MEDI1400

Foundations of Learning, Communication and Teamwork

Session 1, In person-scheduled-weekday, North Ryde 2023

Macquarie Medical School

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Disclaimer

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General Information

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Credit points
10

Prerequisites
Admission to BClinSc

Corequisites

Co-badged status

Unit description
This unit is the first of a series of key units within the Bachelor of Clinical Science that focus on the core knowledge and skills underpinning a career in health care as a researcher, manager, or practitioner. Starting with core concepts in professional conduct and university learning, you will explore professionalism through a variety of topics, including: reflection, evidence, communication, and teamwork. Learning activities will include interactive tutorials, online activities, and expert lectures allowing you to develop your understanding of professional practice and build your capacity to become a reflective learner in the health context.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Apply the fundamental skills required for personal reflection and life-long learning.

ULO2: Identify core concepts of communication.

ULO3: Define the key attributes of effective teams.

ULO4: Analyse the role of leadership and followership in teamwork.

ULO5: Select and integrate evidence from reliable academic sources

ULO6: Recognise the importance of core skills in healthcare and research

ULO7: Implement communication and teamwork skills in group tasks

General Assessment Information

Grade descriptors and other information concerning grading are contained in the Macquarie University Assessment Policy.

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenors.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128).

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submission

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55 pm. A one-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total possible marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance

assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Special Consideration

If you are unable to complete an assessment task on or by the specified date due to circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the Special Consideration Policy. Applications for special consideration must be supported by appropriate evidence and submitted via ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Discussion forum and online task participation	10%	No	Weekly		No	
Reflective writing	10%	No	Week 4		No	
Written video analysis	25%	No	Week 9		No	
Group Project	30%	No	Week 12		No	
Portfolio assessment	25%	No	Week 13		No	

Discussion forum and online task participation

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 13 hours
Due: **Weekly**
Weighting: **10%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

Participation will be marked based upon completion of activities on the iLearn page.

On successful completion you will be able to:

- Identify core concepts of communication.
- Define the key attributes of effective teams.

- Analyse the role of leadership and followership in teamwork.
- Select and integrate evidence from reliable academic sources
- Recognise the importance of core skills in healthcare and research
- Implement communication and teamwork skills in group tasks

Reflective writing

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 10 hours
Due: **Week 4**
Weighting: **10%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

A reflective writing task focussed on the initial few weeks of course content.

On successful completion you will be able to:

- Apply the fundamental skills required for personal reflection and life-long learning.
- Define the key attributes of effective teams.
- Analyse the role of leadership and followership in teamwork.

Written video analysis

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 10 hours
Due: **Week 9**
Weighting: **25%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

A written communication analysis of a video-recorded interaction.

On successful completion you will be able to:

- Identify core concepts of communication.
- Recognise the importance of core skills in healthcare and research

Group Project

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 30 hours
Due: **Week 12**
Weighting: **30%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

A group project comprising a presentation and an annotated bibliography of sources used in the presentation.

On successful completion you will be able to:

- Identify core concepts of communication.
- Define the key attributes of effective teams.
- Analyse the role of leadership and followership in teamwork.
- Select and integrate evidence from reliable academic sources
- Recognise the importance of core skills in healthcare and research
- Implement communication and teamwork skills in group tasks

Portfolio assessment

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 20 hours
Due: **Week 13**
Weighting: **25%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

A reflective writing task demonstrating progress against capability statements in the portfolio

On successful completion you will be able to:

- Apply the fundamental skills required for personal reflection and life-long learning.
- Identify core concepts of communication.
- Define the key attributes of effective teams.

- Analyse the role of leadership and followership in teamwork.
- Select and integrate evidence from reliable academic sources
- Recognise the importance of core skills in healthcare and research

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- Academic Success for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation.

[3] An automatic short extension is available for some assessments. Apply through the Service Connect Portal.

Delivery and Resources

As a student enrolled in MEDI1400 Foundation of Learning, Communication and Teamwork, you will engage in a range of online and face-to-face learning activities, including readings, online modules, videos and lectures. Details can be found on the MEDI1400 iLearn site.

Recommended Readings

There is no textbook for this unit and readings will be accessible through the library and Leganto.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own device may borrow one from the university library.

Unit Schedule

Week	Topic*	Weekly Learning Objectives	Unit Learning Outcome
1	Orientation to Professional Practice Resilience Mindsets	1. Identify mindsets that promote resilience. 2. Describe why professional practice is important in health care and research.	LO1 - Apply the fundamental skills required for personal reflection and life-long learning. LO6 - Recognise the importance of core skills in healthcare and research.

