



# ALLH11001 Introduction to Allied Health Practice

## Term 1 - 2021

Profile information current as at 25/04/2024 12:56 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 you will be able to define the role of an Allied Health professional, and outline the importance of Allied Health professionals in delivering primary health care within Australia. This unit will outline the health status of various Australian populations, provide you with foundation knowledge about the health care services and insurance schemes available, and bring awareness to the biopsychosocial impacts of living with an illness, injury or disability. In this regard, you will gain an introductory skillset in the use of The International Classification of Functioning, Disability and Health, applying this classification to various case studies across the semester.

### 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 - 2021

- Online
- Rockhampton

### 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. Case Study**

Weighting: 50%

#### **2. Presentation**

Weighting: 50%

#### **3. Electronic Focused Interactive Learning (eFIL)**

Weighting: Pass/Fail

### 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 'Have your Say' survey

##### **Feedback**

The tutorials with guest speakers and specifically selected TED talks are interesting and insightful, and complement the unit material.

##### **Recommendation**

It is recommended that this unit continues to utilise guest speakers from industry. This exposure provides great insight to the demand and tasks of each of the allied health disciplines in these areas. It is also recommended that a variety of supplementary media and resources are used to cater for students with different learning preferences.

#### Feedback from Student 'Have your Say' survey

##### **Feedback**

The written assignment is enlightening for students, allowing investigation of how varying allied health professions can assist vulnerable people/populations in Australia.

##### **Recommendation**

It is recommended that this unit, as a first-year unit to a variety of allied health disciplines, continues to implement authentic assessment that provides opportunities for students to explore their allied health disciplines early in their studies, as well as investigate the importance and application of inter-disciplinary practice.

#### Feedback from Heads of Courses emails

##### **Feedback**

The collegial and transparent approach to content and assessment development in this unit is valued by Heads of Courses from Allied Health disciplines that take this unit

##### **Recommendation**

It is recommended that Heads of Courses from the Allied Health disciplines that take this unit continue to be consulted on significant changes to assessment and content, to ensure this unit remains pertinent to every Allied Health discipline.

#### Feedback from Student emails

##### **Feedback**

The detailed feedback on assessment tasks and personalised emails to students assist in consolidating learning and improving student engagement.

##### **Recommendation**

It is recommended that detailed feedback continue to be provided on written assessment tasks, and student support via personalised communications continue as students find these aspects beneficial to their learning and unit engagement.

## 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 Allied Health professionals in Australia
2. Describe the communication skills required to promote client-centred and culturally sensitive interaction in a health care setting
3. Use The International Classification of Functioning, Disability and Health to describe the lived experience of a person with a disability, injury or illness
4. Explain the relevant legal and ethical framework that support safe health care practice
5. Demonstrate knowledge of fundamental allied health concepts.

N/A

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Case Study - 50%	•	•	•		•
2 - Presentation - 50%	•		•	•	•
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•	•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Case Study - 50%	•	•	•	•		•	•			
2 - Presentation - 50%	•	•	•	•		•	•	•		
3 - Electronic Focused Interactive Learning (eFIL) - 0%	•	•	•	•		•	•	•		

## 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)
- Zoom (both microphone and webcam capability)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Thomas Doering** Unit Coordinator

[t.doering@cqu.edu.au](mailto:t.doering@cqu.edu.au)

## Schedule

<b>Week 1: What is health? - 08 Mar 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 2: Australia's health: What are our biggest health concerns? - 15 Mar 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 3: The International Classification of Functioning, Disability and Health (ICF) - 22 Mar 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 4: Person-centred care and communication - 29 Mar 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 5: Australia's health care system and team care - 05 Apr 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Vacation Week - 12 Apr 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6: Health for all and Primary health care - 19 Apr 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Case Study Analysis Due: Week 6 Monday (19 Apr 2021) 9:00 am AEST</b>		
<b>Week 7: Vulnerable populations - Part 1 - 26 Apr 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 8: Vulnerable populations - Part 2 - 03 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 9: Cultural diversity in health care - Part 1 - 10 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 10: Cultural diversity in health care - Part 2 - 17 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 11: Ethical practice in health care - 24 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 12: No new content - 31 May 2021</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Oral Presentation Due: Week 12 Friday (4 June 2021) 9:00 am AEST</b>		
<b>Electronic focussed interactive learning activities Due: Week 12 Friday (4 June 2021) 9:00 am AEST</b>		

## Term Specific Information

This unit consists of weekly lectorials and tutorials.

The lectorials involve a series of pre-recorded lectures, broken up by various practical and applied activities (also referred to as electronic focused interactive learning (eFIL) activities), designed to further enhance your understanding of important theoretical content and concepts. The lectorials are available at least two weeks in advance via the ALLH11001 Introduction to Allied Health Practice Moodle page, and can be completed in your own time. However, it is an expectation that you complete all of the lectorial materials prior to attending the tutorial each week.

The tutorials involve a live face-to-face session, delivered in person-via the Rockhampton North Campus, and also streamed live via Zoom for all other students wishing to participate. These tutorials are designed to provide real world worked examples relevant to the theoretical content and concepts. They provide further authentic learning experiences, thought provoking discussion and are designed to support all learning styles through fun, engaging and interactive activities. Whilst all students are encouraged to attend the tutorials, they will be recorded and made readily available within three (3) working days, via the ALLH11001 Introduction to Allied Health Practice Moodle page. The link to access the weekly tutorials is also accessible via the ALLH11001 Introduction to Allied Health Practice Moodle page. You can download Zoom and create an account via your MyCQU Student Portal Homepage: <https://my.cqu.edu.au/support> under the IT HELP section.

## Assessment Tasks

### 1 Case Study Analysis

#### Assessment Type

Case Study

#### Task Description

For this task, you are required to:

- Choose one (1) of the three (3) provided case studies
- Undertake a generic health analysis by applying the International Classification of Function, Health and Disease (ICF)
- Discuss the impacted social determinants of health, and how these factors may negatively impact (lead to poor) health outcomes

Please refer to the ALLH11001 Introduction to Allied Health Practice Moodle page for additional information, including a detailed task description.

#### Assessment Due Date

Week 6 Monday (19 Apr 2021) 9:00 am AEST

#### Return Date to Students

Week 8 Monday (3 May 2021)

NOTE: If your assessment is not submitted in accordance with the due date, grades and feedback will be returned two weeks after submission date.

#### Weighting

50%

#### Assessment Criteria

For this task, you will be graded against the following criteria:

- Implement The International Classification of Functioning, Disability and Health (ICF)
- Identify and discuss compromised social determinants of health
- Describe strategies to promote comprehensive primary health care
- Academic writing
- Support your case study analysis with appropriate referencing throughout, in accordance with APA referencing requirements

Total weighing of this task: 50% of overall grade

Please refer to the ALLH11001 Introduction to Allied Health Practice Moodle page for additional information, including a detailed criteria sheet.

## **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## **Submission**

Online

### **Submission Instructions**

Your submission must be uploaded as a single word file (doc. or docx. format) via the ALLH11001 Introduction to Allied Health Practice Moodle page. Ensure that you upload the correct document and that you complete the submission process in its entirety, as late submissions are penalised.

### **Learning Outcomes Assessed**

- Define the varied roles, characteristics and scope of practice of Allied Health professionals in Australia
- Describe the communication skills required to promote client-centred and culturally sensitive interaction in a health care setting
- Use The International Classification of Functioning, Disability and Health to describe the lived experience of a person with a disability, injury or illness
- Demonstrate knowledge of fundamental allied health concepts.

### **Graduate Attributes**

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

## **2 Oral Presentation**

### **Assessment Type**

Presentation

### **Task Description**

For this task, you are required to:

- Build upon your health analysis carried out in Assessment Task 1
- Conduct a discipline specific analysis on the same case study, and discuss from your future allied health profession's perspective, how you might assist the client with reference to specific evidence-based practice
- Identify the interdisciplinary team, and discuss in more detail how one other allied health profession may also assist the client
- Present a pre-recorded Zoom presentation, using audio, visual and a PowerPoint presentation

Please refer to the ALLH11001 Introduction to Allied Health Practice Moodle page for additional information, including a detailed task description.

