Changes to the USydMP
Review initiation – USydMP 10 years old

- USydMP was reaccredited for 10 years by the AMC at the end of 2005
- AMC suggested
  - a review
  - Strengthen basic sciences
  - Examine ICA structure and PBLs in last 2 years
  - Review assessment and outcomes
  - Bolster research degrees
  - Course admin structure needed change
  - + many other details
- Formal review conducted by Professors Kerry Goulston and Kim Oates
Review process

Review by Kerry and Kim developed a series of recommendations affecting the whole of the course

Working Parties were then formed to examine 36 separate areas

All reported back within 2 months

Working party recommendations have been reviewed and mostly accepted
General Changes - Structure

- Faculty would halve the number of committees
- Simplified structure with appointment of Policy and Operations
- Operations would have a Medical Education Centre lead by coordinators for Stages 1 (yr 1); stage 2 (yr 2) and stage 3 (yr 3&4)
General Changes - where do we fit in?

- Discipline Head (DH) is responsible for curriculum development, delivery and assessment
- Position to be turned over
General Changes

- Student numbers to stay the same
- Principle business of the faculty is the medical course (help those who help the course)
- Greater emphasis on basic medical sciences and genetics in block 1 and across the course
- Increased assessment across the course
  - Online + range of assessments of procedural ability
- Restructured Personal and Professional Development theme ie ethics
- Development of multiple new disciplines
For us

- Our rotation moves from yr 4 to yr 3
- This will give us a double student year in 2009
- Rotation shrinks from 9 weeks to 8 weeks
Psychological Medicine Working Party

- Recommendations accepted by Faculty
  - Cope with reduction in length of rotation by shifting assessment to appropriate barrier exam in Stage 3
  - Change assessment to MCQs, ? Mini-CEx, continue Long case
  - Appoint additional help to cope with “double” year
  - Integrate teaching and assessment through course and appoint liaison person for other blocks
  - Review content – Developmental delay, indigenous, neuroscience, psychopharmacology
  - Alter delivery of content with changed lecture day, clinical reasoning sessions
New positions have only recently been appointed.

Implementation of some of the changes require large new facilities (online assessment) and data bases (all those MEQs including ours).

Much detail remains to be worked out.