



# PHTY811

## Reflective Practice and Professional Development

S2 External 2017

*Department of Health Professions*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

PHTY804 and PHTY805 and PHTY806 and PHTY807

Corequisites

PHTY808 and PHTY809 and PHTY810

Co-badged status

Unit description

This unit further develops the role of reflective practice in the delivery of person-centred interprofessional health care. Using experiences from clinical physiotherapy placements and exploration of written accounts of personal experiences of health care, this unit provides opportunities for students to examine and reflect on interprofessional practice in Australian health care. The unit also assists students to develop generic attributes and capabilities as well as learn strategies for self-management and lifelong development within the physiotherapy profession. Students will be required to draft professional development plans based on their experience and emerging interests.

## 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:

Describe the philosophy and theory of reflective practice.

Apply various tools for reflective practice, including observational records, narratives, critical incidents, case studies and diaries.

Contribute to on-line activities to enhance self and peer learning, while adhering to ethical, professional, privacy and confidentiality requirements.

Monitor and reflect on clinical experiences with reference to the Physiotherapy Practice thresholds for Australia and Aotearoa New Zealand to identify gaps in knowledge, skills or experiences.

Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.

Demonstrate critical reflection about knowledge and practice by developing professional development plans to address identified gaps in knowledge, skills or experiences and assembling components of a professional portfolio.

Identify and discuss emerging professional interests.

## 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

Information concerning Macquarie University's assessment policy is available at [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). Grade descriptors and other information concerning grading requirements are contained in Schedule 1 of the Macquarie University Assessment Policy.

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

outcomes and attempt all assessment tasks.

Further details for each assessment task will be available on iLearn, including marking rubrics, proformas and example assignments

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 Schedule 1 of the Assessment Policy.

Extensions for Assessment Tasks Applications for assessment task extensions must be submitted via [www.ask.mq.edu.au](http://www.ask.mq.edu.au) . For further details please refer to the Disruption to Studies Policy available at <https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies>

#### 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	Date received	Days Late	Raw Mark	Deduction	Final Mark
Friday, 14th	Monday, 17 <sup>th</sup>	3	75%	30%	45%

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Assessment 1: Written</a>	20%	No	9am Mon. 21 Aug. or 25 Sept.
<a href="#">Assessment 2: Written</a>	30%	No	9am Mon 25 Sept or 30 Oct
<a href="#">Assessment 3: Written</a>	40%	No	9am Mon. 30 Oct or 4 Dec
<a href="#">Assessment 4: Online Discussion</a>	10%	No	Continuous

## Assessment 1: Written

Due: **9am Mon. 21 Aug. or 25 Sept.**

Weighting: **20%**

### ***Reflective Case Report I***

A reflective case report based on the type of placement students undertake in PHTY 808 Clinical Physiotherapy Placement I. **Length:** 1200 words

On successful completion you will be able to:

- Apply various tools for reflective practice, including observational records, narratives, critical incidents, case studies and diaries.
- Monitor and reflect on clinical experiences with reference to the Physiotherapy Practice thresholds for Australia and Aotearoa New Zealand to identify gaps in knowledge, skills or experiences.
- Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.
- Identify and discuss emerging professional interests.

## Assessment 2: Written

Due: **9am Mon 25 Sept or 30 Oct**

Weighting: **30%**

This assignment consists of two (2) parts.

### **Part A (20%)**

#### ***Reflective Case Report II***

A reflective case report based on the type of placement students undertake in PHTY 809 Clinical Physiotherapy Placement II. **Length:** 1200 words

### **Part B (10%)**

#### ***Completed Professional Development Plan***

Submission of a professional development plan implemented during PHTY808 and/or PHTY809 to achieve a professional development goal. **Length:** 400 words

On successful completion you will be able to:

- Apply various tools for reflective practice, including observational records, narratives, critical incidents, case studies and diaries.
- Monitor and reflect on clinical experiences with reference to the Physiotherapy Practice

thresholds for Australia and Aotearoa New Zealand to identify gaps in knowledge, skills or experiences.

- Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.
- Demonstrate critical reflection about knowledge and practice by developing professional development plans to address identified gaps in knowledge, skills or experiences and assembling components of a professional portfolio.
- Identify and discuss emerging professional interests.

## Assessment 3: Written

Due: **9am Mon. 30 Oct or 4 Dec**

Weighting: **40%**

This assignment has two (2) parts.

### **Part A (20%)**

#### ***Reflective Case Report III***

A reflective case report based on the type of placement students undertake in PHTY 810 Clinical Physiotherapy III. **Length:** 1200 words

### **Part B (20%)**

#### ***Proposed Professional Development Plans***

Submit 2 proposed professional development plans to achieve 2 professional development goals within the next year. **Length:** 800 words (ie 400 words per plan) **Value:** 10% per plan

On successful completion you will be able to:

- Apply various tools for reflective practice, including observational records, narratives, critical incidents, case studies and diaries.
- Monitor and reflect on clinical experiences with reference to the Physiotherapy Practice thresholds for Australia and Aotearoa New Zealand to identify gaps in knowledge, skills or experiences.
- Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.
- Demonstrate critical reflection about knowledge and practice by developing professional development plans to address identified gaps in knowledge, skills or experiences and assembling components of a professional portfolio.

- Identify and discuss emerging professional interests.

## Assessment 4: Online Discussion

Due: **Continuous**

Weighting: **10%**

Students are required to participate in an on-line discussion forum. Contributions to on-line activities must adhere to University's, ethical, professional, privacy and confidentiality requirements. Contributions that breach requirements will be deleted.

