



# MEDI2400

## Foundations in Ethics and Society

Session 3, In person-scheduled-weekday, North Ryde 2023

*Macquarie Medical School*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	3
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	4
<a href="#"><u>Delivery and Resources</u></a>	6
<a href="#"><u>Unit Schedule</u></a>	7
<a href="#"><u>Policies and Procedures</u></a>	8
<a href="#"><u>Changes from Previous Offering</u></a>	10
<a href="#"><u>Inclusion and Diversity</u></a>	10
<a href="#"><u>Professionalism</u></a>	10

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff  
Unit Convenor, Lecturer and Tutor  
Anson Fehross

[anson.fehross@mq.edu.au](mailto:anson.fehross@mq.edu.au)

Contact via email

Consultation by appointment

Tutor

Zoe Adam

Tutor

Marian Casey

Course Director

Marina Junqueira Santiago

[marina.junqueirasantiago@mq.edu.au](mailto:marina.junqueirasantiago@mq.edu.au)

Credit points

10

Prerequisites

MEDI103 or MEDI1400

Corequisites

Co-badged status

Unit description

This unit focuses on the core knowledge and skills that underpin a career in health care as a researcher, manager, or practitioner. In this unit, you will explore and reflect on professionalism in the health context focusing on the principles and ethics in health care and research, and the individual and social determinants of health. Learning activities will include interactive tutorials, online activities, and expert lectures. Through this unit, you will continue your development as a reflective learner with a focus on the graduate capability of an ethical and reflective professional.

## 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 critical thinking, written and verbal communication, evidence-based practice, teamwork, and reflection in relation to life-long learning in clinical science.

**ULO2:** Explain the relationship between the individual, society and health.

**ULO3:** Apply and relate ethical principles to clinical science research and practice.

## 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 Convenor.

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, you 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 11.55pm. A 1-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](http://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Discussion forum and online task participation</a>	10%	No	Weekly
<a href="#">Reflective Portfolio Assessment</a>	30%	No	Week 1, Week 2 and Exam period
<a href="#">Quiz Assessment</a>	20%	No	Week 3 and Week 5
<a href="#">Practical Assessment 1</a>	30%	No	Week 4 and Week 5
<a href="#">Practical Assessment 2</a>	10%	No	Week 3

### Discussion forum and online task participation

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Weekly**

Weighting: **10%**

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

On successful completion you will be able to:

- Apply critical thinking, written and verbal communication, evidence-based practice, teamwork, and reflection in relation to life-long learning in clinical science.
- Explain the relationship between the individual, society and health.
- Apply and relate ethical principles to clinical science research and practice.

### Reflective Portfolio Assessment

Assessment Type <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 1, Week 2 and Exam period**

Weighting: **30%**

Reflective writing related to graduate capability. Part 1 will be worth 10% and graded as pass/fail based on peer feedback.

Part 2 will be worth 20% and graded with staff feedback.

On successful completion you will be able to:

- Apply critical thinking, written and verbal communication, evidence-based practice, teamwork, and reflection in relation to life-long learning in clinical science.
- Apply and relate ethical principles to clinical science research and practice.

## Quiz Assessment

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Week 3 and Week 5**

Weighting: **20%**

Two short in-class quizzes using MCQs and SAQs to assess lecture, tutorial and reading material conducted under exam conditions. Each quiz is worth 10%

On successful completion you will be able to:

- Explain the relationship between the individual, society and health.
- Apply and relate ethical principles to clinical science research and practice.

## Practical Assessment 1

Assessment Type <sup>1</sup>: Practice-based task

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 4 and Week 5**

Weighting: **30%**

A group assessment involving the production of a public health campaign video that is inclusive of the individual and social determinants of health.

On successful completion you will be able to:

- Apply critical thinking, written and verbal communication, evidence-based practice, teamwork, and reflection in relation to life-long learning in clinical science.
- Explain the relationship between the individual, society and health.

