



PHTY8103

Interprofessional Healthcare

Session 2, In person-scheduled-weekday, North Ryde 2023

Department of Health Sciences

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General Information

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Credit points

10

Prerequisites

Admission to DPT

Corequisites

Co-badged status

Unit description

This unit is integrated with Macquarie MD students in MEDI8105 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. This unit includes an integrated clinical component. Over the semester 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:

ULO1: Explain the key principles of person-centred healthcare and describe the respective roles, responsibilities and regulation of different health professionals in Australia (Capability 4: Professional)

ULO2: Describe the organisation and structure of healthcare delivery in Australia, and discuss the factors that promote safety and quality in healthcare services (Capability 3: Engaged Global Citizen)

ULO3: Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent (Capability 3: Engaged Global Citizen)

ULO4: Discuss the ethical principles that guide physiotherapy and medical practice and begin to distinguish between ethical and legal implication of physiotherapy and medical practice (Capability 4: Professional)

ULO5: 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 (Capability 3: Engaged Global Citizen)

ULO6: Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from their Community Clinical Placement. (Capability 2: Clinical Practitioner)

ULO7: Document health care in a manner that fulfils professional, medico-legal and institutional requirements (Capability 2: Clinical Practitioner)

ULO8: Explain how psychological, social and cultural issues affect the health of individuals and populations and how diversity can be respected within the context of evidence-based healthcare (Capability 3: Engaged Global Citizen)

ULO9: Participate effectively in classes and peer teams, by seeking and reflecting on feedback on own performances and generate strategies that optimise individual and team performance (Capability 4: 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 and 129).

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 an 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>Ethics Seminar</u>	30%	No	Week 6
<u>Community Clinical Placement handover report</u>	40%	No	Week 10 and 11
<u>Infographic</u>	30%	No	Week 13
<u>Community Clinical Placement log book</u>	0%	Yes	Week 14

Ethics Seminar

Assessment Type ¹: Presentation

Indicative Time on Task ²: 16 hours

Due: **Week 6**

Weighting: **30%**

In small groups, students will deliver a short presentation either for or against a health related ethical topic. Overall performance and capability aspects will be assessed.

On successful completion you will be able to:

- Explain the key principles of person-centred healthcare and describe the respective roles, responsibilities and regulation of different health professionals in Australia (Capability 4: Professional)
- Describe the organisation and structure of healthcare delivery in Australia, and discuss the factors that promote safety and quality in healthcare services (Capability 3: Engaged Global Citizen)
- Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent (Capability 3: Engaged Global Citizen)
- Discuss the ethical principles that guide physiotherapy and medical practice and begin to distinguish between ethical and legal implication of physiotherapy and medical practice (Capability 4: Professional)
- 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 (Capability 3: Engaged Global Citizen)
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how diversity can be respected within the context of evidence-based healthcare (Capability 3: Engaged Global Citizen)
- Participate effectively in classes and peer teams, by seeking and reflecting on feedback on own performances and generate strategies that optimise individual and team performance (Capability 4: Professional)

Community Clinical Placement handover report

Assessment Type ¹: Report

Indicative Time on Task ²: 15 hours

Due: **Week 10 and 11**

Weighting: **40%**

Students will submit a written clinical handover on their Community Clinical Placement and present this to their tutorial class. They will then provide a self-reflection on their handover. Overall performance and capability aspects will be assessed.

On successful completion you will be able to:

- Describe the organisation and structure of healthcare delivery in Australia, and discuss the factors that promote safety and quality in healthcare services (Capability 3: Engaged Global Citizen)
- Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent (Capability 3: Engaged Global Citizen)
- 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 (Capability 3: Engaged Global Citizen)
- Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from their Community Clinical Placement. (Capability 2: Clinical Practitioner)
- Document health care in a manner that fulfils professional, medico-legal and institutional requirements (Capability 2: Clinical Practitioner)
- Explain how psychological, social and cultural issues affect the health of individuals and populations and how diversity can be respected within the context of evidence-based healthcare (Capability 3: Engaged Global Citizen)
- Participate effectively in classes and peer teams, by seeking and reflecting on feedback on own performances and generate strategies that optimise individual and team performance (Capability 4: Professional)

Infographic

Assessment Type ¹: Poster

Indicative Time on Task ²: 15 hours

Due: **Week 13**

Weighting: **30%**

You will create an infographic based on your Community Clinical Placement. Overall performance and capability aspects will be assessed.

On successful completion you will be able to:

- Explain the key principles of person-centred healthcare and describe the respective roles, responsibilities and regulation of different health professionals in Australia (Capability 4: Professional)
- Describe the organisation and structure of healthcare delivery in Australia, and discuss the factors that promote safety and quality in healthcare services (Capability 3: Engaged Global Citizen)
- Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent (Capability 3: Engaged Global Citizen)
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Community Clinical Placement log book

Assessment Type 1: Log book

Indicative Time on Task ²: 8 hours

Due: **Week 14**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You will provide a detailed log book specifying your community clinical placement hours. Overall performance and generic capability aspect will be assessed.

On successful completion you will be able to:

- Explain the key principles of person-centred healthcare and describe the respective roles, responsibilities and regulation of different health professionals in Australia (Capability 4: Professional)
- Discuss the importance of cultural competency for health professionals and identify the knowledge, skills and attitudes needed to be culturally competent (Capability 3: Engaged Global Citizen)
- 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 (Capability 3: Engaged Global Citizen)
- Demonstrate effective communication and professional behaviour in accordance with ethical, legal and professional standards of care while observing, recording and monitoring volunteers from their Community Clinical Placement. (Capability 2: Clinical Practitioner)
- Document health care in a manner that fulfils professional, medico-legal and institutional requirements (Capability 2: Clinical Practitioner)
- Participate effectively in classes and peer teams, by seeking and reflecting on feedback on own performances and generate strategies that optimise individual and team performance (Capability 4: 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 community clinical placement activities. Details can be found on the iLearn site for this unit.

Recommended Readings

There are no specific unit materials or readings required for this unit. All required material will be provided via the iLearn site.

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 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 weekly online learning modules that will provide content and interactive quiz and case-based learning activities to help students develop foundational knowledge for this unit. These modules will be complimented by weekly on-campus practical sessions that will help students consolidate, extend and apply what they are learning each week. The teaching approach will be based on you developing a deep understanding of the principles and the ability to independently think critically and solve problems associated with physiotherapy practice. Practical sessions 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. 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. It is anticipated that you spend approximately 150 hours across the session on this unit. This includes 35 hours allocated to community clinical placement activities.

Consultation with staff

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

Unit Schedule

Detailed information pertaining to the unit schedule can be found on iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.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>) 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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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

The weighting of the ethics seminar was reduced (from 40% to 30%) to allow greater weighting for the Community Clinical Placement Handover report (from 30% to 40%).

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 (and when on external/clinical placement representing Macquarie University) 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, including when on external/clinical placement activities.

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 and external/clinical educators 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 or community clinical placement. When on your community clinical placement please contribute to the healthcare/workplace team appropriately, treat all patients, other members of the healthcare/workplace team and your fellow students with the utmost respect.

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.