

WESTERN SYDNEY
UNIVERSITY



MD PROJECT

For Year 3 students:

Sourcing and Setting up your Year 4 MD Project



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ABBREVIATIONS

ACS
vUWS
TS

Applied Clinical Sciences
virtual Western Sydney University
Teaching Session (also 'Rotation' or 'Attachment')

SECTION 1: THE MD PROJECT

Welcome to the MD Project, a unique feature of the MD course that offers you the opportunity to work with a supervisor to conduct a hands-on, in-depth investigation of a topic that interests you, and is relevant to your future career. This guide will help you source a supervisor and set up your MD project in Year 3 (ACS1), so that you are adequately prepared to start and complete your project in Year 4 (ACS2).

An MD Project can be a small standalone project or an 'add-on' to an existing project. It may utilise existing data, medical records, or stored tissue samples, and have established methods and protocols. Focussing on an aspect of health service delivery, education or research, the MD Project will strengthen your skills in critical enquiry, analytical thinking, oral and written communication, and project management. These activities will start you on your journey towards lifelong learning and service to communities.

If you and other students have the same supervisor, you may be able to work collaboratively in pairs, or small groups on pre-determined aspects of similar topics as directed by your supervisor. However, **each MD project must be unique, and you must individually develop, address, and report on an original question or project aim.**

ESSENTIAL MD PROJECT OUTCOMES AND OBJECTIVES INCLUDE GRADUATES WHO:

- ☆ Are proficient **users** of research through being **doers** of research, for example by,
 - undertaking research training through experiential learning.
 - applying core medical and scientific knowledge to populations and health systems, including understanding how clinical decisions for individuals influence health equity and system sustainability.
 - accessing, critically appraising and applying evidence from medical and scientific literature
 - applying scientific methods to formulate relevant research questions and identifying applicable study designs.
- ☆ Have non-cognitive and cognitive **skills for life-long careers** through, for example,
 - time and project management, interdisciplinary teamwork and organisational know-how from working with supervisors, staff and services, writing in professional genres and communication of evidence.
 - learning skills that range from advanced information literacy and critical appraisal of evidence to dissemination of project findings in reports and presentations for professional and lay audiences.
- ☆ Can **respectfully engage with communities**,
 - to design and conduct projects aimed at producing outcomes that will address community needs and be mutually beneficial, and by
 - providing project outputs to the community involved as a minimum.

Note: *Community* is a wide concept that includes consumer, client, patient, health professional, service provider and researcher communities.
- ☆ Can **articulate and reflect on learning outcomes** from conducting the MD Project that is relevant to graduate careers, such as adaptive problem solving, and
- ☆ Can generate **authentic assessment outputs in different formats** such as conference posters, oral presentation skills and writing for professional audiences such as abstracts.

PROJECT TYPES

All MD Projects must be health-related and meet standards for scholarly investigative work in their fields. They must also meet the standards of scholarship expected of a professional Masters (9E) qualification. The scholarship is defined as meeting all aspects as outlined below:

Clear Goals: Identifying and addressing an important scientific, educational, clinical, or community health related question.

Adequate Preparation: Finding, assessing, evaluating and applying appropriate literature. Formulating a project aim or hypothesis based on current evidence and concepts in the field.

Appropriate Methods: Using the most appropriate method for meeting the specified goals. Appropriateness includes planning, conduct, feasibility, and likelihood of success.

Significant Results: Explaining the project's relevance to knowledge production, education, clinical practice, and/or community services.

Effective Presentation: Communicating effectively in oral and written forms.

Reflective Critique: Ongoing evaluation of project processes and progress. Behaving ethically and professionally throughout the project. (Glassick 2000)

MD Projects can be focused on research, education and/or service learning. Each focus will in different ways prepare you for the roles of doctors as scientists, educators, and community leaders.

Research-focused projects

A research project is a scientific endeavour that addresses a defined research question. Research¹ is a systematic inquiry to describe, explain, explore, predict, or control an observed phenomenon, and to generate new concepts, understandings, methodologies, and interventions. Through research, students will gain a deeper understanding of a specific medical or biomedical area of health, while learning about appropriate study designs, research methods and tools, analysis, and interpretations, either by creating new knowledge and/or by using existing knowledge in a new and creative way.

