



PHTY8307

Leadership, Advocacy and Business for Health Professionals

Session 2, In person-scheduled-infrequent, North Ryde 2022

Department of Health Sciences

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

PHTY8207 or PHTY815

Corequisites

Co-badged status

Unit description

This unit will further enhance your leadership skills by exploring aspects of business and advocacy with a focus on delivering innovative, high quality health care and addressing healthcare inequities. You will examine different business structures and discuss the impact of legal, regulatory and funding issues on healthcare delivery. You will also explore how current political, social and professional issues may give rise to inequities in healthcare systems and develop strategies to advocate potential changes. You will have the opportunity to present innovative and creative business solutions to healthcare problems.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Apply ethical, legal, regulatory and funding requirements to the delivery of physiotherapy and healthcare services (Professional)

ULO2: Apply the concepts of leadership and advocacy to enhance the delivery of physiotherapy and health related services, particularly to address health inequalities prevalent in diverse populations including Aboriginal and Torres Strait Islanders (Engaged Global Citizen)

ULO3: Utilise leadership strategies and common business structures and principles relevant to the delivery of physiotherapy services to create solutions to contemporary healthcare issues (Engaged Global Citizen)

ULO4: Apply principles of teamwork, leadership, marketing and advocacy to develop solutions to a range of problems within healthcare (Professional)

General Assessment Information

General assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

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

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance

assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Grading of Assessments

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

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

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Advocacy video and reflection</u>	40%	No	Week 10/11
<u>Leadership portfolio</u>	20%	No	Week 14
<u>Business Plan</u>	40%	No	Week 7

Advocacy video and reflection

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 38 hours

Due: **Week 10/11**

Weighting: **40%**

You will work in small groups to create an advocacy video, accompanied by a short campaign presentation. You will submit an individual written reflection on your advocacy campaign, discussing the process involved in developing this campaign and changes you might make to enhance its impact.

On successful completion you will be able to:

- Apply the concepts of leadership and advocacy to enhance the delivery of physiotherapy and health related services, particularly to address health inequalities prevalent in diverse populations including Aboriginal and Torres Strait Islanders (Engaged Global Citizen)
- Utilise leadership strategies and common business structures and principles relevant to

the delivery of physiotherapy services to create solutions to contemporary healthcare issues (Engaged Global Citizen)

- Apply principles of teamwork, leadership, marketing and advocacy to develop solutions to a range of problems within healthcare (Professional)

Leadership portfolio

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 17 hours

Due: **Week 14**

Weighting: **20%**

You will outline one area you would like to focus on in order to expand your leadership skills and collect evidence within a blog of your leadership journey.

On successful completion you will be able to:

- Apply ethical, legal, regulatory and funding requirements to the delivery of physiotherapy and healthcare services (Professional)
- Apply the concepts of leadership and advocacy to enhance the delivery of physiotherapy and health related services, particularly to address health inequalities prevalent in diverse populations including Aboriginal and Torres Strait Islanders (Engaged Global Citizen)
- Utilise leadership strategies and common business structures and principles relevant to the delivery of physiotherapy services to create solutions to contemporary healthcare issues (Engaged Global Citizen)
- Apply principles of teamwork, leadership, marketing and advocacy to develop solutions to a range of problems within healthcare (Professional)

Business Plan

Assessment Type ¹: Plan

Indicative Time on Task ²: 35 hours

Due: **Week 7**

Weighting: **40%**

You will create a brief business plan for a physiotherapy or healthcare service. As part of the plan you will develop marketing, business management and financial strategies.

On successful completion you will be able to:

- Apply ethical, legal, regulatory and funding requirements to the delivery of physiotherapy and healthcare services (Professional)
- Apply the concepts of leadership and advocacy to enhance the delivery of physiotherapy

and health related services, particularly to address health inequalities prevalent in diverse populations including Aboriginal and Torres Strait Islanders (Engaged Global Citizen)

- Utilise leadership strategies and common business structures and principles relevant to the delivery of physiotherapy services to create solutions to contemporary healthcare issues (Engaged Global Citizen)
- Apply principles of teamwork, leadership, marketing and advocacy to develop solutions to a range of problems within healthcare (Professional)

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including readings, online modules, videos and lectures. Details can be found on the iLearn site for this unit.

Recommended Readings

There is no prescribed textbook, however the following book is **recommended**. Copies will be held in the library.

Fuda, P. (2013). Leadership Transformed: How Ordinary Managers become Extraordinary Leaders London: Profile Books LTD

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Teaching and Learning Strategy

This unit builds on your previous learning within the Doctor of Physiotherapy. This unit encompasses an active learning approach where you will be expected to actively engage in enhancing your own learning experience. A blended learning and teaching strategy is implemented within this unit with online learning modules that will provide content and interactive learning activities to help students develop foundational knowledge for this unit. Modules will be complimented by workshops and seminars delivered by content experts that will help

students consolidate, extend and apply what they are learning. The teaching approach will be based on students developing a deep understanding of the principles and the ability to independently think critically and solve problems associated with physiotherapy practice. Workshops and seminar will focus on the development and application of technical skills as well as the exploration of case studies designed to promote high-level clinical reasoning. Small group academic mentorship sessions will provide students with the opportunity to work closely with teaching staff to further support and consolidate skills. Practical sessions will take place on-campus in authentic learning environments to optimally prepare students for their future clinical placements.

Unit organisation

This is a ten credit point unit. Overall, it is anticipated that you spend approximately 150 hours across the session on this unit. Within this session, 24 hours will be spent on practical activities including workshops, seminar and academic mentorship, while students will be expected to engage with flipped content and independent research for 36 hours. A further 90 hours is expected for completion of assessment tasks.

Unit Schedule

Further details can be found on the iLearn site

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.s.mq.edu.au\)](https://policies.s.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au)

[du.au](#)) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)

- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Changes from Previous Offering

This unit was last delivered in 2020 due to the impacts of COVID-19. Aligning with a return to campus, practical sessions will resume to face to face delivery.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable

your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.