



PHTY803

Interprofessional Healthcare

S2 Day 2016

Department of Health Professions

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Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor & HAWC Coordinator
Jacque North
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Tutor & HAWC Co-ordinator
Angela Stark
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Credit points
4

Prerequisites
Admission to DPT

Corequisites

Co-badged status

Unit description

This unit includes an integrated clinical component and will provide students with foundation knowledge, skills and attributes necessary for working collaboratively in the provision of person-centred health care in a biopsychosocial framework. The respective roles, responsibilities and regulation of health professionals in the context of the changing health care environment will be examined. The importance of ethical decision making, communication, documentation and respect for cultural differences and the client's goals will be addressed. Over the session, students will have the opportunity to observe and assess clients as they navigate their health care in a range of settings.

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:

Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.

Describe the organisation and structure of health care delivery in Australia, and discuss factors which promote safety and quality in health care services.

Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.

Discuss the ethical principles which guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.

Demonstrate the ability to develop an effective therapeutic/professional relationship with clients, including appropriate communication, and suggest strategies to adapt communication in recognition of the impact of language, culture, abilities, age, gender and/or health status.

Prepare documentation of physiotherapy that fulfils professional, medico-legal and institutional requirements.

Appraise their own professional development and develop a plan to enhance their knowledge and skills required for physiotherapy practice.

Demonstrate the ability to work effectively and efficiently as a team member and present information in a coherent and integrated way.

General Assessment Information

Assessment/Standards

Macquarie University uses the following grades in coursework units of study:

HD	High Distinction	85-100
D	Distinction	75-84
CR	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy, which is available at: <http://www.mq.edu.au/policy/docs/grading/policy.html>

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes and complete all assessment tasks.

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

All final grades in the Department of Health Professions 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 Policy.

Extensions for Assessment Tasks

Applications for assessment task extensions must be submitted via www.ask.mq.edu.au. For further details please refer to the Disruption to Studies Policy available at http://mq.edu.au/policy/docs/disruption_studies/policy.html

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	Received	Final Mark
Friday, 14th	Monday, 17th	3	30%	75%	45%

Assessment Tasks

Name	Weighting	Due
<u>Quiz</u>	20%	Week 4
<u>Group Seminar</u>	30%	Week 10
<u>Written Assignment</u>	50%	Week 13

Quiz

Due: **Week 4**

Weighting: **20%**

Quiz will be a time-limited, individual assessment task conducted under supervision in week 4 of semester. It will test knowledge of ethical and regulatory aspects of the physiotherapy profession.

On successful completion you will be able to:

- Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
- Describe the organisation and structure of health care delivery in Australia, and discuss factors which promote safety and quality in health care services.

Group Seminar

Due: **Week 10**

Weighting: **30%**

Group seminar will be presented in groups of 3-4. In keeping with University policy individual marks will be assigned to members of the group based on the contribution of the individual to the preparation and presentation of the seminar.

On successful completion you will be able to:

- Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
- Discuss the ethical principles which guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.
- Demonstrate the ability to develop an effective therapeutic/professional relationship with clients, including appropriate communication, and suggest strategies to adapt communication in recognition of the impact of language, culture, abilities, age, gender and/or health status.
- Demonstrate the ability to work effectively and efficiently as a team member and present information in a coherent and integrated way.

Written Assignment

Due: **Week 13**

Weighting: **50%**

This written assignment will detail aspects of the student's experiences during their HAWC placements.

On successful completion you will be able to:

- Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
- Describe the organisation and structure of health care delivery in Australia, and discuss factors which promote safety and quality in health care services.
- Prepare documentation of physiotherapy that fulfils professional, medico-legal and institutional requirements.
- Appraise their own professional development and develop a plan to enhance their knowledge and skills required for physiotherapy practice.

Delivery and Resources

Unit Organisation

This is a four credit point unit run over a 13 week session. Most weeks there is a two hour lecture and on selected weeks there is a two hour tutorial. Further information is available via the PHTY803 online Learning Management System (LMS) iLearn <http://ilearn.mq.edu.au>

Assumed knowledge

This unit builds on your previous degree and assumes you have effective communication, research and literacy skills expected of a graduate student. It draws specifically on the pre-requisite knowledge areas of psychology and research methods.