Education-focused projects

A project in medical education is carefully planned to achieve specific education-focused learning outcomes and could involve patients or clients, students, alumni, instructors, and other educational staff. Students conducting health educational projects can produce new knowledge in health education and gain career-long skills in curriculum development, the use of new learning strategies, innovative technology in teaching and learning, and program evaluation.

Service-learning focused projects

Service learning is experiential learning where students work with a service to learn about the needs of the service and/or its clientele, and corresponding local, regional, and/or national social problems. A service-learning project provides enhanced opportunities for civic learning through cycles of action and reflection. Students will gain a deeper understanding of community issues and will use a scholarly approach to achieve objectives that are relevant to the community.

¹ Australian Research Council

https://www.arc.gov.au/sites/default/files/minisite/static/10419/ERA2015/intro-3_define-research.html

MD PROJECT STREAMS

MD project topics can be developed in any one of eight main streams: Biomedical Sciences, Clinical Medicine, Community Health, General Practice & Primary Care, Health Innovations, Indigenous Health, Medical Education, and Rural Health.



Biomedical Sciences:

Biomedical Science projects aim to further understanding of the mechanisms that underlie the function of body systems, and how those mechanisms may be disrupted due to injury or pathology. Examples of MD Project topics:

- Protein aggregation and cancer
- Detection of amyloid beta and neurofibrillary tangles in an animal model of Alzheimer's disease
- Optimization of a method to quantify nitric oxide release in the retina
- Role of dystrophin in the central nervous system
- Skeletal muscle fiber branching in Duchenne Muscular Dystrophy (DMD)
- Cardiovascular control during muscle pain
- Meta-analysis of bio-resorbable vascular scaffolds
- Molecular biomarkers of diabetes progression

Clinical Medicine:

Project topics in Clinical Medicine focus on improving the quality of patient care through research, clinical audits or quality assurance. Clinical Medicine projects can include:

- Collecting evidence on contentious clinical patient management areas and advice/synthesis
- Establishing prospective reviews for new techniques or clinical pathways
- Analysis and reporting of quality improvement data
- Observing and reporting inter-professional collaboration
- Analysis of medical work roles
- Reviewing adherence to clinical guidelines including prescribing
- Observing and reporting team communication and professional behaviours in clinical workplaces
- Review of policies, and/or clinical guidelines

Community Health:

Research topics in the Community Health Stream include the promotion of health and well-being, prevention of disease, and intervention early in the life course and/or early in disease development. Projects may use epidemiological, qualitative and mixed methods approaches, and aim to investigate and analyse the factors that influence the health status of groups, communities or whole populations. Students may test and evaluate policies and interventions that aim to improve health outcomes.

Service Learning projects in Community Health are developed together with community service to the benefit of service providers and service users. Projects must strike a balance between service (action) and learning (reflection).

Community Health Project examples include:

- Developing and evaluating resources to improve the health of a specific population (e.g. women or refugees) on a specific health issue
- Evaluating existing programmes of research for efficacy (e.g. a diabetes prevention program)
- Exploring the experiences of specific groups to inform intervention development (e.g. individuals with obesity and their support needs)
- Designing and/or contributing to educational outreach programs for a community or client group

General Practice and Primary Care:

General Practice and Primary Care projects aim to improve the health and well-being of the community through better primary healthcare systems and improved quality of the patient journey. Projects will be based in the community and related to general practice and primary health care. They include (but are not limited to) quantitative, qualitative, or mixed methods research in the following topic areas:

- Adolescent health
- Chronic disease management
- Cultural diversity and competence
- Ear and hearing health
- Health care communication
- Health of doctors & medical students

- Health service delivery
- Indigenous health
- Innovations in primary healthcare
- Interprofessional care
- Justice health
- Medical student mentorship
- Mental health
- Refugee health
- Women's health

Health Innovations:

Research topics in the Health Innovations Stream aim to i) identify areas of unmet healthcare need experienced by patients and clinicians, and ii) identify and pursue potential innovations to address these needs.

