



Second Year Electives Guide

By Jennifer Chataway, Jennifer Hughes and
Jack Rumbelow on behalf of the AMSS



Introduction

Dear Second Year,

This guide is intended to provide you with all of the information you need in order to select and enrol in an elective.

In case you aren't already aware, most electives run in Semester 2, though one runs in Winter School (i.e. the mid-year holidays). Medical Microbiology & Immunology (MMI) occupies the corresponding Semester 1 time.

The Philosophy Behind This Guide

There are two kinds of information in this guide: objective elective details (which are presented in *Elective Profiles*) and subjective student comments (which are presented in *Comment Tables*).

A survey was created which sought primarily to collect these subjective student comments, and which received over 50 responses. In designing this survey, the assumption was made that you would likely gain a reasonable idea of your elective preferences based merely on the objective details.

It was concluded that the subjective information would likely be of most utility if it was optimised to allow you to check as quickly as possible that there was nothing unforeseen about your top preferences that might change your mind.

Therefore, the foremost goal of the survey was to draw out negative comments about electives, and this negative information has been similarly prioritised in the *Comment Tables*.



How to Use This Guide

1. Read the *Elective Profiles* section found first in this guide. These profiles contain the objective information that you will need in order to decide on your preferences.
2. Read the *Comment Tables* for the electives you are considering most to ensure that you are happy with your preferences.
3. Use the enrolment guides provided by the faculty.

It is also important to note that popular electives get snatched up in a matter of seconds (especially *Applied Anatomy of the Thorax and Abdomen*), so you need to be completely prepared in order to maximise your chances of getting your most preferred elective.

This concludes the introduction to the guide, and we really hope you find this guide as useful as possible. Please do not hesitate to contact us if you have any questions, either by our emails below or alternatively via Facebook.

We would also like to thank and acknowledge Ethan Dutcher for the original creation of this document.

Best of luck,

Jennifer Chataway, Jennifer Hughes and Jack Rumbelow
jennifer.chataway@student.adelaide.edu.au
jennifer.hughes@student.adelaide.edu.au
jack.rumbelow@student.adelaide.edu.au

Course Planners

It's probably not necessary for you to use these until you've decided on your preferences and are preparing for enrolment. The 2017 links are for identifying the Class Number of your Enrolment Class as discussed under "How to enrol" above. The 2016 links have been included just in case you find some use for them as those links might otherwise be difficult to procure.

Applied Anatomy of Cranial Nerves by Dissection:

2017: <https://access.adelaide.edu.au/courses/details.asp?year=2017&course=103460+1+3720+0>

2016: <https://access.adelaide.edu.au/courses/details.asp?year=2016&course=103460+1+3620+1>

Applied Anatomy of the Thorax and Abdomen:

2017: <https://access.adelaide.edu.au/courses/details.asp?year=2017&course=106988+1+3720+0>

2016: <https://access.adelaide.edu.au/courses/details.asp?year=2016&course=106988+1+3620+1>

Fundamentals of Biological Psychiatry:

2017: <https://access.adelaide.edu.au/courses/details.asp?year=2017&course=107425+1+3720+0>

2016: <https://access.adelaide.edu.au/courses/details.asp?year=2016&course=107425+1+3620+1>

International Health III:

2017: <https://access.adelaide.edu.au/courses/details.asp?year=2017&course=105042+1+3715+0>

2016: <https://access.adelaide.edu.au/courses/details.asp?year=2016&course=105042+1+3615+1>

Limb Dissection:

2017: <https://access.adelaide.edu.au/courses/details.asp?year=2017&course=100436+1+3720+0>

2016: <https://access.adelaide.edu.au/courses/details.asp?year=2016&course=100436+1+3620+1>

Psychology IB:

2017: <https://access.adelaide.edu.au/courses/details.asp?year=2017&course=005104+1+3720+0>

2016: <https://access.adelaide.edu.au/courses/details.asp?year=2016&course=005104+1+3620+1>

Research Project in Reproductive Health (RPRH):

2017: <https://access.adelaide.edu.au/courses/details.asp?year=2017&course=107443+1+3720+0>

2016: <https://access.adelaide.edu.au/courses/details.asp?year=2016&course=107443+1+3620+1>

Social Foundations of Health II:

2017: <https://access.adelaide.edu.au/courses/details.asp?year=2017&course=104921+1+3710+0>

2016: <https://access.adelaide.edu.au/courses/details.asp?year=2016&course=104921+1+3620+1>

Course Outlines

In 2014, Course Outlines were made publicly available online, whereas previously they were only provided via MyUni after enrolment. They often provide detailed information about the course that is not included in this guide or on Course Planner, especially regarding assessment tasks. They are a highly recommended read for any electives you are seriously considering. The links below are for 2016, but should contain similar if not the same information as the 2017 versions will.

