



PHTY8207

Healthcare Complexity and Physiotherapy

Session 1, In person-scheduled-infrequent, North Ryde 2024

Department of Health Sciences

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General Information

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Credit points

10

Prerequisites

(PHTY808 or PHTY8200) and (PHTY809 or PHTY8201) and (PHTY810 or PHTY8202) and (PHTY811 or PHTY8203)

Corequisites

Co-badged status

Unit description

This unit will focus on addressing patient-centred care in the context of complex health systems whilst considering the translation of evidence into clinical practice. You will apply unit content to real world scenarios through an integrated clinical component incorporated within the unit. You will explore the interaction of systems, people and services in the development and delivery of high quality and safe healthcare, and develop knowledge of relevant governance. You will develop skills in quality improvement methodology to improve processes and outcomes through engagement with diverse teams including key stakeholders. This will extend your research skills to identify issues relevant to, and pose potential solutions for, contemporary physiotherapy practice. You will also translate the knowledge and skills learnt in this unit to facilitate your own reflective practice and life-long learning.

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: Analyse the quality of healthcare services, including consideration of accessibility, appropriateness, timeliness, efficiency, effectiveness, and safety. (Engaged Global Citizen)

ULO2: Apply a systems thinking approach and appropriate methodology to analyse, evaluate and generate potential innovative solutions to complex health care problems across diverse settings. (Engaged Global Citizen)

ULO3: Describe the role of governance within a complex system, and the role of policy and procedure in assuring and enhancing healthcare quality across diverse settings. (Engaged Global Citizen)

ULO4: Communicate effectively with others to optimise the quality of services aimed at enhancing health and wellbeing across contemporary physiotherapy settings, such as those associated with work and recreation. (Professional)

ULO5: Demonstrate deep reflective practice and implementation of effective learning strategies to continually enhance personal and professional development. (Professional)

General Assessment Information

To pass this unit, you must have demonstrated sufficient evidence of achievement of the unit learning outcomes and obtained a minimum pass grade for the clinical placement logbook assessment as this is a hurdle assessment.

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.

Grading of Assessments

You will receive a grade for each assessment within this unit. The grades awarded will reflect a holistic evaluation of the work against the criteria outlined within the corresponding assessment rubric. Numerical marks will be calculated for each assessment based on the following percentages, and rounded to the nearest full mark:

- High distinction (HD) – 95%
- Distinction (D) – 80%
- Credit (C) – 70%
- Pass (P) – 60%
- Pass minus (P-) – 50%
- Fail (F) – 40%

Submission of an incomplete assessment task may result in the Fail (F) grade to be awarded a numerical grade below 40%.

Hurdle Assessment

The PHTY8207 Clinical Placement logbook is a hurdle assessment task. A hurdle requirement is an activity for which a minimum level of performance or participation is a condition of passing the unit in which it occurs. A student who has obtained a SNG over 50, yet failed the hurdle assessment, fails the unit. Please see Macquarie University's [assessment policy](#) for more information about hurdle assessment tasks.

Extensions for Assessment Tasks

Applications for assessment task extensions may be considered for short-term, unexpected, serious, and unavoidable circumstances affecting assessment. Applications must be submitted via www.ask.mq.edu.au. For further details please refer to the [Special Considerations Policy](#). You can also find out more on the MQ Student Portal at the following link: <https://students.mq.edu.au/study/assessment-exams/special-consideration>

Should you encounter any personal issues or concerns in regard to health and wellbeing during your studies you can also gain personal support and advice on campus. Please see the following link for further information: <https://students.mq.edu.au/support/personal>

Late Submissions

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Scenario - quality evaluation and communication</u>	30%	No	Group: Slides Week 3, Present Week 4; Individual - Week 3
<u>Quality Improvement Plan</u>	50%	No	Early Feedback - Week 10; Final - Week 13
<u>Viva assessment</u>	20%	No	Week 14
<u>Placement log book</u>	0%	Yes	Evidence - Week 15; Online VIVA - Week 16

Scenario - quality evaluation and communication

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 15 hours

Due: **Group: Slides Week 3, Present Week 4; Individual - Week 3**

Weighting: **30%**

In small groups, you will analyse a scenario of a complaint within a health care service in relation to the domains of quality and organisational governance. You will then individually communicate effectively and professionally with key stakeholders within the scenario to enhance healthcare service delivery.

