



# PHTY8203

## Reflective Practice and Professional Development

Session 2, In person-placement, On location 2024

*Department of Health Sciences*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	8
<u>Policies and Procedures</u>	9
<u>Inclusion and Diversity</u>	10
<u>Professionalism</u>	11

#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

Kate Bellamy

[kate.bellamy@mq.edu.au](mailto:kate.bellamy@mq.edu.au)

Contact via Email

75 Talavera Road, Level 5

Email for appointment

Lecturer

Rebecca Bevan

[rebecca.bevan@mq.edu.au](mailto:rebecca.bevan@mq.edu.au)

Contact via Email

75 Talavera Road, Level 5

Email for appointment

Lecturer

Vidya Lawton

[vidya.lawton@mq.edu.au](mailto:vidya.lawton@mq.edu.au)

Contact via Email

75 Talavera Road, Level 5

Email for appointment

Lecturer

Kate Moss

[kate.moss@mq.edu.au](mailto:kate.moss@mq.edu.au)

Contact via Email

75 Talavera Road, Level 5

Email for appointment

Credit points

10

Prerequisites

(PHTY805 or PHTY8105) and (PHTY806 or PHTY8106) and (PHTY807 or PHTY8107) and (MEDI912 or MEDI8102 or PHTY804 or PHTY8104)

Corequisites

(PHTY8200) and (PHTY8201) and (PHTY8202)

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, you will examine and reflect on interprofessional practice in Australian health care. You will also develop strategies for self-management and lifelong development within the physiotherapy profession. You will be required to complete a professional development blog based on your 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:

- ULO1:** Apply the philosophy and theory of reflective practice and professional development using various tools, including observational records, narratives, critical incidents, case studies and diaries. (Professional)
- ULO2:** Work independently and collaboratively to enhance self and peer learning, while adhering to ethical, professional, privacy and confidentiality requirements. (Professional)
- ULO3:** 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. (Professional)
- ULO4:** Translate reflections on physiotherapy practice to develop plans to address identified gaps in professional knowledge, skills, practice and/or experience, both as an independent practitioner and as a member of a multidisciplinary team. (Professional)
- ULO5:** Identify and discuss emerging professional interests, and strategies for optimising performance and achieving professional goals. (Professional)
- ULO6:** Apply strategies for optimising professional performance and provide evidence of clinical and professional skill development. (Professional)

## General Assessment Information

### Grading of Assessments

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](#).

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 threshold (P-) – 50%
- Fail (F) – 40%

Submission of an incomplete assessment task or submission of an assessment task that is not a serious attempt may result in the Fail (F) grade to be awarded a numerical grade below 40%.

Further details for each assessment task will be available on iLearn, including marking rubrics.

You will be awarded an Assessment Grade 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 the Assessment Policy.

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.

### 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Professional Development Blog 1</a>	25%	No	2024-09-01
<a href="#">Professional Development Blog 2</a>	25%	No	2024-10-06
<a href="#">Professional Development Blog 3</a>	25%	No	2024-11-10
<a href="#">Online discussion forum</a>	25%	No	Continuous, weeks 1-4 while on placement

### Professional Development Blog 1

Assessment Type <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **2024-09-01**

Weighting: **25%**

You will compile a portfolio of blog posts outlining your process of clinical and professional skill development, including evidence of your attainment of skill or process of skill development.

On successful completion you will be able to:

- Apply the philosophy and theory of reflective practice and professional development using various tools, including observational records, narratives, critical incidents, case studies and diaries. (Professional)
- Work independently and collaboratively to enhance self and peer learning, while adhering to ethical, professional, privacy and confidentiality requirements. (Professional)
- 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. (Professional)
- Translate reflections on physiotherapy practice to develop plans to address identified gaps in professional knowledge, skills, practice and/or experience, both as an independent practitioner and as a member of a multidisciplinary team. (Professional)

- Identify and discuss emerging professional interests, and strategies for optimising performance and achieving professional goals. (Professional)
- Apply strategies for optimising professional performance and provide evidence of clinical and professional skill development. (Professional)

## Professional Development Blog 2

Assessment Type <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **2024-10-06**

Weighting: **25%**

You will continue a portfolio of blog posts outlining your process of clinical and professional skill development, including evidence of your attainment of skill or process of skill development.