Applied Anatomy of Cranial Nerves by Dissection:

<http://www.adelaide.edu.au/course-outlines/103460/1/sem-2/2016>

Applied Anatomy of the Thorax and Abdomen:

<http://www.adelaide.edu.au/course-outlines/106988/1/sem-2/2016>

Fundamentals of Biological Psychiatry:

<http://www.adelaide.edu.au/course-outlines/107425/1/sem-2/2016>

International Health III:

<http://www.adelaide.edu.au/course-outlines/105042/1/winter/2016>

Limb Dissection:

<http://www.adelaide.edu.au/course-outlines/100436/1/sem-2/2016>

Psychology IB:

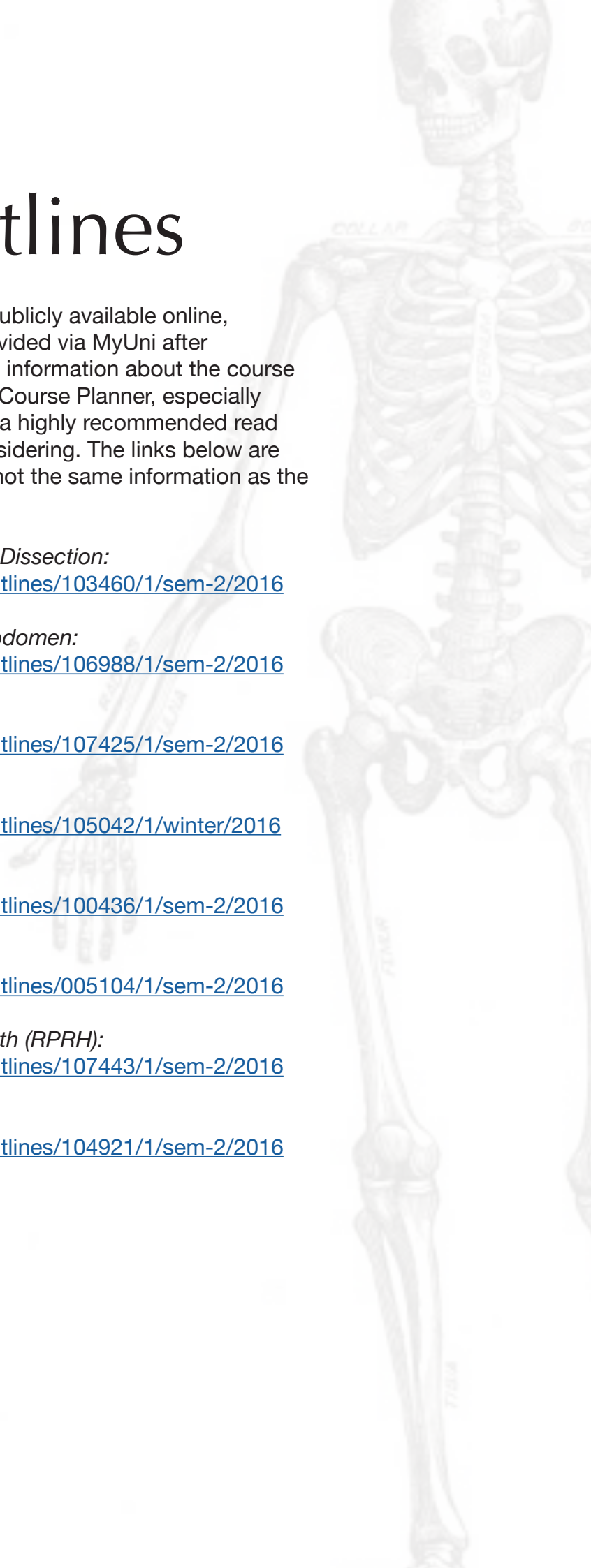
<http://www.adelaide.edu.au/course-outlines/005104/1/sem-2/2016>

Research Project in Reproductive Health (RPRH):

<http://www.adelaide.edu.au/course-outlines/107443/1/sem-2/2016>

Social Foundations of Health II:

<http://www.adelaide.edu.au/course-outlines/104921/1/sem-2/2016>



Elective Profiles

Applied Anatomy of Cranial Nerves by Dissection

Official Course Description

“The Applied Anatomy of the Cranial Nerves by Dissection course aims to provide students with a comprehensive understanding of the structure and function of cranial nerves. It involves the study of the deep cranial nerve nuclei, intracerebral course of the nerves, superficial attachments to the brain surface, intracranial course, relations to the dura and foramina of the skull, extracranial course, distribution to structures in the head and neck, function of each nerve, the basis of clinical examination of various nerves and interpretation of deficits. The principal mode of learning is by dissection of the human body supported by a weekly overview lecture.”

Course Content / Subject Matter

The course coordinator is A/Prof Ian Johnson.

From students:

- “The course content has a strong focus on the structure and function of the cranial nerves. It deals principally with the distribution of the twelve cranial nerves from brainstem nuclei to target tissues. Topics which are covered include: the parotid gland,

muscles of facial expression, muscles of mastication, sensory distribution of the trigeminal nerve, the extra and intraocular muscles, accommodation and light reflex, parasympathetic innervation and ganglia, muscles of the tongue and neck and the cranial cavity. [Please] note that dissection of the brain is not carried out. However you do get to remove it from the head.”

- “Studies the anatomy of the face and neck and the cranial nerves that innervate structures in these areas.”
- “Neuroanatomy of the cranial nerves (excluding the olfactory nerve and little [on] the vestibulocochlear and vagus nerves) and related structures e.g. dural venous sinuses, muscles of mastication, muscles of facial expression, eyeball.”

Weekly Timetable

Monday 4-5pm (1hr) – lecture

Wednesday 2-5pm (3hrs) – dissection

Editor's Note

The students who have completed this elective in the past are highly satisfied with their choice, citing this elective as insightful and interesting. While it is a lot of detail, the students are grateful for the knowledge gained and the dissection experience.

