MEDI308

Professional Learning in the Clinical Sciences

S2 Day 2019

Medicine and Health Sciences Faculty level units

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General Information

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Credit points
3

Prerequisites
39cp at 100 level or above including MEDI103 and MEDI206

Corequisites

Co-badged status

Unit description
This unit is the capstone unit in the Bachelor of Clinical Science. It aims to prepare MQ students to become lifelong learners in a connected world and take responsibilities for their own learning and professional development needs. It adopts an enactivist approach where students learn to identify learning opportunities as they arise in work or life situations and take appropriate actions. In line with this approach, the unit provides work-integrated learning experience in a health-related context with placements undertaken in a range of settings. You will be supported in performing professional activities as relevant to your placements and reflecting on your performance for improvement. You will also have opportunities to build skills in applying for jobs, form professional networks and develop a foundation for continuing professional development.

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:

1. Plan, negotiate and produce a learning contract related to their career aspirations.
2. Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
3. Develop an ability to critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.
4. Develop a clear understanding of the range of career and future study options relevant to the discipline.
5. Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

General Assessment Information

Grade descriptors and other information concerning grading are contained in Schedule 1 of the Macquarie University Assessment Policy, which is available at: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment.

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

All final grades in the Bachelor of Clinical Science are determined by a grading committee and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade plus a Standardised Numerical Grade (SNG). The SNG is not necessarily a summation of the individual assessment components. The final grade and SNG that are awarded reflect the corresponding grade descriptor in the Grading Policy.

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes, attempt all assessment tasks, meet any ungraded requirements including professionalism and achieve an SNG of 50 or better.

Student Professionalism

In the Faculty of Medicine and Health 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 tutorials, as well as clinical- and laboratory-based practical sessions.

Furthermore, lectures and seminars are key learning activities that you are expected to attend throughout completion of the Bachelor of Clinical Science. While audio recordings and lecture

slides may be made available following these large group sessions, it is important to recognise that such resources are a study aid - and should not be considered an alternative to lecture or seminar attendance.

Students are required to attend a minimum of 80% of all small group interactive sessions. Students that do not meet this requirement may be deemed unable to meet expectations regarding professionalism and may be referred for disciplinary action (which may include exclusion from assessments and unit failure).

Similarly, as part of developing professionalism, students are expected to submit all work by the due date. Applications for assessment task extensions must be supported by appropriate evidence and submitted via www.ask.mq.edu.au. For further details please refer to the Special Consideration Policy available at https://students.mq.edu.au/study/my-study-program/special-consideration.

Late Submission

All assignments which are officially received after the due date, and where no extension has been granted, will incur a deduction of 5% for the first day, and 5% for each subsequent day including the actual day on which the work is received. Weekends and public holidays are included. For example:

Due date	Received	Days late	Deduction	Raw mark	Final mark
Friday 14th	Monday 17th	3	15%	75%	60%

Assessment Tasks

Name	Weighting	Hurdle	Due
Learning Contract	20%	No	Week 3
Placement & Reflective Report	30%	No	Week 12
Graduation Portfolio	50%	No	Week 13 and Exam Period

Learning Contract

Due: **Week 3**
Weighting: **20%**

Learning contract and professional development. Generate a two-page learning contract detailing planned professional development activities to be completed prior to placement and across the placement. Activities should be linked to the areas for development in the graduation portfolio and to the requirements of placement. Evidence of completion of professional development activities to be performed prior to commencement of placement will also be

required.

This Assessment Task relates to the following Learning Outcomes:

- Plan, negotiate and produce a learning contract related to their career aspirations.
- Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

On successful completion you will be able to:

- 1. Plan, negotiate and produce a learning contract related to their career aspirations.
- 2. Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- 5. Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

Placement & Reflective Report

Due: **Week 12**
Weighting: **30%**

A 1500-word reflective report on the placement and how it relates to the professional development activities and the graduate capability statements. The assessment includes supervisor feedback on professionalism and engagement with placement activities during the placement, as signed off by the placement supervisor. Evidence of completion of professional development activities to be performed during the placement will also be required.

This Assessment Task relates to the following Learning Outcomes:

- Plan, negotiate and produce a learning contract related to their career aspirations.
- Develop an ability to critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.
- Develop a clear understanding of the range of career and future study options relevant to the discipline.

