MEDI11004 *Professional Practice*
Term 3 - 2017

All details in this unit profile for MEDI11004 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
Students learn to interact effectively with clients and peers through an understanding of professional and interprofessional relationships. This unit provides an overview of the social, legal and ethical issues that impact on the experience of illness, equity of health care and best practice. It contextualises therapeutic communication and collaborative teamwork skills and introduces the student to evidence based practice, reflective practice and decision making in the health professions.

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 3 - 2017

- Distance

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. **Group Work**
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

Feedback

' The time given for the exam was not enough and 3 hour would have been more appropriate'. "More exam time would be helpful because I felt like I was frantically writing to answer all the questions within the time"

Recommendation

This is the first time the exam was in this format. Although many students finished, several cited not enough time. ? Increase the time allowed for exam from 90 mins to 2 hours.

Unit Learning Outcomes

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

1. Collaborate with health care students demonstrating an understanding of professional and interprofessional relationships.
2. Describe the principles underlying effective communication skills in health care settings demonstrating cultural sensitivity.
3. Reflect on experiences to enhance your own personal and professional development.
4. Apply knowledge of evidence-based practice to gather information effectively.
5. Apply knowledge of legal and ethical issues that impact the provision of health care and best practice.
6. Describe the impact of social determinants, disability and culture on the experience of illness and access to health care for Indigenous and non-Indigenous Australians.
7. Identify national and international health reform initiatives to improve the quality and equity of health care.
8. Explain the concept of quality patient care and inclusive decision-making in the health professions.

This is a core unit for many of the allied health courses which are subject to external accreditation by a range of professional and regulatory bodies. It introduces a range of concepts and professional competencies at a foundational level.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ○ Introductory Level | ○ Intermediate Level | ○ Graduate Level | ○ Professional Level | ○ Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Group Work - 40%	●		●	●		●	●	
2 - Written Assessment - 20%		●	●	●	●			
3 - Examination - 40%		●			●	●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes | **Learning Outcomes**

Graduate Attributes	1	2	3	4	5	6	7	8
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 - Group Work - 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)
- Zoom meeting access

Referencing Style

All submissions for this unit must use the referencing styles below:

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

For further information, see the Assessment Tasks.

Teaching Contacts

Linden Williams Unit Coordinator
l.williams@cqu.edu.au

Schedule

Week 1 - 06 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 1 - The professional and reflective practice	CRO - Clinical & Fieldwork Placement in the Health Professions by K. Stagnitti Chapter 3: Becoming a reflective practitioner, p 31-42	1 hour tutorial

Week 2 - 13 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 2 -Teamwork and interprofessional collaborative care	CRO - Being interprofessional by M. Hammick Chap 3: Learning and working in teams, p 38- 60	

Week 3 - 20 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 3 - Health and illness: Conceptual understanding	CRO - Indigenous Australians and Health: The wombat in the room by R. Hampton and M. Toombs Chap 4: Indigenous Australian concepts of health and well-being, p 73-86	1 hour tutorial

Week 4 - 27 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 4 -The determinants of health and Illness	CRO - Indigenous Australians and Health: The wombat in the room by R. Hampton and M. Toombs Chap 5: Indigenous access to health and health services, p 93-110	You will be assigned to your group this week

Vacation Week - 04 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 11 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 5 - Cultural issues in health care provision	ebook - Cultural Awareness in Nursing and Health Care by K. Holland & C. Hogg. Chap 5: Cultural Awareness, p 63-77 Working with older Aboriginal and Torres Strait Islander people An introduction to Aboriginal and Torres Strait Islander health cultural protocols and perspectives, p 25-38.	1 hour tutorial Groups should make plans for first 'meeting'.