Course Assessment

Assessment Task	Assessment Type	Weighting
Clinical Scenarios, study images, scans and questions are included in the hand outs of each practical dissection class	Formative	0%
Written Examination	Summative	50%
Practical Spotter Examination	Summative	20%
Practical Spotter Test	Summative	20%
In-course Assessment	Summative	10%

Applied Anatomy of the Thorax and Abdomen

Official Course Description

“The Applied Anatomy of the Thorax and Abdomen course aims to provide students with a comprehensive understanding of the anatomical aspects that form the basis of common surgical approaches and procedures in the thorax and abdomen. It employs dissection of the human body as a core activity. It involves the study of the thorax, including the thoracic wall, mediastinum, heart and coronary vessels, trachea, lungs and pleura; and the abdomen including abdominal wall, peritoneum, liver, pancreas, gastrointestinal tract, urinary system, male and female reproductive organs, nerves and blood vessels. Clinical scenarios, for example, appendicitis, cholecystectomy, peptic ulcer, coronary bypass, pericardiocentesis, central venous line insertion, vagotomy, ligation of uterine tube, hysterectomy, vasectomy and inguinal herniorrhaphy will be used to emphasise the applied anatomy of thorax and abdomen.”

Course Content / Subject Matter

The course coordinator is Dr Jaliya Kumaratilake.

From students:

- “Applied anatomy of everything from the lower neck to the pelvis - involves the thoracic, peritoneal and perineal cavities including all organs (their blood supply, lymph drainage and nervous supply), skin and fascia. It also includes any surgical relevance regarding the areas studied.”

Weekly Timetable

Wednesday 3-4pm (1hr) – lecture

Wednesday 4-5pm (1hr) – lecture

Thursday 10am-1pm (3hrs) – dissection (occasionally finished early)

Editor’s Note

2013 was the first year this course was introduced. Satisfaction is positive overall but significant dissatisfaction was reported in writing regarding the quality of the teaching. Yet, a number of the survey respondents would choose it again if given the choice, generally due to the perceived utility/relevance of the content.

Course Assessment

Assessment Task	Assessment Type	Weighting
Written Examination (individual assessment)	Summative	50%
Practical Examination (individual assessment)	Summative	20%
Practical Test at the end of semester (individual assessment)	Summative	20%
Continuous assessment during the practical classes to determine knowledge of the current topic, preparation for the task, participation in the dissection, engagement and attendance (individual assessment). Ability to work as a team (team assessment)	Summative	10%

Fundamentals of Biological Psychiatry

Official Course Description

“This course aims to convey fundamental knowledge and understanding of Biological Psychiatry. Biological Psychiatry represents a multidisciplinary approach towards understanding psychiatric disease with input from the fields of genetics, biochemistry, molecular biology, and neurobiology. The course will begin with material introducing the field of Biological Psychiatry and will then go on to elucidate some of the more prevalent psychiatric disorders affecting Australia (both indigenous populations and otherwise) and the rest of the world. Subsequent material will then cover the scientific approaches and techniques commonly used in the field of Biological Psychiatry to investigate the causes, the underlying biological mechanisms, as well as potential therapeutic interventions relevant for psychiatric disorders.”

Course Content / Subject Matter

The course coordinator is Dr Catharine Jawahar.

Please see the Course Outline for a very detailed week-by-week description of the course’s activities. This can be found at the following address under the ‘Learning & Teaching Activities’ tab: <http://www.adelaide.edu.au/course-outlines/107425/1/sem-2/2017>

Weekly Timetable

Thursday 4-6pm (2hrs) – lecture
Friday 4-5pm (1hr) – lecture
Wednesday 12-1pm OR Wednesday 4-5pm
OR Friday 3-4pm OR Friday 4-5pm – tutorial

Editor’s Note

This course is probably the most like a typical, raw science course of any of the electives – think *Fundamentals of Biomedical Science (FBS)* but regarding psychiatric conditions and, in particular, psychiatric neurobiology.

Satisfaction seems largely adequate, and there has been especially good feedback regarding the Course Coordinator. If you are interested in psychiatry or want to learn some real science, and you are not seriously averse to written assignments, this may well be a sensible move.

Course Assessment

Assessment Task	Assessment Type	Weighting
1500-Word Literature Review	Summative	25%
Group Poster	Summative	20%
2000-Word Essay	Summative	30%
2-hour Written Examination	Summative	25%

International Health

Official Course Description

“This course introduces students to the basic principles of international health, in order to give them a better understanding of the wider context of health systems in these countries. The course is designed to provide a background for working with communities and organisations that are responsible for funding and/or providing health care and health promotion in developing and transition countries. The course provides an overview of health systems and public policy issues in low and middle-income countries, and covers concepts such as the transition during development, globalization and health, financing and organisation, as well as the role of the private sector, non-government-organisations and international organisations. There is a focus on the social determinants of health and global health equity. With the help of case studies, the course provides an understanding about the delivery of health care, public health and health promotion in disadvantaged communities. The lectures and case studies discussion highlights the role of communities, clients, community based organisations, public and private sector providers and funding agencies. Factors facilitating access, quality, cost and fairness of services and programs will be discussed.”

Course Content / Subject Matter

The course coordinator is Dr Mohammad Afzal Mahmood.

