



MEDI915

Evidence-Based Inter-Professional Health Care 2

S2 Day 2018

Medicine and Health Sciences Faculty level units

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General Information

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Credit points

4

Prerequisites

MEDI910 and MEDI911 and MEDI912

Corequisites

MEDI913 and MEDI914

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-centered 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 the factors that 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 that guide physiotherapy and medical practice and begin to distinguish between ethical and legal implications of physiotherapy and medical 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 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).

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

Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.

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

Detailed Information regarding the assessment for the Macquarie MD and DPT are available on the iLearn MEDI915 / PHTY 803 site. Further details for each assessment task will be available on iLearn.

Grading

In this unit all assessment tasks will be coarse graded, with grades (P+, P, P-, F) assigned to the focused and generic MD Capability Aspects as well as overall task performance. Only the coarse grade for the overall performance of assessment tasks weighted according to their contribution will be used to calculate the overall Unit aggregate. Unit outcomes, based on the Unit aggregate, will be reported to the University using the standard Macquarie grades (High Distinction, Distinction, Credit, Pass, Fail). Because most assessment tasks in the program are coarse graded, a single **standardised numerical grade** (SNG) equivalent will be reported for each University grade. Both the numeric equivalents for the coarse grades used in the calculation of the unit aggregate and the conversion of the aggregate to a single SNG are available on the iLearn Macquarie MD Year Noticeboard 2018 Intake site.

All final grades in the Macquarie MD are reviewed by the MD Program and Faculty Assessment Committees and are not the sole responsibility of the Unit Convenor.

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes, attempt all assessment tasks, meet any ungraded requirements including professionalism and achieve a unit aggregate of 50% or better.

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 Special Consideration Policy available at <https://students.mq.edu.au/study/my-study-program/special-consideration>

Professional Expectations

Professionalism is a key capability embedded in the Macquarie MD. As part of developing professionalism, Macquarie MD 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:

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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 that guide physiotherapy and medical practice and begin to distinguish between ethical and legal implications of physiotherapy and medical 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 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).
- Prepare documentation of healthcare that fulfils professional, medico-legal and institutional requirements.
- Explain how psychological, social and cultural issues affect the health of individuals and

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

- 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:

- 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 the factors that 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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- 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:

- 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 the factors that 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.
- 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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Delivery and 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.

Unit Organisation

This four credit point unit runs over a 12 week session. There is a two hour lecture and a two hour tutorial each week, with some exceptions due to public holidays or other scheduling requirements. Further information is available in iLearn in the Weekly Timetable document.

HAWC Activities

The Health and Wellbeing Collaboration (HAWC) program provides clinical application and is integrated into this unit throughout the Session. Details of the HAWC program will be explained to you in the first weeks of the unit. Further information is available on iLearn in the "HAWC" section. During the semester, you must spend a **minimum of 35 hours** completing HAWC-related activities and you will log this information on your Clinical Placement Logbook (available on iLearn).

Attendance

Professionalism is a key capability embedded in the Macquarie MD and DPT programs. As part of developing professionalism, 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, tutorials, practicals and clinical colloquium sessions are scheduled in the Macquarie MD and DPT Year 1 Session 2 Timetable available on the units' iLearn site.

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.

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.

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

- Describe the organisation and structure of health care delivery in Australia, and discuss the factors that 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 that guide physiotherapy and medical practice and begin to distinguish between ethical and legal implications of physiotherapy and medical 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.
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- 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

- 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 the factors that promote safety and quality in health care services.
- Discuss the ethical principles that guide physiotherapy and medical practice and begin to distinguish between ethical and legal implications of physiotherapy and medical practice.
- 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).
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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

- Describe the organisation and structure of health care delivery in Australia, and discuss the factors that 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 that guide physiotherapy and medical practice and begin to distinguish between ethical and legal implications of physiotherapy and medical practice.
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how these might be mediated, while respecting diversity.
- 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

- 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 that guide physiotherapy and medical practice and begin to distinguish between ethical and legal implications of physiotherapy and medical 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.

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

- 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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- 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

- 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 the factors that 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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Assessment tasks

- Debate
- Ethics Report
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