On successful completion you will be able to:

- Apply the philosophy and theory of reflective practice and professional development using various tools, including observational records, narratives, critical incidents, case studies and diaries. (Professional)
- Work independently and collaboratively to enhance self and peer learning, while adhering to ethical, professional, privacy and confidentiality requirements. (Professional)
- 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. (Professional)
- Translate reflections on physiotherapy practice to develop plans to address identified gaps in professional knowledge, skills, practice and/or experience, both as an independent practitioner and as a member of a multidisciplinary team. (Professional)
- Identify and discuss emerging professional interests, and strategies for optimising performance and achieving professional goals. (Professional)
- Apply strategies for optimising professional performance and provide evidence of clinical and professional skill development. (Professional)

## Professional Development Blog 3

Assessment Type <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **2024-11-10**

Weighting: **25%**

You will continue a portfolio of blog posts outlining your process of clinical and professional skill development, including evidence of your attainment of skill or process of skill development.

On successful completion you will be able to:

- Apply the philosophy and theory of reflective practice and professional development using various tools, including observational records, narratives, critical incidents, case studies and diaries. (Professional)
- Work independently and collaboratively to enhance self and peer learning, while adhering to ethical, professional, privacy and confidentiality requirements. (Professional)
- 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. (Professional)
- Translate reflections on physiotherapy practice to develop plans to address identified gaps in professional knowledge, skills, practice and/or experience, both as an independent practitioner and as a member of a multidisciplinary team. (Professional)
- Identify and discuss emerging professional interests, and strategies for optimising performance and achieving professional goals. (Professional)
- Apply strategies for optimising professional performance and provide evidence of clinical and professional skill development. (Professional)

## Online discussion forum

Assessment Type <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Continuous, weeks 1-4 while on placement**

Weighting: **25%**

You will be required to participate in online discussion forums related to your observations and experiences while on clinical placement, displaying engagement and critical thinking, whilst also upholding standards of ethical and professional behaviour, as well as privacy and confidentiality requirements.

On successful completion you will be able to:

- Apply the philosophy and theory of reflective practice and professional development using various tools, including observational records, narratives, critical incidents, case

studies and diaries. (Professional)

- Work independently and collaboratively to enhance self and peer learning, while adhering to ethical, professional, privacy and confidentiality requirements. (Professional)
- Identify and discuss emerging professional interests, and strategies for optimising performance and achieving professional goals. (Professional)

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<sup>1</sup> 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.

<sup>2</sup> 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 learning activities, including; readings, online modules, forums and blogs. Details can be found on the iLearn site for this unit.

### Recommended Readings

Mann K, Gordon J, MacLeod A.(2009) Reflection and reflective practice in health professions education: a systematic review. *Adv Health Sci Educ Theory Pract*. 2009 Oct;14(4):595-621. Epub 2007 Nov 23. Review.

Wald HS, Borkan JM, Taylor JS, Anthony D, Reis SP (2012). Fostering and evaluating reflective capacity in medical education: developing the REFLECT rubric for assessing reflective writing. *Acad Med.*;87(1):41-50.

Donaghy, M., & Morss, K. (2007). An evaluation of a framework for facilitating and assessing physiotherapy students' reflection on practice. *Physiotherapy Theory and Practice*, 23(2), 83-94.

Constantinou M &, Kuys SS (2013). Physiotherapy students find guided journals useful to develop reflective thinking and practice during their first clinical placement: a qualitative study. *Physiotherapy* 99(1) 49-55.

Jones E.J., Hammond J.A., Beaudoin J-P, (2010). Clinically-based learning portfolios In *Innovations In Allied health Fieldwork Education; A Critical Appraisal*. Chapt 12. pp131-140. Eds.McAllister L, Paterson M., Higgs J., Bithell C. Sense Publishers. Rotterdam.

### 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.

## 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 [connect.mq.edu.au](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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 the [Service Connect Portal](#), 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/](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.

## 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. This expectation remains for activities undertaken on campus and online.

## 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 participate in all learning activities. 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.

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 treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

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Unit information based on version 2024.03 of the [Handbook](#)