### **Assessment Due Date**

Week 12 Friday (4 June 2021) 9:00 am AEST

### **Return Date to Students**

Exam Week Friday (18 June 2021)

NOTE: If your assessment is not submitted in accordance with the due date, grades and feedback will be returned two weeks after submission date.

### **Weighting**

50%

### **Assessment Criteria**

For this task, you will be graded against the following criteria:

- Implement The International Classification of Functioning, Disability and Health (ICF)
- Describe the roles and scope of practice of various allied health professionals
- Identify evidence-based intervention/s
- Identify compromised social determinants of health and describe strategies to promote comprehensive and person-centred care ethically within an interdisciplinary team

- Use effective presentation skills to engage your audience
- Support your presentation with appropriate referencing throughout, in accordance with APA referencing requirements

Total weighing of this task: 50% of overall grade

Please refer to the ALLH11001 Introduction to Allied Health Practice Moodle page for additional information, including a detailed criteria sheet.

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Your submission must be uploaded as a single MP4 file via the ALLH11001 Introduction to Allied Health Practice Moodle page. Ensure that you upload the correct file and that you complete the submission process in its entirety, as late submissions are penalised.

### **Learning Outcomes Assessed**

- Define the varied roles, characteristics and scope of practice of Allied Health professionals in Australia
- Use The International Classification of Functioning, Disability and Health to describe the lived experience of a person with a disability, injury or illness
- Explain the relevant legal and ethical framework that support safe health care practice
- Demonstrate knowledge of fundamental allied health concepts.

### **Graduate Attributes**

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

## **3 Electronic focussed interactive learning activities**

### **Assessment Type**

Electronic Focused Interactive Learning (eFIL)

### **Task Description**

As part of this unit, you are required to engage with interactive, online content to support your learning. This content is referred to as electric focused interactive learning (eFIL). eFIL refers to any activities included on your Moodle page in relation to course content. This may include (but is not limited to):

- H5P interactive learning activities
- Discussion forums
- Tasks set by your lecturer requiring you to email or upload content including work samples or videos
- Surveys
- Moodle Quizzes

You may complete your eFIL activities at any time throughout the term prior to the Due Date in Week 12 (Friday 4th June 2021 @ 9.00am AEST). In fact, we strongly encourage you to complete the eFIL activities as you work through your weekly content, as they are designed to support the content and therefore assist in scaffolding your learning.

### **Assessment Due Date**

Week 12 Friday (4 June 2021) 9:00 am AEST

### **Return Date to Students**

Relevant feedback is provided upon the successful completion of each activity.

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

This is a must pass assessment task. You must pass each of these two requirements outlined in the Assessment Criteria

to pass this assessment task and therefore be eligible to pass this unit.

### **Assessment Criteria**

There are two requirements to pass this assessment task:

1. You must complete a minimum of 80% of the eFIL activities. An activity will be considered 'complete', when it has met the task requirements set for the individual activity (e.g., completion of a H5P activity, meeting activity instructions and guidelines such as posting a reflection in the discussion forum) to a satisfactory standard.

2. You must complete 100% of the 'End of Lectorial' Moodle Quizzes and must receive a mark of 100% on each quiz. You may re-attempt each quiz as many times as you need to achieve the minimum grade of 100%. Your 'End of Lectorial' Moodle quiz will appear on your Moodle page, in the appropriate week, as the final activity.

This is a must pass assessment task (i.e., you must pass each of these two requirements to pass this assessment task and therefore be eligible to pass this unit).

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Complete all eFIL activities via the ALLH11001 Introduction to Allied Health Practice Moodle Page.

### **Learning Outcomes Assessed**

- Define the varied roles, characteristics and scope of practice of Allied Health professionals in Australia
- Describe the communication skills required to promote client-centred and culturally sensitive interaction in a health care setting
- Use The International Classification of Functioning, Disability and Health to describe the lived experience of a person with a disability, injury or illness
- Explain the relevant legal and ethical framework that support safe health care practice
- Demonstrate knowledge of fundamental allied health concepts.

### **Graduate Attributes**

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

# 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