From students:

- “The course provides an overview of International Health and various bodies (especially WHO) that are involved. It

begins broadly by looking at the basic structures of health systems (financial, quality, organisation) then begins to look at issues that affect various health systems. A particular focus is given to health systems in developing countries and therefore specific issues relate most closely to these (including maternal health and communicable diseases) but issues related to developing countries are also looked at (non-communicable diseases). Issues of Health Promotion and Health Promotion strategies are also explored.”

- “Focused on public health issues across the world, particularly issues like childbirth, health systems, and communicable and non-communicable diseases. Developing countries were the main focus, but were contrasted to a variety of nations.”

Weekly Timetable

Monday - Friday 9am-6pm for 5 days total (i.e. 1 business week) during Winter School (17th to the 21st July).

Editor's Note

Most of the respondents seem quite happy with this elective as there is a lot of positive written feedback and most of the negative feedback is minor. The biggest draw of this elective appears to be the copious free time during Semester 2 after completing the one week of Winter School.

Course Assessment

Assessment Task	Assessment Type	Weighting
Participation	Summative	10%
Case Studies and Presentation	Summative	10%
Assignment 2 Quiz	Summative	15%
Assignment 3 Quiz	Summative	15%
Essay (description)	Summative	20%
Essay (critique)	Summative	30%

Limb Dissection

Official Course Description

“This course will involve a study of the functional anatomy of the limbs through dissection and the study of prosected specimens, radiographs and bones. Students will dissect upper and lower limbs. Students will work in groups of 4 and will be expected to do appropriate reading and preparation prior to the beginning of the dissection.”

Course Content / Subject Matter

The course coordinator is Dr Jaliya Kumaratilake.

From students:

- “Anatomy of the upper and lower limb [including] muscles, circulation and innervation. ... In addition to the core anatomy learnt you will also need to know some clinical relevance of the anatomy.”
- “All the anatomy of the upper and lower limbs.”
- “The main topics covered are the bones of the limb, the muscles, their actions, nerve and arterial supply, venous

drainage, as well as the pathway of the veins and arteries. Anatomical areas, such as the femoral triangle, are also covered.”

- “[The] anatomy of the upper and lower limbs, including muscles, nerves, arteries, veins and fascia. All of this in the necessary detail is contained within the Upper Limb and Lower Limb chapters of Moore’s textbook.”

Weekly Timetable

Wednesday 2-3pm (1hr) – lecture
Friday 2-5pm (3hrs) – dissection

Editor’s Note

This course certainly leaves students the least satisfied of all three dissection electives. It appears that the combination of poor lecture quality and lack of continuing assessment means that learning is very self-directed. However, the lecturers and tutors involved are often very knowledgeable and caring. This course is coordinated and largely taught by Dr Jaliya Kumaratilake.

Course Assessment

Assessment Task	Assessment Type	Weighting
Formative Assessment 1	Formative	0%
Formative Assessment 2	Formative	0%
Formative Assessment 3	Formative	0%
Formative Assessment 4	Formative	0%
Formative Assessment 5	Formative	0%
Mid-Semester Practical Assessment – Spotter Test	Summative	20%
End of Semester Theory Paper	Summative	50%
End of Semester Practical Assessment – Spotter Test	Summative	20%
Dissection Evaluation	Summative	10%

Psychology IB

Official Course Description

“This course, together with PSYCHOL 1000, provides an introduction to the basic concepts and core topics within contemporary psychology. The two courses may be taken singly or in combination. Core topics covered over the year will include the development of the individual over the lifespan; the study of the person in a social context; differences between people with respect to their intelligence and personality; issues related to individual adjustment and maladjustment; the biological bases of behaviour; the interpretation by the brain of sensory signals from the external environment; the mechanisms underlying learning; the encoding, storage and retrieval of information; the nature of motivation and emotion; culture and cross-cultural psychology. The courses will also provide an introduction to the methodological approaches employed by psychologists to study these topics. Major findings to emerge from psychological research will be presented, and the practical significance of such work will be discussed. Practical work will address the conventions of psychological report-writing and the ethical principles underlying psychological research and practice. Lecture material will be posted online via MyUni and face-to-face teaching will take the form of interactive workshops.”

Course Content / Subject Matter

The course coordinator is Dr Matthew Dry.

The Psychology IB course focuses on selected areas of psychology including, but not limited to:

- Developmental psychology
- Statistics
- Motivation and emotion
- Learning
- Personality
- Intelligence

Weekly Timetable

Thursday 12-1pm OR Monday 9-10am – lecture

Editor's Note

This elective, along with cranial and abdominal appears to give students the best satisfaction out of their electives. The low contact hours and minimal commitment allow students to learn an interesting subject while also staying on top of med work.

Course Assessment

Assessment Task	Assessment Type	Weighting
End of Semester Examination	Summative	55%
Module Assessment Exercises	Summative	20%
Research Report Assignment	Summative	15%
Online Study Exercises	Summative	5%
Research Participation	Summative	5%

Research Project in Reproductive Health (RPRH)

Official Course Description

“This course will provide training in research skills including planning and conducting a research project in reproductive health, and will include a series of workshop and tutorials on topics including research planning and skills, data management and research ethics, oral and written presentation, and critical evaluation of literature.”