Projects may use qualitative, quantitative, and mixed methods approaches. Students may generate and/or analyse data outlining patient or clinician needs specific to a discipline, or common needs across multiple disciplines. Students may also propose, test, and/or evaluate innovative solutions that aim to address the needs of patients and clinicians.

Health Innovation projects are developed together with the Stream Lead to identify relevant project supervisors – based on student interests and career goals.

Indigenous Health:

Indigenous Health research extends across a diverse range of indigenous issues intending to improve the health and wellbeing outcomes of Indigenous Australians. Projects in Indigenous Health focus on strength-based, Indigenist frameworks. The main objective of the Indigenous Health team is to translate successful holistic and integrated healthcare models into health research, health policy, health service delivery, and health professional education and training. In addition, the team aims to reinforce Indigenous research leadership as well as further develop innovative models of care and service delivery. The team does this through deep engagement with local communities, with whom they co-create research priorities, methodologies and outcomes, which are aligned with, and/or determined by Indigenous peoples' needs and experiences. Students are welcome to contribute to a variety of clinical and community-based projects.

Indigenous Health topics include:

- Engagement with Indigenous communities (e.g. yarning circles for community needs).
- Evaluating public health initiatives (e.g. CVA rehabilitation; sleep hygiene).
- Assessing community health needs (e.g. parenting programs, forensic mental health).
- Measuring cultural competence in health care (e.g. Y analyses in health organisations).

Medical Education:

Medical Education projects focus on the transfer or acquisition of knowledge, attitudes or skills relevant to healthcare, in learners ranging from medical and health professionals, trainees or students, or their clients and patients. Projects may cover any stage of training, from medical school to internship and residency, to continuing medical education, and patient education.

Medical Education Project topic themes and examples include:

- Approaches to Teaching & Learning: Curricular design and innovations.
- Assessment: Student selection, assessment of knowledge skills & attitudes.
- Evaluation: Evaluation of design, processes and outcomes of teaching and assessment, student, and teacher characteristics.
- Personal & Professional Development: Ethics, communication & teamwork, self-care, self-regulation & self-reflection, and patient-centred care.
- Student Support: Student wellbeing and health, learning support and learning skill development.
- Faculty Development: Teaching skills development and training.

Rural Health:

Rural Health projects focus on significant issues for rural communities and are conducted on location with the base either at Bathurst Rural Clinical School or in Lismore at the University Centre for Rural Health (UCRH). Students undertaking a rural placement in Bathurst or Lismore must undertake a project based on their relevant placement location. Rural projects need to be discussed directly with the relevant rural stream advisor.

Rural community is defined broadly – projects may focus on a particular town or region or cover rural communities across the state or nation. Topics are viewed through a rural perspective and context, for example, rural health service availability and access, quality of rural service delivery, or the features of medical conditions in a rural context. Rural Health Project topic examples include:

- Unique rural health service delivery (e.g. telehealth, models of care, service access).
- Development of health resources (e.g. farm safety, telehealth).
- Impact of environmental factors (e.g. drought, floods).
- Service learning by participating in a rural service/program (e.g. local dementia café).

PROJECT SOURCING AND ALLOCATION

SELF-SOURCING A PROJECT

You are encouraged to source a project in an area of interest by contacting a potential supervisor directly. Sourcing your own project is an opportunity to connect with a discipline or health area of interest. Supervisors with previous project supervision experience will be preferred. On the MD Project website, you will find a list of experienced supervisors who have agreed to be contacted directly by students who are interested in their area of research.

MD Project Supervisor List: https://www.westernsydney.edu.au/medicine/mdp/research_opportunities

Projects with Supervisors not on this list must be approved by the relevant Stream Advisor; so make sure to let the MD Project team know if you intend to contact a supervisor not listed. For projects where the primary Supervisor is not affiliated with Western Sydney University, a Western Sydney School of Medicine co-supervisor is required. The supervisory team must contain at least one person with supervision experience.