2	Reflection and Resilience	1. Determine the key characteristics of resilient people. 2. Describe how reflection can be used as an effective learning strategy. 3. Identify common reflective writing mistakes and how to avoid them.	LO1 - Apply the fundamental skills required for personal reflection and life-long learning.
3	What is evidence, and how do I find it? Evidence-Based Practice	1. Perform a competent literature search. 2. Describe the relevance of evidence and research in health care. 3. Understand Evidence-Based Practice (EBP) and the cycle of evidence 4. Identify reliable sources	LO5 - Select and integrate evidence from reliable academic sources.
4	Academic Writing (Part A) The Basics of Referencing	1. Identify elements of good academic writing 2. Explain what referencing is and why it is important. 3. Outline the situations in which you should reference.	LO1 - Apply the fundamental skills required for personal reflection and life-long learning. LO5 - Select and integrate evidence from reliable academic sources.
5	Communication as Action	1. Define the core concepts of communication. 2. Identify the key skills required for effective communication.	LO2 - Identify core concepts of communication. LO7- Implement communication and teamwork skills in group tasks
6	Nonverbal Communication	1. Describe the role of nonverbal communication in interaction. 2. Differentiate signs, signals and symbols.	LO2 - Identify core concepts of communication. LO7- Implement communication and teamwork skills in group tasks
7	Academic Writing (Part B) Academic Integrity	1. Recognise the importance of academic integrity. 2. Identify scenarios that constitute a breach of academic integrity. 3. Apply the six core values of academic integrity. 4. Identify scenarios that constitute plagiarism. 5. Understand how plagiarism is scored and reported by Turnitin. 6. Write an annotated bibliography.	LO1 - Apply the fundamental skills required for personal reflection and life-long learning.
8	Analysing Communication	1. Explain why using analytic tools can help improve communication. 2. Describe how communication changes based on its purpose.	LO2 - Identify core concepts of communication. LO7- Implement communication and teamwork skills in group tasks
9	Team Skills	1. Determine why teamwork is important. 2. List the characteristics of a good team. 3. Describe the five common elements of teamwork.	LO3 - Define the key attributes of effective teams. LO7- Implement communication and teamwork skills in group tasks

10	Effective Team Managing conflict	1. Explain ways to overcome barriers to effective teamwork. 2. Apply the tool "graded assertiveness" to speak up when a problem arises. 3. Describe different types of conflict and how to manage them. 4. Compare and contrast the five different styles of conflict handling.	LO3 - Define the key attributes of effective teams. LO7- Implement communication and teamwork skills in group tasks
11	Leadership and Followership	1. Discuss the characteristics of effective leaders and followers. 2. Explain the roles of followers and leaders. 3. Identify leadership and followership styles and their implications. 4. Reflect on your leadership and followership style and determine areas for improvement. 5. Recognise that followers are increasingly getting more power and influence, and identify the implications of this trend.	LO3 - Define the key attributes of effective teams. LO4 - Analyse the role of leadership and followership in teamwork. LO7- Implement communication and teamwork skills in group tasks
12	Group presentations on communication, teamwork and reflection in leadership Feedback for Learning	1. Recognise the importance of feedback. 2. Use feedback for learning and development. 3. Differentiate summative and formative feedback. 4. Provide constructive feedback to peers. 5. Recognise the importance and application of: • communication models (e.g., the Calgary-Cambridge Guide) • teamwork models (e.g., Tuckman's model) • reflective practice in leadership and healthcare	LO1 - Apply the fundamental skills required for personal reflection and life-long learning. LO2 - Identify core concepts of communication. LO3 - Define the key attributes of effective teams. LO4 - Analyse the role of leadership and followership in teamwork. LO5 - Select and integrate evidence from reliable academic sources. LO6 - Recognise the importance of core skills in healthcare and research. LO7- Implement communication and teamwork skills in group tasks
13	Professionalism in Practice Critical Reflection	1. Recognise the importance of core skills you learn in Professional Practice units. 2. Describe the three phases of critical reflection. 3. Identify implicit and explicit assumptions.	LO1 - Apply the fundamental skills required for personal reflection and life-long learning. LO6 - Recognise the importance of core skills in healthcare and research

*Changes to the order of topics delivered may be required due to unforeseen events.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader

- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Changes from Previous Offering

Since 2020, the Group Project was changed to a video presentation due to COVID-19 pandemic.

We value student feedback. Student survey results showed an interest in returning to face-to-face presentations; therefore, this assessment task will be presented in class to support the development of important presentation skills.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable,

diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, **students are expected to attend all small group interactive sessions,** including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2023.02 of the Handbook