MEDI207

Professional Development 1

MED 0 2019

Medicine and Health Sciences Faculty level units

Contents

General Information 2

Learning Outcomes 2

General Assessment Information 3

Assessment Tasks 3

Delivery and Resources 5

Policies and Procedures 6

Graduate Capabilities 7

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 Dane King dane.king@mq.edu.au Contact via via Consultation Level 1, 75 Talavera Road by appointment
Credit points 3
Prerequisites Admission to BClinSc and (12cp at 100 level) and (6cp at 200 level)
Corequisites
Co-badged status
Unit description This unit aims to prepare students for medical school admission processes. It addresses key concepts covered within graduate medical schools admission test: social sciences (humanities), written communication (essay writing) and sciences (biology, chemistry, and physics). This unit aims to further develop your critical thinking, judgement and reasoning skills that are assessed as part of graduate medical school admission processes.

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:

Use critical thinking skills to evaluate a range of academic and public issues including; socio-cultural, personal and interpersonal concepts.

Organise and express ideas in a logical and effective way under examination conditions.

Interpret and analyse a variety of scientific stimuli including; text, graphs, tables and diagrams.

Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.

Apply knowledge in basic sciences to demonstrate understanding of key concepts in the areas of biology, chemistry and physics.

Apply problem solving and critical thinking skills in the basic sciences.

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

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes.

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

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

Students will be awarded one of these grades 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 Requirements of the Assessment Policy

Extensions for Assessment tasks

Applications for assessment task extensions must be submitted via https://ask.mq.edu.au. For further details please refer to the Special Consideration Policy and Procedure available at https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

Late Submission of Work

All assignments which are officially received after the due date, and where no extension has been granted by the course convenor or tutor, will incur a deduction of 10% for the first day, and 10% 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	30%	75%	45%

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflective Journal	20%	No	Week 6
Written Communication Task	40%	No	Week 6
Multiple-Choice Exam	40%	No	Week 6

Reflective Journal

Due: **Week 6**
Weighting: **20%**

Part 1: During the course of this unit, students will participate in a number of tutorials using a Team-Based Learning (TBL) approach. This will involve completion of timed multiple choice tests, or Readiness Assurance Tests (RAT), both individually and in small groups at the start of each session.

Part 2: Students are expected to produce a summary report on their performance across the TBL sessions and reflect on their contributions to these activities and skill development over the course of the unit. Marks will be allocated based on the accuracy and completeness of the report, as well as your quality of the reflection on the TBL process (demonstrating learning, professional development and an ability to assess the contribution of self and others to the learning community of the unit).

On successful completion you will be able to:

- Use critical thinking skills to evaluate a range of academic and public issues including; socio-cultural, personal and interpersonal concepts.
- Interpret and analyse a variety of scientific stimuli including; text, graphs, tables and diagrams.
- Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.
- Apply knowledge in basic sciences to demonstrate understanding of key concepts in the areas of biology, chemistry and physics.
- Apply problem solving and critical thinking skills in the basic sciences.

Written Communication Task

Due: **Week 6**
Weighting: **40%**

Students will complete a task similar to Section II of the GAMSAT examination. There are two separate pieces of writing (Task A and Task B) to be completed in one hour under examination conditions. Each task provides a theme and a number of topics related to that theme. Students must write on one of the provided topics, but these are phrased generally and students may respond to the topic in a variety of ways. Performance will be assessed taking into account both the quality of the what is said, as well as the structure developed and language used in the writing tasks.

On successful completion you will be able to:

- Use critical thinking skills to evaluate a range of academic and public issues including;

socio-cultural, personal and interpersonal concepts.
- Organise and express ideas in a logical and effective way under examination conditions.
- Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.

Multiple-Choice Exam

Due: **Week 6**
Weighting: **40%**

Students will complete a task similar to Sections I and III of the GAMSAT examination. Section I will assess Reasoning in the Humanities and Social Sciences and will involve students responding to 75 multiple-choice style questions in 100 minutes under examination conditions. Section III will assess Reasoning in the Biological and Physical Sciences and will involve students responding to 110 multiple-choice style questions in 170 minutes under examination conditions.