On successful completion you will be able to:

- Analyse the quality of healthcare services, including consideration of accessibility, appropriateness, timeliness, efficiency, effectiveness, and safety. (Engaged Global Citizen)
- Apply a systems thinking approach and appropriate methodology to analyse, evaluate and generate potential innovative solutions to complex health care problems across diverse settings. (Engaged Global Citizen)
- Describe the role of governance within a complex system, and the role of policy and procedure in assuring and enhancing healthcare quality across diverse settings. (Engaged Global Citizen)
- Communicate effectively with others to optimise the quality of services aimed at enhancing health and wellbeing across contemporary physiotherapy settings, such as those associated with work and recreation. (Professional)

Quality Improvement Plan

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 30 hours

Due: **Early Feedback - Week 10; Final - Week 13**

Weighting: **50%**

You will present a detailed written plan for a quality improvement project associated with your experiences on your workplace or sports placement

On successful completion you will be able to:

- Analyse the quality of healthcare services, including consideration of accessibility, appropriateness, timeliness, efficiency, effectiveness, and safety. (Engaged Global Citizen)

- Apply a systems thinking approach and appropriate methodology to analyse, evaluate and generate potential innovative solutions to complex health care problems across diverse settings. (Engaged Global Citizen)
- Describe the role of governance within a complex system, and the role of policy and procedure in assuring and enhancing healthcare quality across diverse settings. (Engaged Global Citizen)
- Communicate effectively with others to optimise the quality of services aimed at enhancing health and wellbeing across contemporary physiotherapy settings, such as those associated with work and recreation. (Professional)
- Demonstrate deep reflective practice and implementation of effective learning strategies to continually enhance personal and professional development. (Professional)

Viva assessment

Assessment Type ¹: Viva/oral examination

Indicative Time on Task ²: 9 hours

Due: **Week 14**

Weighting: **20%**

You will reflect on the process of becoming a deep reflective practitioner in the context of this unit's learning activities. You will provide evidence of how you have structured your learning to improve performance across the semester.

On successful completion you will be able to:

- Communicate effectively with others to optimise the quality of services aimed at enhancing health and wellbeing across contemporary physiotherapy settings, such as those associated with work and recreation. (Professional)
- Demonstrate deep reflective practice and implementation of effective learning strategies to continually enhance personal and professional development. (Professional)

Placement log book

Assessment Type ¹: Log book

Indicative Time on Task ²: 2 hours

Due: **Evidence - Week 15; Online VIVA - Week 16**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You will submit a logbook briefly describing your experiences and hours accrued during placements.

On successful completion you will be able to:

- Analyse the quality of healthcare services, including consideration of accessibility, appropriateness, timeliness, efficiency, effectiveness, and safety. (Engaged Global Citizen)
- Apply a systems thinking approach and appropriate methodology to analyse, evaluate and generate potential innovative solutions to complex health care problems across diverse settings. (Engaged Global Citizen)
- Describe the role of governance within a complex system, and the role of policy and procedure in assuring and enhancing healthcare quality across diverse settings. (Engaged Global Citizen)
- Communicate effectively with others to optimise the quality of services aimed at enhancing health and wellbeing across contemporary physiotherapy settings, such as those associated with work and recreation. (Professional)

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

Assumed knowledge

This unit builds and integrates material from previous semesters, particularly clinical placements and evidence-based healthcare.

Learning and teaching strategy

This unit encompasses an active learning approach where you will be expected to purposefully engage in enhancing your own learning experience. Online modules will provide content and also incorporate interactive activities such as quizzes and forums. Online module content will be further built upon in tutorials. The teaching approach will be based on you developing a deep understanding of the principles and the ability to independently think critically and solve problems, with additional support through academic mentorship. The face-to-face teaching time

within this unit is less than within previous units, with an expectation that you will engage more independently in your learning as well as integrating learning from the clinical experiences undertaken as part of this unit.

Unit organisation

This is a ten credit point unit run over the session. Within this session there will be approximately 13 hours of online content for you to work through independently, including preparatory activities for your tutorials. There is a 2 hr tutorial in Week 2 and Week 8, 2 hrs assessment preparation in Week 3, and 3 hours of academic mentorship available to support understanding of content and application to assessments. Furthermore, a 1 hr seminar clinical placement preparation session in Week 3 will prepare you for the 70 hours of integrated clinical experiences in sports and workplace settings, with these experiences being imperative to the understanding of systems complexity. Further information is available in iLearn.

Unit materials and readings

There is no compulsory textbook for this unit. Resources enhancing the content of this unit will be referred to throughout the unit and will come from a range of sources, including government reports, journal articles, and multimedia sources. Specific information will be provided on the unit iLearn site.

Technology and equipment

On-campus

Teaching rooms are equipped with state of art audio-visual and ICT equipment including iPads, internet connection, high quality video cameras and multiple LCD screens.

Off-campus

To study optimally when off campus you will need to have access to a reliable internet connection to retrieve unit information & at times to submit assessment tasks via iLearn.

Consultation with staff

All staff will be available for individual consultation. See iLearn for contact details.

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 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

Assessment task 1 has been revised down from 50% to 30% weighting, with associated requirements such as a smaller group presentation and individual components reduced. This 20% weighting has become a new assessment, assessment task 4 - learning reflection online VIVA, that promotes MQ graduate attributes such as becoming a reflective practitioner engaged in lifelong learning.

The addition of 1hr of a Q&A session to support students with the new assessment task (AT4) and provide a further opportunity for face to face engagement with the unit in the 2nd half of semester.

ULO5 is introduced into this offering to formally assess the students ability to action feedback and develop their own effective learning strategies to improve their work and further provide students with a more structured approach to facilitate their independence in their final year of the DPT.

Inclusion & 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 2024.02 of the [Handbook](#)