Course Content / Subject Matter

The course coordinator is Dr Darryl Russell

“This has a research skills focus and includes a hands-on research project in the broad area of reproductive health and paediatrics which will be valuable training for those who are considering academic research longer term and/or an Honours year, or who would like the opportunity to work with research leaders in these areas.”

Weekly Timetable

Friday 2-3pm – tutorial

Friday 3-4pm – tutorial

Wednesday 2-5pm – alternating placement and workshop

Thursday 2-5pm – placement

Editor's Note

This elective appears to be somewhat satisfying, however is one of the more time-consuming electives. It does however give students an opportunity to do some real-life, hands-on research, and also teaches valuable research skills which are especially useful to Third Year.

Course Assessment

Assessment Task	Assessment Type	Weighting
Research Induction	Formative	0%
Research Proposal	Summative	15%
Critical Literature Review Exercise	Summative	15%
Supervisor Assessment	Summative	15%
Oral Presentation (group assessment)	Summative	15%
Written Research Report	Summative	40%

Social Foundations of Health II

Official Course Description

“ This course seeks to build on Level I Public Health, specifically to develop understanding of the social foundations of health and the ways in which frameworks and theories can be used to guide thought and action in public health endeavours. The course is divided into three modules, each with a different focus. The first module draws out the historical, cultural and structural dimensions of public health problems (using the framework of the sociological imagination) and develops critical thinking about possibilities for change. The second module concerns the social determinants of Indigenous health. A third module considers social and behaviour change, from both theoretical and practical perspectives.”

Course Content / Subject Matter

Course Coordinator is Professor Vivienne Moore.

This course has three modules:

1. The sociological imagination framework in public health.
2. The social determinants of Indigenous health.
3. Social and behavioural change in public health.

Weekly Timetable

Thursday 2-3pm OR Thursday 4-5pm – practical
Monday 4-5pm – lecture
Tuesday 9-10am – lecture

Editor's Note

In the past, this elective could not be chosen due to clashes with compulsory med classes. However, due to the changes in second year CBL times as well as the changes to the class times for this subject, it appears that this elective can be chosen.

Course Assessment

Assessment Task	Assessment Type	Weighting
Quizzes – 1 per module at 5% each	Summative	15%
Module 1 – written assignment	Summative	28%
Module 2 – written assignment	Summative	28%
Module 3 – group work, culminating in group presentation (10%) and brief written submission (5%)	Summative	15%
Module 3 – written assignment	Summative	14%



Comment Tables

Applied Anatomy of Cranial Nerves by Dissection

Year completed	2016	2015	2016	2016
Satisfaction (/5)	4	4	5	5
What did you like about your elective?	Well organised and structured (Dr Ian Johnson), good Lecture delivery (Prof Gabriel), dissections interesting and engaging.	It was great to actually do some dissection for ourselves.	Hands on and content itself was awesome which was very well taught both in lectures and the lab.	The lectures are all hand written and almost like filling in a colouring in book so absolutely fabulous for visual learners.
What did you dislike about your elective?	Lectures were compulsory - struggled to keep up with Prof Gabriel sometimes. Slightly different focus in exam questions as written by Dr Johnson, who didn't give the lectures.	Sometimes the dissections can feel a bit laborious.	Maybe a little too much to know for exams.	Some elements are touched upon but only make sense once everything else has been learnt.
Who should take this elective? Who is this elective well-suited to?	Reasonably motivated people who want to do an interesting dissection that is well-taught and organised.	People who are interested in neuroanatomy!	Those interested in the nervous system.	Someone willing to put in the effort for a great reward.
If you could go back and enrol again, which elective(s) would be your top preference(s) and why?	Cranial, then international health – would make semester 2 slightly less stressful.	It was a super interesting course but I might've picked something easier with less of a workload.	Cranial	Cranial
Assume someone has enrolled in this elective. What advice do you have for them?	Use an anatomy atlas/photographs before the spotter tests to better visualise structures (don't just rely on your messy dissections!)	Be prepared for a lot of rote-learning, but you'll enjoy it because Mounir is amazing.	Watch the lectures!	Keep on top of it from the beginning and be inspired by Gabriel so you're willing to learn.
What was the average time commitment over the 12 weeks? (exc. SWOTVAC)	3-4 h/week (not including lectures/dissections) with plenty of cramming over holidays/SWOTVAC for spotter and exams.	I didn't spend much time outside of class, but that probably would have made things easier.	2 hours/week on top of contact hours.	Approx 3-4 hours of self-study on top of 4 contact hours.
Difficulty (/5)	3	4	4	3
Marking (/5)	5	5	5	5
Teaching (/5)	5	5	5	5
Assessment relevance (/5)	4	5	5	5