Week 6 - 18 Dec 2017

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 6 - Disability access	A Way with Words: Department of Communities CRO - Health Care and Public Policy: An Australian Analysis by G. Palmer & S. Short Chap 9: Health services for disadvantaged groups, p 320-324 NDIS: In context by Marlene Butteriss	Self and Peer Assessment (1) due

Week 7 - 01 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 7 - Therapeutic communication in health practice	CRO - Transforming Communication by R. Bolstad Chap 3: The context of communication, p 47-71 Communicating Positively: A guide to appropriate Aboriginal terminology	1 hour tutorial

Week 8 - 08 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Time for assessment completion		Individual Work on Health Initiatives due Monday 8/1/18 Group Work on Health Initiatives due Friday 12/1/18 **Individual and Group Work on Health Initiatives** Due: Week 8 Friday (12 Jan 2018) 11:45 pm AEST

Week 9 - 15 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 8 - Ethics in health practice	ebook - Ethics in Clinical Practice edited by G. Hawley Chap 10: Making decisions that are ethical, p 214-241	1 hour tutorial Self and Peer Assessment (2) due

Week 10 - 22 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 9 - Disclosure and consent to treatment	CRO - Legal Issues for Nursing Students by P. Savage. Chap 4: Consent: Legal principles and practice considerations, p 48-64	

Week 11 - 29 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Study guide chapter 10 - Leadership, change and decision making in health practice	CRO - Understanding influence for leaders at all levels Australian Institute of Management, p 77-85, 188, 250-251	**Reflective Report on Group Work** Due: Week 11 Friday (2 Feb 2018) 11:45 pm AEST

Week 12 - 05 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
Revision and examination technique		1 hour tutorial

Review/Exam Week - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Final Exam

Assessment Tasks

1 Individual and Group Work on Health Initiatives

Assessment Type
Group Work

Task Description
This introduces you to interprofessional collaboration and team work whilst learning more about the subject material. By week 4 you will have become aware that there is lack of equity in terms of access to healthcare and health outcomes for those in rural areas and especially the sub groups (e.g. migrant families and those with disabilities) within that community. This is the basis of this assessment task. By identifying a rural community by location and population, you will work on this assessment item both individually and as a group.
You have the role of investigating what the problems are within a particular community (causative factors), and identify initiatives which could be used to improve the situation.
The federal government has indicated issues of concern to be:
1. Problems accessing health care for this rural and remote community.
2. Social exclusion and poor health care experienced by community members with disabilities.
3. Poor health outcomes amongst the community's Indigenous Australians.
4. Reluctance of newly settled migrant women and children to seek health care.

Task Process
Work on this assessment will be between weeks 4 and 8. You will be allocated to a group of 3-4 students from different disciplines.

This assessment has 4 parts:

Part 1: INDIVIDUAL WORK 15%
Each team member will individually prepare a section of the report on one of the issues selected from topics 1- 4 above, as allocated in the initial group activity. This part of the report will describe causative factors, possible health initiatives with examples of existing initiatives, adaptations and implementation strategies relating to the allocated issue.
Required word count: 500 +/- 10% per person. You will submit this work individually.

Part 2: GROUP WORK – Summary Report 20%
This summary report is prepared by the group as a whole. The summary will identify the five most suitable overall health initiatives taken from the individual reports.
Each member will have produced 2-3 initiatives in their individual report. This activity requires each of the individual reports to be shared within the group for evaluation.The group will create a rating criteria to evaluate all the health initiatives suggested.This criteria will then be used these to rate each initiative. Consideration will be given to the appropriateness of the initiatives to the community they have chosen. The group summary must describe the rating criteria used and submit the 5 initiatives chosen in the final document and the reason for their selection.
The group summary will be submitted by *one group member only* and the mark and feedback will apply to each group member named on the front page of the submission.
**Lack of contribution to group work by week 6 may result in you being removed from the group by the unit coordinator. You will then be required to complete this part of the assessment alone. Lack of contribution by a student will be identified by SPA results and consultation with unit coordinator and group members.
Required word count: 500 words +/- 10%

Parts 3 and 4: SELF AND PEER ASSESSMENT (SPA) 5%
Self and Peer assessment will be undertaken in weeks 6 and 9.
To assess each individual team members' contribution to the group work, you will take part in TWO self and peer

assessments. You will receive your SPA form access in each of weeks 6 and 9. In confidence, each of you will score yourself and the other team members for their degree of contribution to the team work process. Each time you will be asked 10 questions concerning your own and your peers' participation as team members. The average of your assessment by your peers will form part of your mark for this part of the group assessment.

Collectively parts 2 and 3 are worth 5% of the final mark for this unit.

Further details on the SPA assessment and marking criteria are available on the unit Moodle site.

Assessment Due Date
Week 8 Friday (12 Jan 2018) 11:45 pm AEST
SPA 1 due 2/1/18, Individual Work Due 8/1/18, Group Work due 12/1/18, SPA 2 due 22/1/18.