When contacting a potential Supervisor email them with information about yourself, and why you would like to do a project with them. Be sure to be courteous and use professional email etiquette (see Appendix A).

Students undertaking a rural placement in Bathurst or Lismore must contact the Research Lead at their allocated rural clinical school to obtain a list of MD Project opportunities offered at their location.

If a supervisor agrees to work with you, you and your supervisor should discuss the points in the **First Supervision Meeting Checklist** (note that this is a suggested checklist only and may be suitable for conversations after a project area has been discussed). You must develop and complete a project proposal **together** using the **Project Proposal Template**. Both forms are available on the MD Project vUWS site. You should also discuss Year 4 timing and availability with your supervisor and match this to your preferences in choosing Year 4 attachment allocations. If there are specific timing requirements for your supervisor, you should email the MDP team early to ask that this be taken into consideration for attachment allocations.

Student's (Self-Sourced) Project Proposal must be submitted for review by the MD Project team no later than **11 July 2025**. Only projects with fully completed Project Proposals will be considered. Project changes may be required to fit with the scope and timeline of the MD Project.

Once your project has been approved, you and your supervisor will be formally notified by the MDP team.

PREFERENCING A PROJECT OFFERED BY THE SCHOOL

If you are unable to source your project of interest, there will be a limited number of pre-developed, supervisor-offered projects available for preferencing and allocation later in the year. Approved projects will be listed for viewing on the MD Project vUWS site. Project selections will open once allocations to ACS2 Teaching Sessions (TSs) have been finalised. Student preferencing must be completed by a given due date.

Efforts will be made to allocate you one of your preferences, but allocations will be subject to availability in your teaching session. Once projects are allocated, you must contact your supervisor to confirm the project details and schedule the first Supervisor meeting.

In your first meeting, you and your supervisor should discuss the points in the **First Supervision Meeting Checklist** (located in vUWS).

PROJECT SOURCING STEPS AND TIMELINE

SELF-SOURCING YOUR PROJECT/SUPERVISOR	
February – June	<ol style="list-style-type: none"> 1. Review MD project supervisor information on the MD Project website 2. Locate learning resources on the MD Project vUWS site. 3. Contact supervisors – arrange meet and discuss potential projects. 4. If suitable, the supervisor(s) will develop an MD Project Proposal with or for you, using the proposal form. 5. Discuss the starting time, learning plan, and supervision plan. 6. Agree on your tasks and communication mode/frequency
By July 11th	Student-sourced projects: Submit an MD Project Proposal for review
July - Sept	<ul style="list-style-type: none"> • Respond to any requests for clarifications/further information about the project and/or supervision. • If a project is not deemed suitable, project will be reviewed, or student to select from approved offers.
SELECTING FROM APPROVED SUPERVISOR-OFFERED PROJECTS (there will be a very limited number of supervisor-offered projects available as a back-up for students to select from. It is important that you prioritise self-sourcing your project)	
By July 11th	Supervisor-offered projects: Submit an MD Project Proposal for review
Aug/Sept	View <u>limited number</u> of approved supervisor-offered projects listed on vUWS. Note your preferences.
September	Select your preferred projects when the platform opens
October	<ol style="list-style-type: none"> 1. Contact and meet with the supervisor. 2. Discuss project details, starting time, learning plan, and supervision plan. 3. Submit signed supervision agreement

SECTION 2: LEARNING AND TEACHING IN THE MD PROJECT

PREPARING FOR YOUR MD PROJECT

The MD Project curriculum is designed to build on skills and knowledge learned in the Population Health Curriculum in Years 1 and 2 (CS1&2) and consists of resources that support the ongoing development of skills to complete research, service learning, and education-focused projects.

In Year 3, all learning and teaching tasks are voluntary to plan for and set up your MD project. MD Project skills modules are available to students across Year 3 and 4 on the MDP vUWS site. Students can select to go through any modules that will help them with project development during Year 3.

You will work with your supervisor and university academics to learn about project design principles and each step of scholarly investigations, including preparing project proposals, project management, conducting systematic inquiries, completing project-related milestones, and producing scholarly works including reports, poster presentations and other deliverables.

