



ALLH11001 *Introduction to Allied Health Practice*

Term 1 - 2017

Profile information current as at 29/04/2024 06:31 am

All details in this unit profile for ALLH11001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

On successful completion of this unit students will be able to define the role of the allied health professional and their practice contexts. Additionally, this unit will provide students with foundation knowledge about the impact of living with an illness, injury or disability as it relates to physical, emotional and social functioning. Students will learn about the pragmatic and emotional adaptation processes involved. Students will be introduced to the use of an internationally accepted health care model which facilitates participation in wider society. Students will learn principles underlying effective communication skills required in a health care setting.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Rockhampton
- Sydney

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Written Assessment**

Weighting: 20%

3. **Examination**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback on 'Have your Say'

Feedback

The deadline for online posts was not always clear

Recommendation

The deadline for each online post will be included in the forum heading.

Action

The deadlines for each assessments were discussed in forum posts and headings.

Feedback from Student feedback on 'Have your Say' and student emails

Feedback

There was too much material to cover in the course

Recommendation

All course material and the course schedule will be reviewed.

Action

The course material was reviewed and some readings removed.

Unit Learning Outcomes

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

1. Define the varied roles, characteristics and scope of practice of a health professional.
2. Describe the communication skills required to promote client-centred and culturally sensitive interaction in health care settings.
3. Use the International Classification of Function to describe the lived experience of a person with a disability, illness or injury.
4. Understand the relevant legal and ethical framework that support safe practice.

Not applicable

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•	•	•
2 - Written Assessment - 20%	•		•	•
3 - Examination - 40%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•	•	•
3 - Critical Thinking		•	•	•
4 - Information Literacy	•	•		•
5 - Team Work		•	•	•
6 - Information Technology Competence		•		•
7 - Cross Cultural Competence		•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•	•	•	•		•	•	•		
2 - Written Assessment - 20%	•	•	•	•		•	•	•		
3 - Examination - 40%	•	•	•				•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Julie Mann Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to allied health practice and health care frameworks	Shut Out: The experiences of people with disabilities and their families in Australia (2014)	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Allied health practice contexts and professional characteristics	Freeman & Rogers (2010) Allied Health Professions Australia website	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
ICF - Functional impacts	Queensland Government 'A Way with Words' (2012) Young (2014) (audiovisual)	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
ICF - Emotional impacts	Jones & Creedy (2012) Transitions in Chronic Illness Ames (2014) (audiovisual)	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
ICF - Social impacts	Access Economics (2010) Caring Stories (2013)	Written Assessment Due: Week 5 Friday (7 Apr 2017) 11:45 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Health and practice in rural and remote contexts	Thomas & Clark (2007) Australian Institute of Health and Welfare (2015)	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Cultural diversity in practice and the workplace	Multicultural Clinical Support Resource Hampton & Toombs (2013)	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Communication in allied health practice	Bolstad (2011) Ajjawi, Higgs & McAllister (2008) Pistorius (2015) (audiovisual)	
Week 9 - 08 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Team Work	Cioffie, Wilkes, Cummings, Warne & Harrison (2010) Bonebright (2010) Gawande (2012) (audiovisual)	
Week 10 - 15 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Ethical practice and legislation in Australia	Savage (2011)	
Week 11 - 22 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Unconscious Bias		
Week 12 - 29 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Review	Review	
Review/Exam Week - 05 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 12 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

The aim of this assessment is for you to consider and explore the barriers experienced by people with a disability in everyday situations. While physical barriers may seem to be the most obvious barriers, the World Health Organization's International Classification of Functioning (ICF) refers to contextual factors that create further barriers for people with disabilities. For this assessment you are required to discuss three different physical barriers that may be experienced by a person with a physical disability and how these physical barriers then flow on to create barriers in a personal context (for example, lack of wheelchair access to retail outlets may lead to social isolation and lack of independence).

Product

You are required to submit a paper outlining:

- A brief explanation of the ICF and how it relates to the experiences of people with a disability.
- Three physical barriers that may be experienced by a person with a physical disability.
- How these barriers are not only physical barriers but would also create personal barriers.

Wordage

Your paper will be approximately 1200 (+/- 10%)

Presentation

This assessment can be with an essay or a report. It will need to be referenced appropriately (APA style).

Assessment Due Date

Week 5 Friday (7 Apr 2017) 11:45 pm AEST

Return Date to Students

Week 7 Friday (28 Apr 2017)

Weighting

40%

Assessment Criteria

Detailed description of the International Classification of Functioning.

Description of three physical barriers that may be experienced by people with a disability.

Analysis of contextual factors that may create barriers for a person with a disability.

Spelling and grammar (Macquarie).

Appropriate referencing (APA).

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Define the varied roles, characteristics and scope of practice of a health professional.
- Describe the communication skills required to promote client-centred and culturally sensitive interaction in health care settings.
- Use the International Classification of Function to describe the lived experience of a person with a disability, illness or injury.
- Understand the relevant legal and ethical framework that support safe practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Written Assessment

Assessment Type

Written Assessment

Task Description

This assessment consists of two questions that will be responded to in discussion forums on the course website. The questions will encourage you to develop foundational knowledge and skills, and demonstrate an understanding of the information presented. This will provide you with an opportunity for ongoing engagement with the course and demonstrate that you possess knowledge of the topics presented.

Product

In weeks 4, 6, 8 and 10 there will be a question posted to the course website, you are required to respond to TWO of these questions as an online post. Each question will be 'open' for TWO WEEKS at the end of the two week period the question will 'close' and no further submissions will be accepted.

You are expected to demonstrate that you have read wider than the course materials and cite from a range of books and articles.

Each post is worth a total of 10%.

Presentation

Formal online posts are considered academic pieces of work and as such should follow normal academic conventions with regard to presentation. Posts must contain in-text citations and a reference list.

Assessment Due Date

Ongoing

Return Date to Students

Ongoing

Weighting

20%

Assessment Criteria

Marking rubrics will be available for each individual question will be made available on the course website.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Define the varied roles, characteristics and scope of practice of a health professional.
- Use the International Classification of Function to describe the lived experience of a person with a disability, illness or injury.
- Understand the relevant legal and ethical framework that support safe practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

40%

Length

180 minutes

Exam Conditions

Closed Book.

Materials

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem