MEDI3400
Contextualising Professionalism in Health Care Systems
Session 1, In person-scheduled-weekday, North Ryde 2024
Macquarie Medical School

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General Information

Unit convenor and teaching staff
Unit Convenor
Marina Junqueira Santiago
marina.junqueirasantiago@mq.edu.au
Contact via email
Level 1, 75 Talavera Road
Consultation by appointment

Credit points
10

Prerequisites
Admission to BClinSc and (MEDI206 or MEDI2400)

Corequisites

Co-badged status

Unit description
This unit builds on foundational learning gained from MEDI1400 and MEDI2400, extending on the core knowledge and skills that underpin a career in health care as a researcher, manager, or practitioner. In this unit, we will focus on health care and systems exploring a range of topics within the themes of quality and health systems, communication, individual and society, and evidence-based practice. Through this unit you will continue your development as a reflective learner, particularly in applying your learning to clinical practice and research topics.

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: Critically assess own communication practice and demonstrate use of effective communication skills.
ULO2: Apply approaches to improving professionalism, safety and quality in healthcare.
ULO3: Identify and analyse contemporary health issues and challenges related to health systems improvement.
ULO4: Evaluate the delivery of, and access to, care within the Australian health system
considering digital professionalism, health economics and public health.

ULO5: Build coherent arguments and counterarguments based on evidence to enable professional communication in both written and oral contexts.

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:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total possible marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>3 days (48-72 hours)</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>7 days (144-168 hours)</td>
<td>100</td>
<td>35</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>&gt;7 days (&gt;168 hours)</td>
<td>100</td>
<td>-</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple tasks participation</td>
<td>10%</td>
<td>No</td>
<td>Ongoing from week 1</td>
</tr>
<tr>
<td>Debates</td>
<td>40%</td>
<td>No</td>
<td>From Week 5 onwards</td>
</tr>
<tr>
<td>Call for Action</td>
<td>20%</td>
<td>No</td>
<td>Week 13</td>
</tr>
<tr>
<td>Final examination</td>
<td>30%</td>
<td>No</td>
<td>Exam period</td>
</tr>
</tbody>
</table>

Multiple tasks participation
Assessment Type ¹: Participatory task
Indicative Time on Task ²: 12 hours
Due: **Ongoing from week 1**
Weighting: 10%

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

On successful completion you will be able to:
- Critically assess own communication practice and demonstrate use of effective communication skills.
- Apply approaches to improving professionalism, safety and quality in healthcare.
- Identify and analyse contemporary health issues and challenges related to health systems improvement.
- Evaluate the delivery of, and access to, care within the Australian health system considering digital professionalism, health economics and public health.

Debates
Assessment Type ¹: Debate
Indicative Time on Task ²: 30 hours
Due: **From Week 5 onwards**
Weighting: 40%
Focusing on the topics relevant to the tutorial of each debate week, students complete debates in groups, which are marked on an individual and group rubric.

On successful completion you will be able to:

• Critically assess own communication practice and demonstrate use of effective communication skills.
• Apply approaches to improving professionalism, safety and quality in healthcare.
• Identify and analyse contemporary health issues and challenges related to health systems improvement.
• Evaluate the delivery of, and access to, care within the Australian health system considering digital professionalism, health economics and public health.
• Build coherent arguments and counterarguments based on evidence to enable professional communication in both written and oral contexts.

Call for Action

Assessment Type 1: Professional writing
Indicative Time on Task 2: 15 hours
Due: Week 13
Weighting: 20%

Students will write a call for action letter addressing at least one issue discussed in this unit.

On successful completion you will be able to:

• Apply approaches to improving professionalism, safety and quality in healthcare.
• Identify and analyse contemporary health issues and challenges related to health systems improvement.
• Evaluate the delivery of, and access to, care within the Australian health system considering digital professionalism, health economics and public health.
• Build coherent arguments and counterarguments based on evidence to enable professional communication in both written and oral contexts.

Final examination

Assessment Type 1: Examination
Indicative Time on Task 2: 20 hours
Due: Exam period
Weighting: 30%

Students will sit a final examination in the exam period.