THE MD PROJECT MODULAR SKILLS FRAMEWORK

The MD Project Modular Skills framework (see Figure 1) is designed to assist you in developing a systematic learning plan for building the skills and knowledge required to successfully conduct and complete your Project.

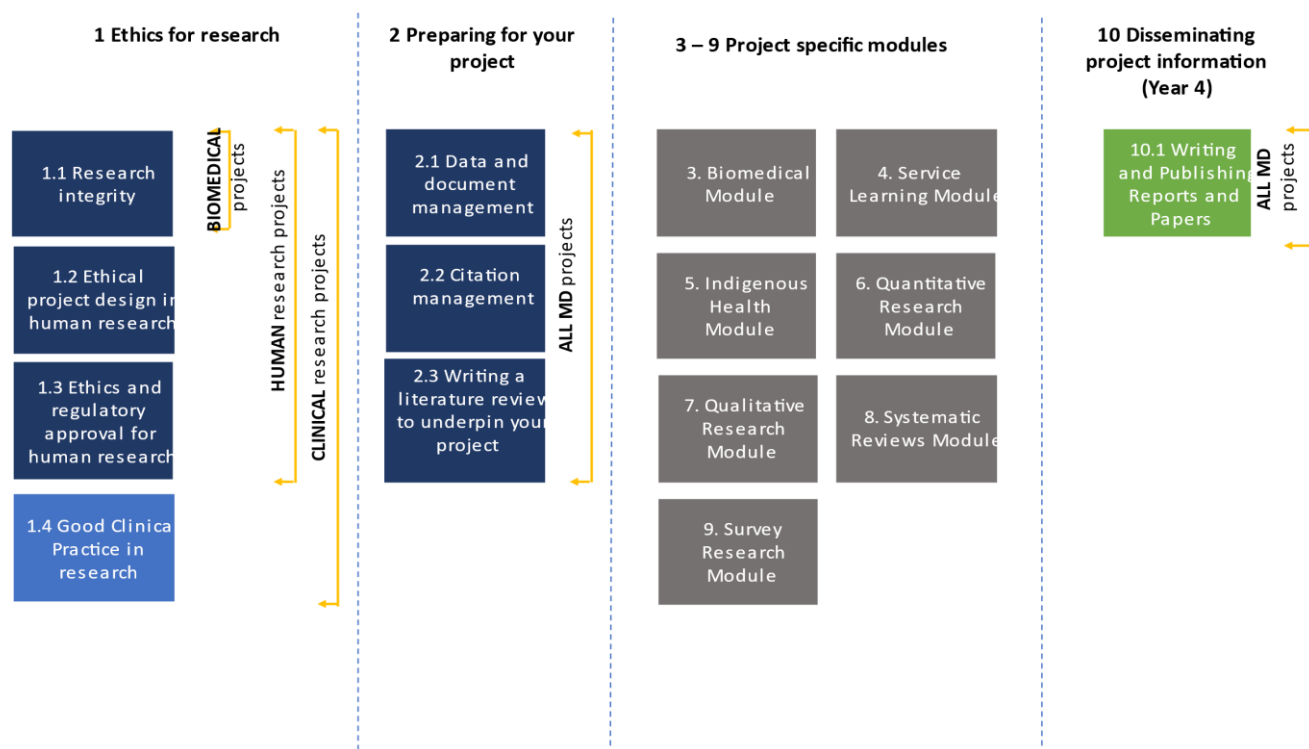
All students will learn via a combination of:

- Universal compulsory modules, optional project-specific modules, the dedicated Research Skills Week, and in Year 4 Teaching Session orientations and check-in sessions.
- Compulsory online modules that **all students must complete before commencing Project work, including:**
 - Research Integrity (1.1),
 - Data Management (2.1, 2.2),
 - Writing a Literature (2.3)
- Select modules specific to individual MD Projects, including:
 - Compulsory modules for all students undertaking *research Projects* (online modules)
 - Compulsory modules for all students undertaking *service-learning Projects* (online modules)
 - Compulsory modules for all students undertaking *biomedical Projects* (blended delivery)
 - Compulsory modules for all students undertaking *Indigenous health Projects* (online delivery)
 - Compulsory modules for all students undertaking *work with humans* (online delivery)
 - Modules on data collection and analysis approaches (online delivery)
 - Modules on dissemination report writing and presentation (blended delivery)

Confirm with Supervisor which modules you need to complete as part of your research skills training. Some Supervisors may also provide additional specialised training e.g. use of specific methods or software.