Students will complete the Section I booklet first, followed by the Written Communication Task (AT2). A one hour break will then be allowed before completing the Section III booklet.

On successful completion you will be able to:

- Use critical thinking skills to evaluate a range of academic and public issues including; socio-cultural, personal and interpersonal concepts.
- Organise and express ideas in a logical and effective way under examination conditions.
- Interpret and analyse a variety of scientific stimuli including; text, graphs, tables and diagrams.
- Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.
- Apply knowledge in basic sciences to demonstrate understanding of key concepts in the areas of biology, chemistry and physics.
- Apply problem solving and critical thinking skills in the basic sciences.

Delivery and Resources

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 their own laptop computer may borrow one from the university library.

Self-Directed Learning

Students will be expected to undertake significant self-directed learning throughout the course of this unit, reflecting on one's own strengths and weaknesses and bridging knowledge and skill gaps where identified. The GAMSAT covers a broad range of topic areas, and this unit cannot

provide students with all the foundational knowledge that is required for the GAMSAT. That knowledge has been (or should have been) acquired in high school and in other units previously undertaken at university. The focus of this unit is *fine-tuning* student's prior learning and knowledge, and, more importantly, developing and honing the skills and strategies required to improve GAMSAT performance.

Policies and Procedures

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

- Use critical thinking skills to evaluate a range of academic and public issues including; socio-cultural, personal and interpersonal concepts.
- Organise and express ideas in a logical and effective way under examination conditions.
- Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.

Assessment tasks

- Reflective Journal

- Written Communication Task
- Multiple-Choice Exam

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

- Organise and express ideas in a logical and effective way under examination conditions.
- Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.

Assessment tasks

- Reflective Journal
- Written Communication Task
- Multiple-Choice Exam

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:

Assessment task

- Reflective Journal

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

- Organise and express ideas in a logical and effective way under examination conditions.
- Interpret and analyse a variety of scientific stimuli including; text, graphs, tables and diagrams.
- Apply knowledge in basic sciences to demonstrate understanding of key concepts in the areas of biology, chemistry and physics.
- Apply problem solving and critical thinking skills in the basic sciences.

Assessment tasks

- Reflective Journal
- Written Communication Task
- Multiple-Choice Exam

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

- Use critical thinking skills to evaluate a range of academic and public issues including; socio-cultural, personal and interpersonal concepts.
- Organise and express ideas in a logical and effective way under examination conditions.
- Interpret and analyse a variety of scientific stimuli including; text, graphs, tables and diagrams.
- Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.
- Apply problem solving and critical thinking skills in the basic sciences.

Assessment tasks

- Reflective Journal
- Written Communication Task
- Multiple-Choice Exam

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

- Use critical thinking skills to evaluate a range of academic and public issues including; socio-cultural, personal and interpersonal concepts.
- Organise and express ideas in a logical and effective way under examination conditions.
- Interpret and analyse a variety of scientific stimuli including; text, graphs, tables and diagrams.
- Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.
- Apply knowledge in basic sciences to demonstrate understanding of key concepts in the areas of biology, chemistry and physics.
- Apply problem solving and critical thinking skills in the basic sciences.

Assessment tasks

- Reflective Journal
- Written Communication Task
- Multiple-Choice Exam

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

- Use critical thinking skills to evaluate a range of academic and public issues including; socio-cultural, personal and interpersonal concepts.
- Organise and express ideas in a logical and effective way under examination conditions.
- Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.

Assessment tasks

- Reflective Journal
- Written Communication Task
- Multiple-Choice Exam

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 outcomes

- Use critical thinking skills to evaluate a range of academic and public issues including; socio-cultural, personal and interpersonal concepts.
- Organise and express ideas in a logical and effective way under examination conditions.
- Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.

Assessment tasks

- Reflective Journal
- Written Communication Task
- Multiple-Choice Exam

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 outcomes

- Use critical thinking skills to evaluate a range of academic and public issues including; socio-cultural, personal and interpersonal concepts.
- Organise and express ideas in a logical and effective way under examination conditions.
- Interpret and analyse a variety of media from social and political contexts and synthesise persuasive and reflective commentary.

Assessment tasks

- Reflective Journal
- Written Communication Task
- Multiple-Choice Exam