



ALLH11001 *Introduction to Allied Health Practice*

Term 1 - 2022

Profile information current as at 05/07/2022 05:07 pm

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 - 2022

- 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: 40%

2. **Presentation**

Weighting: 40%

3. **Online Quiz(zes)**

Weighting: 20%

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 'My Experience' feedback

Feedback

The well organised Moodle page and logical flow of short lecture videos interspersed with activities made the content easier for students to manage, retain and review as required. Weekly quizzes enabled students to test their knowledge before moving to the next week.

Recommendation

It is recommended that this unit continues to utilise short lecture videos interspersed with activities, in a logical manner. It is also recommended that weekly quizzes are retained so that students can test their knowledge on weekly concepts.

Feedback from 'Have your Say' Survey

Feedback

The use of case studies within assessment tasks were an engaging way for students to translate knowledge gained within the unit to 'real-world' scenarios.

Recommendation

It is recommended that this unit continues to utilise case studies within assessment tasks, to provide students with an authentic learning and assessment experience.

Feedback from Student email

Feedback

Fortnightly email contact with students enabled free flowing communication throughout the term, and enables students to raise more personal concerns relating to the unit in a timely manner.

Recommendation

It is recommended that this unit continues to make fortnightly contact with students to improve communication between students and teaching staff.

Feedback from 'Have your Say' Survey

Feedback

The requirements for the eFIL assessment task was confusing for students.

Recommendation

It is recommended that this unit remove the eFIL assessment task, given the operational issues surrounding the use of H5P activities. Instead, it is recommended that this assessment task be replaced with weekly online content quizzes.

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 - 40% | • | • | • | | • |
| 2 - Presentation - 40% | • | | • | • | • |
| 3 - Online Quiz(zes) - 20% | • | • | • | • | • |

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 | | | | | |

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

Schedule

Week 1 - What is health? - 07 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 2 - Australia's health: What are our biggest health concerns? - 14 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 3 - The International Classification of Functioning, Disability and Health (ICF) - 21 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 4 - Person-centred care and communication - 28 Mar 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 5 - Australia's health care system and team care - 04 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Case Study Analysis Due: Week 5
Friday (8 Apr 2022) 5:00 pm AEST

Break/Vacation Week - 11 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - Health for all and Primary health care - 18 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Online Quiz 1 Due: Week 6 Friday (22
April 2022) 5:00 pm AEST

Week 7 - Vulnerable populations: Part 1 - 25 Apr 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 8 - Vulnerable populations: Part 2 - 02 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 9 - Cultural diversity in health care: Part 1 - 09 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 10 - Cultural diversity in health care: Part 2 - 16 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 11 - Ethical practice in health care - 23 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 12 - Q&A (No new content) - 30 May 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Online Quiz 2 Due: Week 12 Friday (3
June 2022) 5:00 pm AEST

Oral Presentation Due: Week 12
Friday (3 June 2022) 5:00 pm AEST

Assessment Tasks

1 Case Study Analysis

Assessment Type

Case Study

Task Description

For this task, you are required to:

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

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

Assessment Due Date

Week 5 Friday (8 Apr 2022) 5:00 pm AEST

Return Date to Students

Week 7 Friday (29 Apr 2022)

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

40%

Minimum mark or grade

50%

Assessment Criteria

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

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

Total weighing of this task: 40% of overall grade. **This assessment task has a minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit overall.**

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.

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 health profession's perspective, how you might assist the client with reference to specific evidence-based intervention/s
- Identify/discuss the interdisciplinary team
- 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 (3 June 2022) 5:00 pm AEST

Return Date to Students

Exam Week Friday (17 June 2022)

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

40%

Minimum mark or grade

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: 40% of overall grade. **This assessment task has a minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit overall.**

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. Alternatively, you may submit a single word file (doc. or docx. format) with the link to your recorded presentation. 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.

3 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

For this task, you are required to demonstrate knowledge and understanding of important content delivered throughout the term by completing two online content quizzes in the allocated timeframes, as detailed below:

Quiz 1 - This quiz will assess content covered during weeks 1 - 5: Due Week 6, Friday 22nd April, 5:00 pm AEST

Quiz 2 - This quiz will assess content covered during weeks 6 - 11: Due Week 12, Friday 3rd June, 5:00 pm AEST

Each quiz will open two (2) weeks prior to the due date, as listed above.

You should engage with ALL learning materials and resources available on the ALLH11001 Introduction to Allied Health

Practice Moodle page prior to attempting these quizzes. Please refer to the ALLH11001 Introduction to Allied Health

Practice Moodle page for additional information, including a detailed task description.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Please refer to the Task Description section above. You will complete your online content quizzes via the ALLH11001 Introduction to Allied Health Practice Moodle page.

Return Date to Students

You will receive an immediate mark upon the completion of each quiz. However, no other information will be provided until the quiz is closed for all students.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

Students are required to answer 40 multiple choice or true/false questions per quiz, and will be allocated 60 minutes to complete each quiz.

Total weighing of this task: 20% of overall grade. **This assessment task has a combined (cumulative score from Quiz 1 and Quiz 2) minimum pass mark of 50%. Thus, you must pass this assessment task to be eligible to pass the unit overall.**

Please refer to the ALLH11001 Introduction to Allied Health Practice Moodle page for additional information.

Referencing Style

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

Submission

Online

Submission Instructions

You will complete your online content quizzes 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.

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