



PHTY803

Interprofessional Healthcare

S2 Day 2018

Department of Health Professions

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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

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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:

1. Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
2. Describe the organisation and structure of health care delivery in Australia, and discuss the factors that promote safety and quality in health care services.
3. Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
4. Discuss the ethical principles that guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.
5. 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.
6. Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).
7. Prepare documentation of healthcare that fulfills professional, medico-legal and institutional requirements.
8. Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.

9. Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance.

General Assessment Information

Information concerning Macquarie University's assessment policy is available at 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 have attempted 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 Schedule 1 of the Assessment 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 Unit Convenor, 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%

Professional Expectations

Professionalism is a key capability embedded in the Macquarie DPT program. As part of developing professionalism, Macquarie DPT students are expected to **attend** all small group interactive sessions including tutorials, clinical and laboratory practical sessions, and Team Based Learning activities. If **attendance** is deemed to be of concern, this will be referred to the Lead (Student Professionalism) for remediation, subsequent monitoring, and recording in the portfolio. All lectures, practicals and clinical colloquium sessions are scheduled in the Macquarie MD and DPT Year 1 Session 2 Timetable available on the iLearn site.

Similarly, as part of developing professionalism, students are expected to submit all work by the due date. **Late submission** without prior approved extension will result in a professionalism breach notification in the student's portfolio.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Debate</u>	40%	No	Week 6
<u>Ethics Report</u>	40%	No	Week 11
<u>HAWC report and reflection</u>	20%	No	Week 13

Debate

Due: **Week 6**

Weighting: **40%**

In small groups students will deliver a short presentation either for or against a provided clinical ethical topic

On successful completion you will be able to:

- 1. Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
- 2. Describe the organisation and structure of health care delivery in Australia, and discuss the factors that promote safety and quality in health care services.
- 3. Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
- 4. Discuss the ethical principles that guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.
- 5. 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.
- 6. Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).
- 7. Prepare documentation of healthcare that fulfills professional, medico-legal and institutional requirements.
- 8. Explain how psychological, social and cultural issues affect the health of individuals

and populations and how these might be mediated, while respecting diversity.

- 9. Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance.

Ethics Report

Due: **Week 11**

Weighting: **40%**

Students will provide a written report on the ethical topic they debated and reflect on the issues which arose.

On successful completion you will be able to:

- 1. Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
- 2. Describe the organisation and structure of health care delivery in Australia, and discuss the factors that promote safety and quality in health care services.
- 3. Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
- 4. Discuss the ethical principles that guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.
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- 6. Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).
- 7. Prepare documentation of healthcare that fulfills professional, medico-legal and institutional requirements.
- 8. Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.

HAWC report and reflection

Due: **Week 13**

Weighting: **20%**

Using skills obtained in the unit, students will provide a written handover about their HAWC and provide a reflection on one aspect taken from within the handover. Students will also provide a

log book which details activities relating to their HAWC experience throughout this session.

On successful completion you will be able to:

- 1. Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
- 2. Describe the organisation and structure of health care delivery in Australia, and discuss the factors that promote safety and quality in health care services.
- 3. Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
- 5. 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.
- 6. Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).
- 7. Prepare documentation of healthcare that fulfills professional, medico-legal and institutional requirements.
- 8. Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.
- 9. Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance.

Delivery and Resources

Unit Organisation

This is a four credit point unit run over a 13 week session. Each week there is a two hour lecture and a two hour tutorial. Further information is available via the MEDI 915 & PHTY803 iLearn site <http://ilearn.mq.edu.au>

Assumed knowledge

This unit assumes that you have comprehensive knowledge of anatomy and physiology. You should compare your knowledge against the 3 independent learning modules for functional anatomy (these were sent to you via email with the Induction Manual and are also available on the generic iLearn site). If you do not have adequate knowledge in this area you should work through these independent learning modules as a high priority. The learning modules suggest helpful resources.