Modules and resources for all assessment tasks can be found on the MD Project vUWS site.

Figure 1 – The MD Project Skills Framework



RESEARCH SKILLS WEEK

A dedicated, compulsory Research Skills Week will be delivered to students at the start of Year 4. The Research Skills Week is compulsory and will help you to prepare to successfully commence and complete your MD Project on time during attachment. The Research Skills Week will include a range of lectures and workshops delivered by research academics and experts in their fields to help you build on previous core research skills required for all projects as well as skills that are specific to your project. These may include but are not limited to:

- Project design principles
- Project management and progress
- Writing your MD Project Student Learning Plan
- Advanced Searching Skills
- Introduction to project-specific data collection and analysis

YEAR 4 TEACHING SESSIONS

In Year 4, you will be allocated to one of four 9-week teaching sessions (Figure 2) in WSU settings across Greater Western Sydney, Bathurst or Lismore. An Orientation Workshop at the start of each Teaching Session will help you complete your personal learning plan to gain the necessary skills and knowledge to complete your Project. Workshops and drop-in project support sessions will be scheduled during each teaching session to ensure timely progress and completion of project work.

Figure 2: example of MD Project as a 9-week attachment in TS2 in Year 4, WSU

Applied Clinical Sciences 2																																																
Campus Learning Week 4.1	Teaching Session 1									Vacation	Teaching Session 2									Vacation	Teaching Session 3									Vacation	Teaching Session 4																	
	Paediatrics										MD Project										Obstetric & Gynaecology										Mental Health																	
	1	2	3	4	5	6	7	8	9		1	2	3	4	5	6	7	8	9		1	2	3	4	5	6	7	8	9		1	2	3	4	5	6	7	8	9									
											Orientation/Project Plan submission										Data analysis workshops										Academic Writing Workshop									Final report & SAA								

SECTION 3: MD PROJECT ASSESSMENTS

To progress the MD Project in a systematic and timely manner, each student must individually complete and submit all the set assessment tasks and milestones. All assessments are threshold items.

- All assessments are graded on a 4-tier scale (Above Satisfactory/AS, Satisfactory/S, Borderline Satisfactory/BS, Not Yet Satisfactory/NYS).
- Compulsory sessions during attachment include the Campus Learning Week 4.1 MD Project Orientation, the MD Project Check-In Session (Week 1 of attachment) and Stream Group Zoom Session (Week 4). The Presentation Day is a compulsory, in-person day (Week 9).

MD Project Assessments			
Assessment item	Assessment nature	Format	Submission
1. Student Learning Plan (includes short Literature Review)* (Due end of Research Skills Week)	Threshold <i>Assessed by Stream Advisor</i>	MyProgress assessment form	Via MyProgress
2. Supervisor Attachment Assessment (Due to supervisor at the start of attachment Week 9)	Threshold <i>Assessed by Supervisor</i>	MyProgress assessment form	Via MyProgress
3. Oral Presentation (Due during attachment Week 9, slides to be submitted Monday of Week 9)	Threshold <i>Assessed by Presentation Panel</i>	6-slide oral presentation (4 minutes presentation + 4 minutes question/answers)	Slides through vUWS Turnitin box
4. Abstract & Discussion (Due end of attachment Week 9)	Threshold <i>Assessed by Presentation Panel</i>	An abstract and discussion of your project (1000 words)	To vUWS Turnitin box

SECTION 4: ACADEMIC INTEGRITY AND MISCONDUCT RULE

STUDENT MISCONDUCT RULE

The Student Misconduct Rule applies to all University and The College students and is effective from 1 January 2016. The Rule outlines the misconduct process, and clearly defines the roles and responsibilities of staff and students.