## Practical Assessment 2

Assessment Type <sup>1</sup>: Practice-based task

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Week 3**

Weighting: **10%**

Ethical dilemma in class discussion with written notes allowed. Marked as coarse grading.

On successful completion you will be able to:

- Apply critical thinking, written and verbal communication, evidence-based practice, teamwork, and reflection in relation to life-long learning in clinical science.
- Apply and relate ethical principles to clinical science research and practice.

---

<sup>1</sup> 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
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

As a student enrolled in MEDI2400 Foundations in Ethics and Society, you will engage in a range of online and face-to-face learning activities, including readings, online modules, videos, lectures and weekly tutorials. Details can be found on the MEDI2400 iLearn site.

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

## Unit Schedule

Week	Topic	Weekly Learning Objectives	Unit Learning Outcomes
1.	Orientation, Critical Thinking and Reflection	<ol style="list-style-type: none"> <li>1. Apply critical thinking to solve complex problems.</li> <li>2. Apply reflection for life-long learning.</li> </ol>	<p>ULO1 - Apply critical thinking, written and verbal communication, evidence-based practice, teamwork, and reflection in relation to life-long learning in clinical science.</p>
2.	Theories of Morality and Principles of Bioethics	<ol style="list-style-type: none"> <li>1. Gain a basic understanding of ethical reasoning.</li> <li>2. Identify the primary theories of morality.</li> <li>3. Engage in practical ethical reasoning.</li> <li>4. Identify the principles of bioethics.</li> <li>5. Practice ethical decision-making.</li> <li>6. Identify ethical claims/situations in biomedical research.</li> </ol>	<p>ULO1 - Apply critical thinking, written and verbal communication, evidence-based practice, teamwork, and reflection in relation to life-long learning in clinical science.</p> <p>ULO3 - Apply and relate ethical principles to clinical science research and practice.</p>
3.	Ethical dilemma discussion and Ethics of Research	<ol style="list-style-type: none"> <li>1. Practice ethical reasoning.</li> <li>2. Communicating in classroom discussions.</li> <li>3. Identify aspects of ethics in human and animal research.</li> <li>4. Understand the role of the determinants of health when promoting health behaviour change.</li> </ol>	<p>ULO1 - Apply critical thinking, written and verbal communication, evidence-based practice, teamwork, and reflection to life-long learning in clinical science.</p> <p>ULO3 - Apply and relate ethical principles to clinical science research and practice.</p>
4.	Individual Determinants of Health	<ol style="list-style-type: none"> <li>1. Describe the Health Belief Model.</li> <li>2. Discuss some limitations of the Health Belief Model.</li> <li>3. Link individual characteristics to health outcomes.</li> <li>4. Understand some barriers to treatment.</li> <li>5. Consider the ethics of public health</li> </ol>	<p>ULO2 - Explain the relationship between the individual, society and health.</p> <p>ULO3 - Apply and relate ethical principles to clinical science research and practice.</p>

Week	Topic	Weekly Learning Objectives	Unit Learning Outcomes
5.	Social Determinants of Health	<ol style="list-style-type: none"> <li>1. Identify the social determinants of health.</li> <li>2. Explain how the way society is structured leads to unequal health outcomes.</li> <li>3. Develop an understanding of the importance of culture and beliefs in healing.</li> <li>4. Consider the ethical underpinning of 'health'.</li> </ol>	<p>ULO2 - Explain the relationship between the individual, society and health.</p> <p>ULO3 - Apply and relate ethical principles to clinical science research and practice.</p>
Exam Period			

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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 \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

A weekly participation assessment task has been included to encourage student engagement with the weekly material (10%). This replaced one part of the group assessment (from 40% to 30%).

Although there was no change to the content taught, the delivery order was modified as proposed by the Unit Convenor.

## 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 at all learning activities on time, and if you are unavoidably detained, please join the 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](#)