Teaching and Learning Strategy

This unit integrates the development of Evidence-based and Inter-professional Health Care skills in lectures, tutorials and online modules with clinical application in the HAWC program. Lectures will provide foundation knowledge and also use large group discussions to consolidate understanding. Tutorials will give students the opportunity to develop practical skills in the key topics, such as formulating clinical questions, appraisal of ethical scenarios (considering legal and ethical issues) and development of communication skills (clinical handover, written patient documentation and cultural / social responsiveness). Online Modules, delivered via the Connected Curriculum provide an interactive written resource with further information available throughout your course. By integration of these skills with real-life clinical examples from the students' HAWCs, students will develop the ability to implement Evidence-Based Inter-professional Health Care in clinical practice

Interprofessional Learning and Teaching

In this unit, students will have a unique opportunity to be taught by an interprofessional team, including health professionals, academics and clinicians with expertise in medicine and physiotherapy. Further, students will work together in interprofessional teams across the Doctor of Physiotherapy and Doctor of Medicine programs. Lectures and tutorials will be conducted with students from both programs together in the learning spaces, to facilitate interprofessional team work and understanding.

Textbooks & Readings

Unit materials and readings

- There are no recommended textbooks required for this course

Weekly readings will come from journal articles and a range of websites. Most weekly readings will be available on e-reserve or as full text articles through the library. Where this is not possible a hard copy will be placed in the library reserve. Weekly readings will be listed on iLearn.

Attendance

In the Faculty of Medicine and Health Sciences professionalism is a key capability embedded in all our programs. As part of developing professionalism, Faculty of Medicine and Health Sciences students are expected to attend all small group interactive sessions including tutorials, clinical and laboratory practical sessions. In most cases lectures are recorded; however, lecture recordings cannot be guaranteed and some discussion or content may not be available for viewing via the recording system.

All lectures and tutorials are scheduled in your individual timetable. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>. You may make a

request to your tutor to attend a different tutorial on a one-off basis for extenuating circumstances.

Failure to attend any learning and teaching activities, including lectures and tutorials, may impact your final results. It is the responsibility of the student to contact their tutor or the unit convenor by email to inform tutors if they are going to be absent.

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.

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

iLearn: This unit's iLearn site will provide weekly resources for students, including:

- Assessment details
- HAWC information
- Lecture notes
- Tutorial worksheets
- Connected Curriculum online modules
- Preparation and consolidation material
- Other resources including the Practical Ethics Framework

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) (<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) (<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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 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

- 2. Describe the organisation and structure of health care delivery in Australia, and discuss the factors that promote safety and quality in health care services.
- 3. Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
- 4. Discuss the ethical principles that guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.
- 5. 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.
- 6. Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).
- 7. Prepare documentation of healthcare that fulfills professional, medico-legal and institutional requirements.
- 8. Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.
- 9. Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance.

Assessment tasks

- Debate
- Ethics Report
- HAWC report and reflection

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

- 1. Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
- 2. Describe the organisation and structure of health care delivery in Australia, and discuss the factors that promote safety and quality in health care services.
- 4. Discuss the ethical principles that guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.
- 6. Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from the Health and Wellbeing Collaboration (HAWCs).
- 7. Prepare documentation of healthcare that fulfills professional, medico-legal and institutional requirements.
- 8. Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.

Assessment tasks

- Debate
- Ethics Report
- HAWC report and reflection

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

- 2. Describe the organisation and structure of health care delivery in Australia, and discuss the factors that promote safety and quality in health care services.
- 3. Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
- 4. Discuss the ethical principles that guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.
- 8. Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.
- 9. Participate effectively in classes and peer teams, by seeking feedback on own performances and reflecting on the feedback to generate strategies that improve individual and team performance.

Assessment tasks

- Debate
- Ethics Report

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

- 3. Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
- 4. Discuss the ethical principles that guide physiotherapy practice and begin to distinguish between ethical and legal implications of physiotherapy practice.
- 5. 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.

Assessment tasks

- Debate
- Ethics Report

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

- 1. Explain the key principles of person-centred health care and describe the respective roles, responsibilities and regulation of different health professionals in Australia.
- 2. Describe the organisation and structure of health care delivery in Australia, and discuss the factors that promote safety and quality in health care services.
- 3. Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent.
- 5. 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.
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Assessment tasks

- Debate
- Ethics Report
- HAWC report and reflection

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

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

- Debate
- Ethics Report
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