Applied Anatomy of the Thorax and Abdomen

Year completed	2015	2015	2016	2016
Satisfaction (/5)	4	5	5	4
What did you like about your elective?	Will dramatically increase your understanding of the anatomy especially if you are a hands on sort of person and is relevant to 3rd year. It also helps with understanding cross sections, again important for 3rd year.	The knowledge acquired.	It was very helpful throughout the semester and will be for the future.	Really useful for second year CBL cases, practical hands on work is a nice change from the usual bookwork, able to get a much better understanding of anatomy. The assessments were reasonable, Jaliya is pleasant to work with. Almost*** everything in the assessments had been directly covered in the lectures.
What did you dislike about your elective?	You have to been committed to put a fairly large amount of effort into this elective. It can be stressful in swotvac as there is 2 exams It is also not for the faint hearted.	Learning the dissection techniques/procedures - time consuming. Also had a large work load.	Lack of available slides.	The lectures were disorganised and the slides or recordings are not available. At times we were left wondering what to do during dissections and the tutors didn't know either. Lots of content to cover and quite a few contact hours.
Who should take this elective? Who is this elective well-suited to?	Anyone interested in surgery or who wants to increase their knowledge in anatomy. Also if you learn best from seeing a real heart rather than looking in a textbook.	Anyone willing to put in the effort. Don't take if you want to take a laid back semester 2 or if you find Dr J's lectures particularly difficult to follow.	Anyone interested.	People who enjoy hands on work/dissection and aren't afraid of a little fat, people who want to learn more anatomy, people who are ok with taking on a few more contact hours and study hours.
If you could go back and enrol again, which elective(s) would be your top preference(s) and why?	Cranial to improve my cranial anatomy and probably abdominal thorax again, just to see if it would improve my knowledge further.	Any of the three dissections. A lot of work, but worth the knowledge you'll acquire/ reinforce.	Abdo-thorax again.	Still abdo, because I think it was very useful in helping me understand abdominal anatomy especially and I think overall it was taught quite well. It was enjoyable to do.
Assume someone has enrolled in this elective. What advice do you have for them?	Do all the practice exams given to you. Put in a lot of work and don't stand back in your group make sure that you get involved.	Study both the dissection guide and anatomy of the section vigorously beforehand. Get Grants, Netter's, or Rohen's anatomy atlas in addition to Moore's or Grey's.	Focus on the lecture content	Definitely go to all the lectures, basically everything you need to know is in them. Also, sometime Jaliya draws little diagrams on the board that aren't in the slides. Don't be intimidated by this elective, Jaliya is very helpful and usually everyone passes.
What was the average time commitment over the 12 weeks? (exc. SWOTVAC)	5 contact hours/week, and at most 3-5 hours per week to complete worksheets/ lecture notes.	One hour a day to study the anatomy. In addition to the contact hours (4-5 per week).	2 hours/week on top of normal contact hours.	Excluding SWOTVAC: ~2hrs study a week, including SWOTVAC: don't ask :(
Difficulty (/5)	4	4	5	4
Marking (/5)	3	5	4	5
Teaching (/5)	5	4	3	4
Assessment relevance (/5)	3	5	5	4

Fundamentals of Biological Psychiatry

Year completed	2016	2016	2016	2015
Satisfaction (/5)	3	3	4	2
What did you like about your elective?	Content was actually interesting.	I did enjoy learning about different psychiatric conditions. Also, it was very interesting learning about psychiatry in more of research orientated way. However, a lot of the lectures also had clinical elements in them.	Certain aspects can be incorporated with cases in medicine. Very interesting course.	You could do most of the course work over the holidays because it was mostly assignments you were given in advanced.
What did you dislike about your elective?	Not much relevance to clinical medicine.	There were quite a few assignments during the semester, which makes it difficult. The course is extremely content heavy and isn't intuitive like med is and requires quite a lot of memorisation.	A lot of work with several assignments and an exam.	The course content was way too much so it discouraged students from actually attempting to learn it all. It was also poorly organised and marks were consistently late.
Who should take this elective? Who is this elective well-suited to?	Those who want a break from typical med type content, and those who are genuinely interested in psychiatry.	People who are very interested in psychiatry or people who are just genuinely interested in psychiatric research.	People who like psychiatric aspects of cases and who are interested in child psychiatry and research.	Someone who wants an easy subject and doesn't mind writing essays.
If you could go back and enrol again, which elective(s) would be your top preference(s) and why?	Abdo-thorax because it will be really helpful to have that extra anatomy knowledge.	I would do international health because I don't think this subject was worth the time commitment and I would have much rather gotten my elective out of the way during the mid-year break.	Same elective because I enjoyed it a lot and found it very helpful and interesting.	This because it's easy, but it's still a bad course.
Assume someone has enrolled in this elective. What advice do you have for them?	Don't leave all the lectures till swotvac, watch them consistently. Do your essays and lit reviews in the mid semester break .	Be organised and make sure you do all the assignments in advance. Also, attend all the lectures, if you hate watching lectures online, then I would recommend going to them. Also, go to the tutes!	Begin assignments early and study practice questions for the exam.	Do all of the assignments over the holidays and the exam is a guaranteed HD with just a 2hr cram the night before.
What was the average time commitment over the 12 weeks? (exc. SWOTVAC)	40 hours all up.	There were approx 4 contact hrs/week, and then I spent about 4-5 hrs/week extra. Also extra time for assignments.	3 contact hours per week. Not much time outside unless on an assignment.	0 hrs over uni sem but a couple full days in holidays to do assignments.
Difficulty (/5)	3	3	3	1
Marking (/5)	4	5	4	5
Teaching (/5)	4	4	5	1
Assessment relevance (/5)	3	3	3	2