On successful completion you will be able to:

• Critically assess own communication practice and demonstrate use of effective communication skills.
• Apply approaches to improving professionalism, safety and quality in healthcare.
• Identify and analyse contemporary health issues and challenges related to health systems improvement.
• Evaluate the delivery of, and access to, care within the Australian health system considering digital professionalism, health economics and public health.
• Build coherent arguments and counterarguments based on evidence to enable professional communication in both written and oral contexts.

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
• the Writing Centre 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

Delivery and Resources

As a student enrolled in MEDI3400 Contextualising Professionalism in Health Care Systems, you will engage in a range of online and face-to-face learning activities, including readings, online modules, videos, seminars and lectures. Details can be found on the MEDI3400 iLearn site.

Recommended Readings

This unit has no textbook, and readings will be accessible through Leganto.

Technology Used

Active participation in the learning activities throughout the unit will generally require students to have access to a tablet, laptop or similar device. Students who do not own a laptop computer may borrow one from the university library.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic*</th>
<th>Unit Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professionalism in Healthcare&lt;br&gt;Deaf Awareness Training</td>
<td>ULO1 - Critically assess own communication practice and demonstrate use of effective communication skills.&lt;br&gt;ULO3 - Identify and analyse contemporary health issues and challenges related to health systems improvement.&lt;br&gt;ULO4 - Evaluate the delivery of, and access to, care within the Australian health system considering digital professionalism, health economics and public health.</td>
</tr>
<tr>
<td>2</td>
<td>Privacy &amp; Confidentiality&lt;br&gt;Digital Professionalism</td>
<td>ULO1 - Critically assess own communication practice and demonstrate use of effective communication skills.&lt;br&gt;ULO2 - Apply approaches to improving professionalism, safety and quality in healthcare.&lt;br&gt;ULO3 - Identify and analyse contemporary health issues and challenges related to health systems improvement.&lt;br&gt;ULO4 - Evaluate the delivery of, and access to, care within the Australian health system considering digital professionalism, health economics and public health.</td>
</tr>
<tr>
<td>3</td>
<td>Person-Centred Care</td>
<td>ULO1 - Critically assess own communication practice and demonstrate use of effective communication skills.&lt;br&gt;ULO2 - Apply approaches to improving professionalism, safety and quality in healthcare.&lt;br&gt;ULO4 - Evaluate the delivery of, and access to, care within the Australian health system considering digital professionalism, health economics and public health.</td>
</tr>
<tr>
<td>4-8</td>
<td>Health Care Systems&lt;br&gt;Complexity Science, Safety and Health System Improvement&lt;br&gt;Exploring Public Health&lt;br&gt;Health Systems Improvement Debates</td>
<td>ULO1 - Critically assess own communication practice and demonstrate use of effective communication skills.&lt;br&gt;ULO2 - Apply approaches to improving professionalism, safety and quality in healthcare.&lt;br&gt;ULO3 - Identify and analyse contemporary health issues and challenges related to health systems improvement.&lt;br&gt;ULO4 - Evaluate the delivery of, and access to, care within the Australian health system considering digital professionalism, health economics and public health.&lt;br&gt;ULO5 - Build coherent arguments and counterarguments based on evidence to enable professional communication in both written and oral contexts.</td>
</tr>
<tr>
<td>9-12</td>
<td>Safety and Quality in Health Care&lt;br&gt;Health System Improvement&lt;br&gt;Health Economics&lt;br&gt;First Nations Australians Health and Cultural Safety&lt;br&gt;Empathy and Compassion Debates</td>
<td>ULO1 - Critically assess own communication practice and demonstrate use of effective communication skills.&lt;br&gt;ULO2 - Apply approaches to improving professionalism, safety and quality in healthcare.&lt;br&gt;ULO3 - Identify and analyse contemporary health issues and challenges related to health systems improvement.&lt;br&gt;ULO4 - Evaluate the delivery of, and access to, care within the Australian health system considering digital professionalism, health economics and public health.&lt;br&gt;ULO5 - Build coherent arguments and counterarguments based on evidence to enable professional communication in both written and oral contexts.</td>
</tr>
<tr>
<td>13</td>
<td>Revision</td>
<td></td>
</tr>
</tbody>
</table>
*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.

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,
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 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 2024.03 of the Handbook