



JAMES COOK
UNIVERSITY
AUSTRALIA

Advanced Standing Information for 2020

Bachelor of Medicine · Bachelor of Surgery

Students are referred to the University's information about advanced standing credit for previous study *Applying for Credit*.

Medicine course specific information

Students who have been offered a place in the JCU Bachelor of Medicine, Bachelor of Surgery (MBBS) program and have completed a university degree/s may apply for advanced standing.

Please do not submit an application for advanced standing unless you have been offered AND accepted a place in the MBBS program.

In order to be eligible for advanced standing, a student needs to demonstrate that s/he has covered the appropriate subject material for the first year/s of the MBBS course. Each application is carefully reviewed before a decision about advanced standing is made.

To apply for advanced standing, a student needs to complete the Application for Credit form, along with the required documentation to the JCU Student Centre. Information on the requirements to apply for Advanced Standing can be found at [Apply for Credit for Previous Study](#)

By Email
enrolments@jcu.edu.au

By Post or in Person
Student Centre
Education Central Building 134
Townsville Campus QLD 4811 Australia

Applications received less than 4 weeks prior to the commencement of Study Period 1 may not be assessed in time.

The College of Medicine and Dentistry (CMD) may require further information to be supplied by the student before a decision is made.

Information for dental graduates

The CMD is committed to facilitating dental graduates who wish to pursue a career in maxillo-facial medicine. Dental graduates who wish to apply to JCU CMD are advised to follow the usual application process in the first instance. If the application is successful, the student will then be eligible to apply for advanced standing as per the process outlined above.

Information about the first years of the MBBS course

The MBBS course is structured differently from traditional courses. In each year of the first three years of the program, there are two 12-unit subjects. These subjects have several modules. In order to gain advanced standing, a student needs to be able to demonstrate that s/he has covered the material of these modules in the depth required by the MBBS course. The modules for the first years of the program are outlined below.

Successful Applicants

If a student is successful in her/his application for advanced standing, s/he will be informed of this via email. The student will be informed of any additional course work that s/he may have to undertake e.g. clinical placements, clinical skills and directed study, as well as the time line for these to be completed. The student must be aware that if this additional work is not satisfactorily completed in the required time, his/her progression through the course will be delayed.



Modules

Ecology of Health 1 (EH1)

Ecology of Health 1 provides the student with the foundation knowledge of the context of health which includes patient-centred health care, the Australian health system, primary health care, public health perspectives essential for the effective analysis of health and health care, and the foundations of medical professionalism, communication skills, teamwork, and ethics. It introduces the concepts of the biomedical and psychosocial determinants of health and inequities in health and health care delivery, and the epidemiological tools to measure these. It aims to foster professional behaviour, attitudes supportive of addressing health inequities, respect and teamwork with other health professionals, and an understanding of the Australian health system and its influence on health and welfare of individuals and populations.

Molecules to Cells (MTC)

Molecules to Cells introduces students to the molecular structure of compounds that make up living organisms, transport mechanisms employed by cells to take up compounds required for survival and the metabolic pathways used by living cells to harvest energy from organic compounds. The relative amounts of energy released from the breakdown of carbohydrates, fats and protein are discussed with an emphasis on how the metabolic pathways involved in energy release are regulated. The processes of DNA replication, transcription and translation are discussed and the basic tools of molecular biology are introduced. Overall, Molecules to Cells describes how healthy cells survive and reproduce; later subjects will cover what can go wrong and what effect this has on the health of an individual.

Cells to Life (CTL)

Cells to Life is a central introductory foundation science module that broadly introduces the areas of structure and function of cells and tissues and the regulation and coordination of cell and tissue function through the human life cycle. The major learning areas are: Introduction to the structure and function of the cell – overview of the function of the

human body – introductory histology and microscopic examination of cells and tissues – the structure and function of the four primary tissues of the body and their interactions – body structure from cells-tissues-organs-systems-organism; Introduction to regulation of the function of the cell – homeostasis and chemical communication – electrical/excitable properties of cells – introduction to endocrine and nervous systems – cell cycle and cell fate.

The basic principles of metabolism (pharmacokinetics) and physiological effects (pharmacodynamics) of drugs will also be introduced.

Endocrine System (ENDO)

This module provides an overview of endocrinological regulation of body function. It discusses the different classes of hormones, receptors and their mechanisms of action and extends knowledge of the hypothalamo-pituitary axis. Endocrine contributions to homeostasis are discussed including those contributing to reproductive function, fluid and electrolyte balance, intermediary metabolism, growth, and stress. The module also introduces major pathophysiology of the endocrine system. This includes major causes of hypo/hyper secretion of hormones and the consequences of abnormalities of secretion or responsiveness in each major hormone system.

Reproductive Medicine (REPRO)

This module provides an overview of endocrinological regulation of body function. It discusses the different classes of hormones, receptors and their mechanisms of action and extends knowledge of the hypothalamo-pituitary axis. Endocrine contributions to homeostasis are discussed including those contributing to reproductive function, fluid and electrolyte balance, intermediary metabolism, growth, and stress. The module also introduces major pathophysiology of the endocrine system. This includes major causes of hypo/hyper secretion of hormones and the consequences of abnormalities of secretion or responsiveness in each major hormone system.

Genetics and Health (GH)

This module provides an introduction to the principles of genetic inheritance and its influence on human disease. It examines a broad spectrum of knowledge, from classical Mendelian genetics to the Human Genome Project, and introduces students to a number of common human diseases, DNA-based diagnostic technologies and emerging gene-based treatments. Students are also required to consider the broader ethical and social impacts of genetic disease on patients, their families, the community and the medical profession.

Musculoskeletal System (MSS)

This module will detail the basic structure and function of the musculoskeletal system and its role in human movement. It will provide a detailed study of bone and muscle biology, muscle contraction and the integration by the nervous system to gain an understanding of the coordination and control of movement. Detailed anatomical studies will be undertaken of the head and neck, the back and the upper and lower limbs. This will include an in depth study of the skeleton, muscular system and its spinal and peripheral innervation. An overview of the general blood supply and drainage will also be covered.

Ecology of Health 2 (EH2)

Ecology of Health 2 expands learning outcomes to include basic epidemiology involving population profiles and patterns of disease, and health needs analysis. It expands the concepts of the social determinants of health and inequities in health and health care delivery. It reinforces supportive attitudes in addressing health inequities, including understanding of the health needs and characteristics of subpopulations such as the health of people from culturally and linguistically diverse backgrounds, the Aboriginal and Torres Strait Islander population, people with disabilities, maternal and child health issues, the health of young peoples, and the health of the aged population. Students are taught to understand the way that health is shaped by social, environmental and behavioural factors, the prevention of disease including managing behavioural change, and mechanisms of coping with chronic disease.