On successful completion you will be able to:

- 1. Plan, negotiate and produce a learning contract related to their career aspirations.
- 3. Develop an ability to critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.
- 4. Develop a clear understanding of the range of career and future study options relevant to the discipline.

Graduation Portfolio

Due: **Week 13 and Exam Period**
Weighting: **50%**

Graduation portfolio with contribution of evidence linked to each graduate capability statement together with a statement describing why it links and why it is the best evidence as well as overall reflective statement. Assessment includes the development and presentation of a showcase portfolio in Week 13.

This Assessment Task relates to the following Learning Outcomes:

- Plan, negotiate and produce a learning contract related to their career aspirations.
- Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- Develop an ability to critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.
- Develop a clear understanding of the range of career and future study options relevant to the discipline.
- Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

On successful completion you will be able to:

- 1. Plan, negotiate and produce a learning contract related to their career aspirations.
- 2. Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- 3. Develop an ability to critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.
- 4. Develop a clear understanding of the range of career and future study options relevant to the discipline.
- 5. Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

Delivery and Resources

As a student enrolled in MEDI308 PACE, you will primarily engage in a placement. Details on additional learning activities can be found on the iLearn site.

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

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m

q.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

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

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/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

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students

- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

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.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 1. Plan, negotiate and produce a learning contract related to their career aspirations.
- 5. Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

Assessment tasks

- Learning Contract
- Placement & Reflective Report
- Graduation Portfolio

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 1. Plan, negotiate and produce a learning contract related to their career aspirations.
- 2. Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- 3. Develop an ability to critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.
- 4. Develop a clear understanding of the range of career and future study options relevant to the discipline.

Assessment tasks

- Learning Contract
- Placement & Reflective Report
- Graduation Portfolio

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 2. Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- 4. Develop a clear understanding of the range of career and future study options relevant to the discipline.
- 5. Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

Assessment tasks

- Learning Contract
- Placement & Reflective Report
- Graduation Portfolio

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge,

scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 2. Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- 5. Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

Assessment tasks

- Learning Contract
- Graduation Portfolio

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. Plan, negotiate and produce a learning contract related to their career aspirations.
- 2. Identify further developmental needs and implement appropriate lifelong learning strategies to meet them.
- 3. Develop an ability to critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.
- 4. Develop a clear understanding of the range of career and future study options relevant to the discipline.
- 5. Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

Assessment tasks

- Learning Contract
- Placement & Reflective Report

- Graduation Portfolio

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 3. Develop an ability to critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.
- 4. Develop a clear understanding of the range of career and future study options relevant to the discipline.

Assessment tasks

- Placement & Reflective Report
- Graduation Portfolio

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 1. Plan, negotiate and produce a learning contract related to their career aspirations.
- 3. Develop an ability to critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.
- 5. Apply knowledge and employ effective presentation techniques to develop and present a career-focused professional portfolio.

Assessment tasks

- Learning Contract
- Placement & Reflective Report
- Graduation Portfolio

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- 4. Develop a clear understanding of the range of career and future study options relevant to the discipline.

Assessment tasks

- Placement & Reflective Report
- Graduation Portfolio

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- 3. Develop an ability to critique, review and reflect on the process of the placement, the health or community issue and the student learning experience.

Assessment tasks

- Placement & Reflective Report
- Graduation Portfolio

Unit Description

This unit follows an enactivist approach to skill development where students learn how to use new knowledge to improve their work or other life situation. Its mission is to prepare MQ students to become lifelong learners in a connected world and be confident in upskilling themselves using informal learning opportunities (face-to-face and online). The unit provides work-integrated learning experience in a health-related context. Placements will be undertaken in a range of settings according to each student's professional and academic interests, and career aspirations. All placements and associated activities will be negotiated using a learning contract (ensuring a

mutually shared benefit between our students and the placement partner). The unit motivates students to explore and complete relevant professional skills development courses in an area relevant to their placement or career aspiration. All students in the unit will articulate their personal story, write a resume and cover letter, conduct job search, interviewing, and professional networking. Students will keep an active learning portfolio throughout the unit where they will document and reflect on their experiences and lessons they have learned. They will exit the unit having a developed a professional learning portfolio which they will showcase in front of a panel of industry and community experts.