International Health

Year completed	2016	2016	2016	2016
Satisfaction (/5)	3	3	3	3
What did you like about your elective?	Finished most of the course in 5 days in the midyear holidays - more time in sem 2 and one less exam, also a bit different from general med subjects and had interesting content.	Over quickly, no added study or stress in swotvac, relatively easy course and the assessments aren't too bad at all! The group of us who did international health got along really well.	Done in one week, no exam and the second semester is more free.	Literally so easy, zero stress, finished before everyone else, no exam, assessments are extremely easy.
What did you dislike about your elective?	Was a bit disorganised with the tutes, and some lectures were not delivered very well.	The course coordinator wasn't very organised and wasn't great at teaching what we actually needed to know. If you don't like working in groups with people you don't know then you'd find this course difficult.	Poorly delivered content, boring lectures, difficult to understand task for final assessment.	Learnt basically nothing, most boring thing I've done at uni so far.
Who should take this elective? Who is this elective well-suited to?	Someone with an interest in global health.	People who don't want extra stress over the second half of the semester, and those who don't want to do an anatomy elective.	People with other commitments for second semester, those who are interested, people willing to give up a week in their holidays and those who don't want an extra exam.	Anyone who isn't sure what elective to do, wants more time to focus on CBL/do stuff outside uni/just have a way more chilled semester 2.
If you could go back and enrol again, which elective(s) would be your top preference(s) and why?	International Health, as it is an area that I am interested in and also because I got it out of the way early.	International health, not at the time, but now I am extremely grateful for the extra time I had during the semester.	International health still, because it was done quickly.	Definitely still international health - can get HD with minimal effort. Allows you to sleep more.
Assume someone has enrolled in this elective. What advice do you have for them?	Don't leave your essay to the last minute.	Don't think it's easy, the main essay is straight forward but I found it took up a lot of time. Overall this course is quite easy.	Turn up and get the participation marks, do the online quizzes in a group, pass the course and focus on CBL.	Get your essay over and done with quickly - you've got a generous due date but try and complete it before the second semester starts.
What was the average time commitment over the 12 weeks? (exc. SWOTVAC)	5-7 hours total for the essay.	1 week of full on uni. After this about 3 hours a week on average until midway through first term.	Full days everyday for one week in the holidays and then 3-5hrs spent on final assessment.	Uni from 9am-5pm for 5 day of the holidays and then spent about 6 hours on the essay.
Difficulty (/5)	1	2	1	1
Marking (/5)	5	2	4	4
Teaching (/5)	2	2	1	3
Assessment relevance (/5)	5	4	2	4

Limb Dissection

Year completed	2016	2016	2016	2016
Satisfaction (/5)	4	4	3	5
What did you like about your elective?	For a dissection, its actually relatively low intensity in terms of time required to study and lecture requirements. The content itself is very easy.	It was an extra chance/motivation to learn anatomy. Exam questions and spotter tests were tightly based around the lecture slides.	Good way to push yourself to learn limb anatomy, good student to tutor ratio, dissection is a cool experience and good clinical relevance.	I love anatomy and need I say there was a lot of it in limb dissection. I also enjoyed the dissections and the pace of learning wasn't too quick so we had time to get our heads around it.
What did you dislike about your elective?	Jaliya's lectures are only audio and his slides are only on level 4 - he takes active learning to the literal meaning.	Jaliya's lecturing style doesn't suit my learning style and he doesn't record lectures OR upload slides. The smell.	Drags on, 3 hours of dissection per week.	Lot of memorising! And we didn't really know what to expect for the first spotter due to no examples.
Who should take this elective? Who is this elective well-suited to?	People who want dissection exposure, but aren't as committed to cranial (intense learning) or abdothorax (heaps of content). Also people who are keen on gym gains.	If you want more motivation to learn anatomy, you should consider any anatomy elective. If you want to spend the dissection talking about gym, then limb will have other gym bros.	People interested in ortho/limb anatomy.	Anatomy lovers and people who want a head start on 4th year orthopedics rotation.
If you could go back and enrol again, which elective(s) would be your top preference(s) and why?	Limbs (I actually had abdothorax first and honestly, I am so glad that I ended up with limbs).	Abdothorax anatomy (best and most versatile/CBL relevant content in my opinion).	I wanted abdothorax as it seemed like the most relevant. However, limb has prepared me well for MSK in 4th year. I would probably do it again.	Limb dissection all the way. Loved this elective and I learnt so much. Plus Jaliya is a sweetheart and a great teacher, he tells you exactly what you need to know and emphasises examinable parts.
Assume someone has enrolled in this elective. What advice do you have for them?	It's not so much about learning all the attachments and insertions. It's quite achievable to pass by learning high yield, clinically relevant points. Lastly, Jaliya's summary lecture goes through exam style questions. GO TO THAT.	Once you enrol: go to dropbox. find lecture slides. Distribute all lecture slides over the mid-year break and semester 2 so that you're learning a bit of content each week. Leave some time for cramming before spotters.	Look at notes before dissecting, or the actual dissection is pretty pointless.	Learn the anatomy as you go, don't put it off till the tests. Takes pics of Jaliya's lecture slides that he posts, they are only up for a short time. Use the anatomy museum on the 4th floor. Prepare for dissections.
What was the average time commitment over the 12 weeks? (exc. SWOTVAC)	3 hrs dissection + 1 hr prep. Whether or not you choose to go to the lectures, go through the slides. Also, spotter prep.	90 minutes a week (not enough) and then a LOT more in the week before the 1st spotter test.	1 day cram before each spotter, and 4 day cram before exam lel (I didn't take my own advice)	About 5-6 hours/week
Difficulty (/5)	2	3	3	4
Marking (/5)	4	3	2	5
Teaching (/5)	4	1	3	5
Assessment relevance (/5)	4	4	4	5