Return Date to Students
Week 11 Monday (29 Jan 2018)
Within 3 weeks of submission

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria

- Form (citation of sources, writing style, spelling, format, grammar, punctuation, word limit).
- Structure and organisation (clarity of expression, succinctness, logical sequencing of ideas, cohesiveness, information presented at a level appropriate to the community).
- Content (rationale for health initiative selected, health initiative related to causative factor(s) appropriate to the issue and theoretical aspects of the unit, credibility and viability of proposed health initiative established through sourced example, description of health initiative and implementation strategies outlined, prioritisation of information researched for inclusion, identification and application of selection criteria to identify 'best' health initiatives).
- Peer assessment of the team work process (dependability, task acceptance, timely productivity, contribution to team discussions and collaboration with team members).

More detailed marking criteria will be posted on the unit Moodle site.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online Group

Learning Outcomes Assessed

- Collaborate with health care students demonstrating an understanding of professional and interprofessional relationships.
- Reflect on experiences to enhance your own personal and professional development.
- Apply knowledge of evidence-based practice to gather information effectively.
- Describe the impact of social determinants, disability and culture on the experience of illness and access to health care for Indigenous and non-Indigenous Australians.
- Identify national and international health reform initiatives to improve the quality and equity of health care.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Reflective Report on Group Work

Assessment Type
Written Assessment

Task Description

This is a separate report. You will write one (1) critical incident report reflecting on a particular aspect of your experience as an interprofessional group member in this unit. You will describe an incident and then identify a key related issue for analysis, such as:

1. An aspect of the group communication process
2. An aspect of the group decision-making process or outcome
3. An aspect of the group conflict resolution process or outcome
4. Another aspect of your group work

Your reflection can be about a positive or negative experience. You will reflect to identify a key issue involved in the incident described which you will then research. During your analysis of this issue you will demonstrate your theoretical knowledge, related experience and the ability to recognise your own preferences for working, assumptions and bias. Finally you will suggest a plan of action in the form of a series of steps or actions you will take to improve your next group work experience in relation to the issue identified. It is suggested that you structure your reflection in three defined sections:

a. Description of your experience (middle length section)
b. Analysis, research and discussion of key issue related to experience, including recognition of personal contribution, assumption and bias (long section)
c. Action plan for future team work (dot point, short section)

A suggested template is available on the Unit Moodle site.

You will submit an appendix with your reflection - details are in the unit Moodle site and the contents can be referred to within your reflection.

The maximum word limit is 500 +/- words. The appendix, references and in-text citations are not included in the word count.

Please submit your reflection as a .doc or .docx. Assessments submitted as PDF documents will not be marked.

More details on formatting is available in unit Moodle site.

APPENDIX

You will need to submit an appendix with your reflection to include the following forms.

1. Belbin's self-perception inventory for team role assessment
2. Team rules
3. Completed evaluation of team's processes and performance.
4. Completed meeting scale for evaluating your overall teamwork experience including observations as examples where appropriate.
5. Completed student self-assessment sheet.

These documents will be on the unit Moodle site.

Each document can be referred to by number, or other means, within the reflective report itself if appropriate.

Assessment Due Date

Week 11 Friday (2 Feb 2018) 11:45 pm AEST
Submit via Moodle

Return Date to Students

During the exam period

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria
Assessment Criteria

- Form (citation of sources, writing style, spelling, format, grammar, punctuation, word limit).
- Structure and organisation (clarity of expression, succinctness, logical presentation of work
- Original analysis and interpretation of the experience of working in a team, related to own ideas and supported by literature

A more detailed marking criteria will be posted on the unit Moodle site.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

Submission Instructions
Upload via Moodle site for this unit

Learning Outcomes Assessed

- Describe the principles underlying effective communication skills in health care settings demonstrating cultural sensitivity.
- Reflect on experiences to enhance your own personal and professional development.
- Apply knowledge of evidence-based practice to gather information effectively.
- Apply knowledge of legal and ethical issues that impact the provision of health care and best practice.

Graduate Attributes

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

Examination

Outline
Complete an invigilated examination

Date
During the examination period, at a CQUniversity examination centre

Weighting
40%

Length
90 minutes

Minimum mark or grade
50%

Details
Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).
No calculators permitted
Closed Book

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