Teaching and Learning Strategy

This unit will have a 2 hour lecture every week and five 2 hour tutorials. Students will also spend 70 hours across the semester participating in the Health and Wellbeing Collaboration (HAWC) program. Participation in the HAWC program is a major component of the unit of study. This involves following the health care experiences of 2 volunteers from the community. This will enable students to experience first-hand the content covered in lectures and tutorials in units of study, and gain a much deeper understanding of the health care system and a physiotherapist's role in it. The assessments in this unit will rely heavily on students reporting and reflecting on experiences during HAWC.

Textbooks and Readings

There are no essential text books for this unit. The following text will be a useful resource and is available in the library reserve. Recommendations about specific readings from this and other resources (such as research papers, books, websites and videos) will be listed on iLearn.

- Higgs J, Smith M, Webb J, Skinner M, Croker A (2009). *Contexts of Physiotherapy Practice*. Sydney: Churchill Livingstone, Elsevier

Attendance

All lectures and tutorials are scheduled in your individual timetable. You may make a request to your tutor to attend a different tutorial on a one-off basis for extenuating circumstances. In most cases lectures are recorded however, attendance is expected at both lectures and tutorials, as this is where the majority of learning occurs. Failure to attend may impact your final results. It is the responsibility of the student to contact their tutor by email to inform tutors if they are going to be absent. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

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. Students will use a range of physiotherapy specific equipment typically used in the assessment and management of

people with a range of health conditions.

Off-campus

Should you choose to work off campus you will need to have access to a reliable internet connection in order to retrieve unit information & at times to submit assessment tasks via iLearn. You will be expected to accumulate 70 hours with your HAWC volunteers as part of this unit. You may be expected to drive as part of your HAWC visits and to be in pairs during all visits. For further information about the HAWC program refer to the iLearn site for PHTY803.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student_conduct/

Results

Results shown in *iLearn*, 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.

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

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
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- Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
- Discuss the ethical principles which guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.

- Demonstrate the ability to develop an effective therapeutic/professional relationship with clients, including appropriate communication, and suggest strategies to adapt communication in recognition of the impact of language, culture, abilities, age, gender and/or health status.
- Prepare documentation of physiotherapy that fulfils professional, medico-legal and institutional requirements.
- Appraise their own professional development and develop a plan to enhance their knowledge and skills required for physiotherapy practice.
- Demonstrate the ability to work effectively and efficiently as a team member and present information in a coherent and integrated way.

Assessment tasks

- Quiz
- Group Seminar
- Written Assignment

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
- Describe the organisation and structure of health care delivery in Australia, and discuss factors which promote safety and quality in health care services.
- Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
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- Appraise their own professional development and develop a plan to enhance their knowledge and skills required for physiotherapy practice.
- Demonstrate the ability to work effectively and efficiently as a team member and present information in a coherent and integrated way.

Assessment tasks

- Quiz
- Group Seminar
- Written Assignment

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
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- Demonstrate the ability to work effectively and efficiently as a team member and present information in a coherent and integrated way.

Assessment tasks

- Quiz
- Group Seminar
- Written Assignment

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
- Discuss the ethical principles which guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.
- Demonstrate the ability to develop an effective therapeutic/professional relationship with clients, including appropriate communication, and suggest strategies to adapt communication in recognition of the impact of language, culture, abilities, age, gender and/or health status.
- Appraise their own professional development and develop a plan to enhance their knowledge and skills required for physiotherapy practice.
- Demonstrate the ability to work effectively and efficiently as a team member and present information in a coherent and integrated way.

Assessment tasks

- Group Seminar
- Written Assignment

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

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- Describe the organisation and structure of health care delivery in Australia, and discuss factors which promote safety and quality in health care services.
- Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
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- Appraise their own professional development and develop a plan to enhance their knowledge and skills required for physiotherapy practice.
- Demonstrate the ability to work effectively and efficiently as a team member and present information in a coherent and integrated way.

Assessment tasks

- Group Seminar
- Written Assignment

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
- Describe the organisation and structure of health care delivery in Australia, and discuss factors which promote safety and quality in health care services.

- Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
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- Appraise their own professional development and develop a plan to enhance their knowledge and skills required for physiotherapy practice.
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Assessment tasks

- Quiz
- Group Seminar
- Written Assignment

Changes from Previous Offering

Learning outcome 8 has been added to the 2016 unit due to the new Assessment Policy requiring a specific learning outcome based around group work when group-work is assessed. The written assignment has been moved from week 16 to week 13. No other substantial changes are planned for this unit in 2016.