and one after your placement, with the post-placement application answers referring to experiences gained from said placement. Task 2 is a report that the supervisor submits with a record of activities that were completed, and the performance in each of these tasks. The supervisor report addresses student competence in theoretical knowledge, professional conduct in the workplace, practice of meaningful interactions, initiative in approaching unfamiliar situations, and feedback seeking for self-improvement. This report also includes a record of your '96 full hours' of placement (a little rounding never hurt anyone). Task 3 is an accumulation of weekly recorded self-reflections of your experience at placement. You should describe major tasks completed, new learning acquired, problems encountered, and how they were solved, team contributions, and what you would like to improve for the following week. This is a relatively easy task, with each weekly reflection being a maximum of 250 words.

Advice

- ➔ Find a location early! Lots of spots book up quite quickly as Biomedical Science students have mandatory placement and fill these positions!
- ➔ Pick a position you are actually interested in to give you a good taste of what it may entail down the track!
- ➔ Do not be afraid to speak up or ask for help on placement – your team will be more than happy to guide you through certain activities which will benefit all involved!