Psychology IB

Year completed	2016	2016	2016	2016
Satisfaction (/5)	5	5	4	4
What did you like about your elective?	All content was online so I was able to be flexible with my study. The content was pretty straight forward and easy to learn. Assessments were open book with a 60mcq exam.	The work was enjoyable as well as well organised and delivered. It did not require a large work load or time commitment and therefore was not stressful.	It was predominantly online, which suited me.	I liked that all of the lecture content, online tests etc. were uploaded in a timely fashion, and overall the elective was well structured and planned.
What did you dislike about your elective?	You have to write a report.	It was not directly related to the knowledge that we need for medicine and therefore is not as useful as doing other electives.	A lot of the content wasn't that relevant to medicine.	Nothing.
Who should take this elective? Who is this elective well-suited to?	Anyone who likes flexibility in study or don't like anatomy. The elective is theory based and it is stuff you can rote learn.	Anyone who has an interest in psychology. If they have done year 12 psychology they will be at an advantage.	If you are interested in psychology and the theories behind it, or if you are looking for an elective with minimal commitment.	This elective is for someone who needs a break from the heavy workload of medicine, and needs something nice and easy.
If you could go back and enrol again, which elective(s) would be your top preference(s) and why?	Psychology 1b. I am interested in the mind but also it was easy to get a good mark with little stress.	Psychology as I enjoyed the subject, learnt a lot and was able to put ample time into MKE and CRE revision.	I would still enrol in psychology due to time constraints, but would have loved to do a dissection elective as I think it would be most beneficial to my studies.	I would still choose psychology as my top preference as it was both interesting and easy to pass and do well in.
Assume someone has enrolled in this elective. What advice do you have for them?	Do the learnsmart activities and just keep up to date with every module.	Get the textbook, keep up to date and do all the 'extra' work (i.e. research participation and learnsmart exercises) for the five percent each.	Try and do as well as possible on the assessments so that there ends up being very little pressure to do well on the exam.	Just keep up to date with your lectures and online tests, submit everything on time and one day of study is enough for the exam.
What was the average time commitment over the 12 weeks? (exc. SWOTVAC)	2 hours/week	1-2 hours/week	2 hours/week	Around 12 hours all semester.
Difficulty (/5)	1	2	2	2
Marking (/5)	5	5	5	4
Teaching (/5)	4	5	3	4
Assessment relevance (/5)	5	3	3	3

Research Project in Reproductive Health

Year completed	2016	2016	2016
Satisfaction (/5)	5	3	5
What did you like about your elective?	Was a really good first insight into real research, I am interested in O&G, and I was given an amazing opportunity to learn from world-class researchers, learn about the research process and conduct IVF.	Very interesting content.	I was able to choose and shadow real research being undertaken and be a part of discovery of really cool things. My research project was about finding new treatments for ovarian cancer that had become chemotherapy resistant, had a very flexible supervisor who gave me really close lab time, all the way from centrifuging patient ascites and mounting slides with patient tumour samples to carrying out the entire research method and analysing the results. Extremely satisfying and gave a real taste into what research is like. Plus no exam
What did you dislike about your elective?	There was poor organisation due to a lack of admin staff (however all researchers seemed to be really willing to help us), it was quite time-consuming and very assignment-based.	Poor organisation	The course is a little disorganised because of the person who runs it (Darryl Russell), and there is a large assignment due in swot vac of semester 2. I would recommend organising with your individual supervisor to get this done 2 weeks earlier and you'll be peachy!
Who should take this elective? Who is this elective well-suited to?	I think this elective would be best suited to students who are interested in research, and/or obstetrics and gynaecology. I think you have to be quite interested to keep up with the work.	Persons interested in research, self-motivated students and persons who enjoy group work.	Everyone who is curious about research, would like to get a bit of exposure before third year research subject, interested in reproductive health or just generally would like to see some insight into how research converts to clinical practice.
If you could go back and enrol again, which elective(s) would be your top preference(s) and why?	I'd still pick RPRH - although it was a lot of work, I enjoyed it and I'm grateful for the things I learnt... Second would be abdothorax.	Still RPRH.	Reproductive elective 100%, especially since I saw how much work the dissection kids did. That being said they do have amazing knowledge but I knew that I had enough on my plate this year without doing a dissection elective.
Assume someone has enrolled in this elective. What advice do you have for them?	Be proactive. Go and meet all of the research supervisors available, and ask them questions before picking. Pick a topic and/or research team that interests you! Start your assignments early and don't be scared to have a go.	Choose your project carefully, begin work early and meet your supervisors regularly.	Stay organised and negotiate assessment times with your supervisor so that they aren't close to SWOT VAC. Make sure you pick a research area that actually interests you, i.e. lab work vs. research meta-analysis so that you can get the most out of it.
What was the average time commitment over the 12 weeks? (exc. SWOTVAC)	Approx 8 contact hours + 3 hours personal study per week (but this varied largely between different research topics, my group also went in for most of the mid-semester break)	Very high (including SWOTVAC). Minimum 4 hours/week, often much more.	10 hours/week
Difficulty (/5)	4	4	3
Marking (/5)	5	3	5
Teaching (/5)	5	3	3
Assessment relevance (/5)	5	5	5