The Rule defines student misconduct as being any one, or all, of the following:

Academic misconduct: Conduct by a student that in any way undermines or otherwise puts at risk the academic integrity of any course, unit of study or assessment (including examinations) or the University's academic reputation. There are many resources to help you avoid academic misconduct. Library staff can help you with referencing and assist with academic writing and plagiarism.

General misconduct: Conduct by a student that is contrary to accepted standards of behaviour at the University including conduct that:

- a) places at risk the health, safety or welfare of any person;
- b) places at risk the business or other operations, systems or activities of the University;
- c) disrupts or interferes with another person's ability to access or enjoy the University's facilities or services.

Research misconduct: Conduct by a student in connection with research that seriously deviates from accepted standards for the proposal, conduct or reporting of research, including any breach of any University or other applicable law, regulation or code relating to research, such as the Australian Code for the Responsible Conduct of Research.

You should report all matters of non-academic misconduct directly to the Dean or the head of the relevant section of the University. For example, you can report matters to the Manager of Security on your campus or to the Campus Provost or the Dean of your school. You must do this in writing. You may write to the Dean at R.McClure@westernsydney.edu.au

The following link provides useful information for students regarding the Misconduct Rule

https://www.westernsydney.edu.au/currentstudents/current_students/student_misconduct_rule

The following link is for the Misconduct Rule policy

<https://policies.westernsydney.edu.au/view.current.php?id=00304&dvid=1><https://policies.westernsydney.edu.au/view.current.php?id=00304&dvid=1>

STATEMENT ON THE USE OF AI FOR MD PROJECTS

Use of generative artificial intelligence (AI) tools to brainstorm ideas, summarise reading material or to edit your submission is permitted. The content of your final submission must be your original work, save your drafts. Be aware that the output from generative AI tools may be incorrect, incomplete or biased.

Working with another person or technology in order to gain an unfair advantage in assessment or improperly obtaining answers from a third party including generative AI to questions in an examination or other form of assessment may lead to sanctions under the Student Misconduct Rule. Use of generative AI tools may be detected.

SECTION 5: APPENDICES

APPENDIX A: PROFESSIONAL EMAIL ETIQUETTE

Year 3 Student Seeking MD Project for 2025 - Message (HTML)

File Message Insert Draw Options Format Text Review Help Acrobat Tell me what you want to do

Clipboard Paste Basic Text Names Include Adobe Acrobat Tags Voice Sensitivity Editor Immersive Add-in My Templates

Send To: Esmith@universityofnswhealth.edu.au

Cc:

Bcc:

Subject: Year 3 Student Seeking MD Project for 2025

Dear Professor Smith,

My Name is ____, I am a 3rd year medical student looking for a MD project for 2025. I am contacting you because I understand that you specialise in ____ and
I would be very interested in conducting a related project / a project on ____.

*Add any information about the reason you are interested in the topic and about any study or work you have done on this topic.
Add any research experience or other relevant experiences.*

I would appreciate a meeting or phone call to discuss a potential MD project, if you are available and have time in the near future.

Kind regards/ Sincerely

Full name
Student ID
email address

[No Title]

APPENDIX B: MD PROJECT SUPERVISION AGREEMENT CONDITIONS

This agreement specifies the processes and requirements for the completion and supervision of the MD Project listed above. Further details are provided in the MD Project Guide. Refer below for conditions. Completion and submission of the Student Learning Plan, constitutes agreement with these conditions by both student and supervisor.

Student and Supervisor agreements

1. The supervisor and student must agree on a suitable program of work, which is documented and approved in the MD Project Proposal.
2. The student and supervisor will agree on a regular meeting schedule (via an agreed upon format) to discuss and progress the Project. It is expected that at least 30 minutes will be set aside for such meetings.
3. The student and the supervisor will agree on the frequency and type of communication outside of meetings. For example, how frequently the student will provide progress updates? How much time will the supervisor require to review and provide feedback on drafts?
4. The student and supervisor will agree on a clear Student Project Plan, including a timeline for project progression, which must be satisfactory for assessment before any project work (other than reading) can commence.
5. The student and supervisor agree that changes of project must be submitted to Stream Advisor for approval prior to the change commencing.