On successful completion you will be able to:

- Describe the philosophy and theory of reflective practice.
- Apply various tools for reflective practice, including observational records, narratives, critical incidents, case studies and diaries.
- Contribute to on-line activities to enhance self and peer learning, while adhering to ethical, professional, privacy and confidentiality requirements.
- Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.
- Identify and discuss emerging professional interests.

## Delivery and Resources

### Unit Organisation

This is a four credit point unit run over 20 weeks alongside PHTY808-810 Clinical Physiotherapy Placement I,II,III . It is an online unit with no weekly lectures or tutorials. You will need to have access to a reliable internet connection in order to retrieve unit information & to submit assessment tasks via iLearn. Further information is available via the PHTY811 online Learning Management System (LMS) iLearn <http://ilearn.mq.edu.au>

### Teaching and Learning Strategy

This unit uses an iLearn site to promote discussion and peer learning regarding experiences on clinical physiotherapy placements. Contributions to the online learning environment are to be constructive to enhance self and peer learning and must adhere to the University's, ethical, professional, privacy and confidentiality requirements. It is a breach of policy to discuss clinical placements in forums (ie social media) and non-professional settings. Breaches of this policy are seen as professional misconduct and may result in disciplinary action.

### Textbooks and Readings

There is no essential textbook for this unit, however recommendations about helpful readings and other resources are be listed on iLearn.

### Technology and Equipment

#### Off-campus

As this is an online unit of study conducted 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.

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/](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](http://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](http://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](http://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/](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

- Contribute to on-line activities to enhance self and peer learning, while adhering to ethical, professional, privacy and confidentiality requirements.
- Monitor and reflect on clinical experiences with reference to the Physiotherapy Practice thresholds for Australia and Aotearoa New Zealand to identify gaps in knowledge, skills or experiences.
- Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.
- Demonstrate critical reflection about knowledge and practice by developing professional development plans to address identified gaps in knowledge, skills or experiences and assembling components of a professional portfolio.
- Identify and discuss emerging professional interests.

#### Assessment tasks

- Assessment 1: Written
- Assessment 2: Written
- Assessment 3: Written

- Assessment 4:Online Discussion

## 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

- Describe the philosophy and theory of reflective practice.
- Apply various tools for reflective practice, including observational records, narratives, critical incidents, case studies and diaries.
- Monitor and reflect on clinical experiences with reference to the Physiotherapy Practice thresholds for Australia and Aotearoa New Zealand to identify gaps in knowledge, skills or experiences.
- Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.
- Demonstrate critical reflection about knowledge and practice by developing professional development plans to address identified gaps in knowledge, skills or experiences and assembling components of a professional portfolio.

### Assessment tasks

- Assessment 1: Written
- Assessment 2: Written
- Assessment 3: Written
- Assessment 4:Online Discussion

## 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

- Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.
- Demonstrate critical reflection about knowledge and practice by developing professional

development plans to address identified gaps in knowledge, skills or experiences and assembling components of a professional portfolio.

- Identify and discuss emerging professional interests.

## Assessment tasks

- Assessment 1: Written
- Assessment 2: Written
- Assessment 3: Written
- Assessment 4: Online Discussion

## 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

- Describe the philosophy and theory of reflective practice.
- Monitor and reflect on clinical experiences with reference to the Physiotherapy Practice thresholds for Australia and Aotearoa New Zealand to identify gaps in knowledge, skills or experiences.
- Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.
- Demonstrate critical reflection about knowledge and practice by developing professional development plans to address identified gaps in knowledge, skills or experiences and assembling components of a professional portfolio.
- Identify and discuss emerging professional interests.

## Assessment tasks

- Assessment 1: Written
- Assessment 2: Written
- Assessment 3: Written
- Assessment 4: Online Discussion

## 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

- Describe the philosophy and theory of reflective practice.
- Apply various tools for reflective practice, including observational records, narratives, critical incidents, case studies and diaries.
- Contribute to on-line activities to enhance self and peer learning, while adhering to ethical, professional, privacy and confidentiality requirements.
- Monitor and reflect on clinical experiences with reference to the Physiotherapy Practice thresholds for Australia and Aotearoa New Zealand to identify gaps in knowledge, skills or experiences.
- Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.
- Demonstrate critical reflection about knowledge and practice by developing professional development plans to address identified gaps in knowledge, skills or experiences and assembling components of a professional portfolio.
- Identify and discuss emerging professional interests.

## Assessment tasks

- Assessment 1: Written
- Assessment 2: Written
- Assessment 3: Written
- Assessment 4: Online Discussion

## 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

- Contribute to on-line activities to enhance self and peer learning, while adhering to ethical, professional, privacy and confidentiality requirements.
- Monitor and reflect on clinical experiences with reference to the Physiotherapy Practice thresholds for Australia and Aotearoa New Zealand to identify gaps in knowledge, skills

or experiences.

- Translate their understanding of reflective practice into their thoughts and actions about their physiotherapy practice and role in interprofessional health care teams.
- Demonstrate critical reflection about knowledge and practice by developing professional development plans to address identified gaps in knowledge, skills or experiences and assembling components of a professional portfolio.
- Identify and discuss emerging professional interests.

## **Assessment tasks**

- Assessment 1: Written
- Assessment 2: Written
- Assessment 3: Written
- Assessment 4: Online Discussion

## **Changes from Previous Offering**

No substantial changes are planned for this unit in 2017