Student responsibilities

6. The student will undertake agreed-upon work on the approved project during the 9-week allocated MD Project attachment. The student may begin to progress with less intensive project work before the allocated attachment if agreed upon by both student and supervisor and approved by the Stream Advisor.
7. The student is responsible for accessing the vUWS online learning platform to keep track of MD Project updates and information, to identify and complete learning resources and modules required for conducting the project, and to complete the required learning modules for ethical and proper project completion.
8. The student must check regularly for email communication from supervisor and MD Project team. Student must provide timely, appropriate response, as required. Repeated non-response to appropriate communication can result in misconduct proceedings.
9. The student agrees to undertake inductions and adhere to all WHS requirements applicable to their project.
10. The student will present draft assessment items to the supervisor for feedback on time (as agreed).
11. The student will address supervisor's feedback on assessment drafts before submitting items for marking.
12. The student will send copies of all final, submitted assessment items to the supervisor.
13. The student will send a copy of all final data and data analysis to the supervisor prior to the end MD Project attachment.

Supervisor responsibilities

14. The supervisor takes full responsibility for ethics approval for research, or quality assurance projects in the Local Health District. Approval must be in place at least a month before the student commences project work. Non-research and literature review projects do not need ethics approval.
 15. The supervisor undertakes to
 - a. make available to the student, resources and facilities that are essential for the successful completion of the project.
-

- b. ensure all work health and safety (WHS) responsibilities are met, including site induction where applicable.
-

16. The supervisor will assess student and project progress at the end of the attachment on the SAA form.

17. The supervisor will assist the student in writing a plan for project work and expected progress ahead.

18. The supervisor will review and provide feedback at least once on the main MD Project assessment items: the Student Project Plan and the Final Assessment Items.

APPENDIX C: 2026 MD PROJECT FIRST SUPERVISOR MEETING CHECKLIST

Project Title:	
Supervisor:	
Student:	
Date/Time:	
Place:	

TOPICS to discuss in the first meeting	NOTES
Relevant background	
Special interests, skills, strengths	
Goals and aspirations	
Desired project objectives and outcome	
Availability – When is the supervisor away during the project year? What attachment does the student need to preference to match supervisor availability?	
Approximate 2026 Year 4 Teaching Session Dates: METRO & BATHURST: Teaching Session 1: 27 Jan – 27 Mar Teaching Session 2: 13 Apr – 05 Jun Teaching Session 3: 29 Jun – 28 Aug Teaching Session 4: 07 Sep – 30 Oct LISMORE (TS2 only): 13 Apr – 05 Jun	
Organisation and conduct of meetings	
Meeting frequency within MD project rotation and at other times as appropriate. <i>Note: The student is responsible for initiating the setting of meetings and project updating</i>	
Agenda, actions by a student, actions by the supervisor, minutes kept by the student	
Communication arrangements and frequency	
Supervisor's availability for advice outside formal meetings	
Expected busy times, leave or time away	
Discussing the project	
Clarify and arrange any special eMR and/or IT requirements, site access, security forms, insurance, software needs at least 2 weeks prior to project commencing	
Topics to search for background information <i>Eg. Search terms for PubMed to prepare for mini Lit Review</i>	
Ethics approval <i>Ethics application is to be organised by supervisor, and student will be listed or added by amendment.</i> <i>Jan 31st: TS1/TS2/Lismore</i> <i>Mar 31st: TS3/TS4</i>	
Secure data management and storage plan <i>As approved by the relevant ethics review board – please specify</i>	
Identifying learning needs and requirements for project conduct and by when?	
Student role & responsibilities on the project	
Site inductions (if required)	
What skills/knowledge are needed to undertake the project e.g. <i>Statistics, Qualitative techniques</i>	
Discuss any training to be provided by the supervisor	
Discuss timelines	

Date of next meeting:
Work to be done before next meeting and by whom?