HLTH1000

Interprofessional Practice and Collaborative Care

Course Outline

Term 2, 2023

School of Health Sciences

Faculty of Medicine & Health

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1. Staff

Position	Name	Email
Course Convenor	Dr. Sophia Lin	sophia.lin@unsw.edu.au
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Indigenous cultural safety workshop facilitator	Leanne Howard	leanne.howard@unsw.edu.au
Tutor	Prashant Jhala	p.jhala@unsw.edu.au
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Tutor	Jacque North	jacqueline.north@unsw.edu.au
Tutor	Dr. Jade O'Brien-Smith	j.obriensmith@unsw.edu.au

Dr. Sophia Lin
Sophia is a public health dietitian. For over 10 years she has worked on projects in Australia, Asia-Pacific and East Africa to improve health outcomes in disadvantaged communities. Sophia's experience will help students to understand how skills such as cross-cultural communication, reflective practice and interdisciplinary practice with health and non-health professionals is vital for achieving good health for people.

Jaimee Hughes
Jaimee is an Accredited Practising Dietitian and has experience working in the public health and corporate food industry sectors. Jaimee has worked with various stakeholders across the grain and legume industry value chain such as food retailers, food manufacturers, regulatory bodies and other nutrition professionals to promote good health and nutrition. Jaimee's experience will help students to understand how to work effectively with professionals across different sectors.

Dr. Luke Gemming
Luke is a researcher and dietitian. Over the past 15 years Luke has conducted research in nutrition ranging from food labelling, dietary surveys, and nutrient analysis to sports nutrition. In education, Luke has overseen hundreds of students complete their professional placements within hospital food services and has a wealth of experience supervising health students complete their major research projects. Luke's experience working with various stakeholders in healthcare will be valuable regarding development of communication skills, professional conduct, and ethical practice.

A/Prof Sara Grafenauer

Sara is an Accredited Practising Dietitian and Fellow of Dietitians Australia, she has experience across clinical, academic, professional and industry marketing and communication roles and is now the Lead for the Dietetics and Food Innovation Program at UNSW. Sara has consistently maintained a private dietetic practice throughout her career. She is Board Director for the Australian Oats Council and the International Whole Grain Initiative. Sara's experience will help students understand how foundational health professional skills and knowledge can be translated to a variety of settings, and inspire entrepreneurial thinking.

Dr. Serena Hong

Serena has worked as a senior physiotherapist in NSW Health hospitals for over 23 years, in particular acute services, intensive care unit and cardiac surgery. Serena's experience will help students to understand how skills such as cross-cultural communication, multidisciplinary teamwork and reflective practice are vital in delivery of comprehensive patient centred care in both community and in-patient settings.

Leanne Howard

Leanne is a Biripi woman, a Business Partner at UNSW and is a Research and Teaching Assistant in the School of Population Health working on a program of research led by Ebony Lewis at UNSW aimed at improving health and wellbeing outcomes in older Aboriginal and Torres Islander peoples with a focus on frailty and healthy ageing.

Prashant Jhala

Prashant is a Sports Physiotherapist with extensive clinical experience in musculoskeletal physiotherapy and sports medicine. He has worked in numerous practices across Melbourne and Sydney and toured the world with national sporting teams, currently working with Rowing Australia and World Rugby. Prashant's experience will help students understand cross-cultural communication and inter-disciplinary patient management, both of which are crucial to obtaining great patient outcomes.

A/Prof. Michael Lee

Michael is an Associate Professor at UNSW and the Physiotherapy Program Lead in School of Health Sciences. Michael is a registered physiotherapist and chiropractor with over 22 years of clinical experience in musculoskeletal physiotherapy and exercise rehabilitation. Michael's research focusses on the use of technology in neurorehabilitation and currently collaborates with technology and engineering companies to develop novel robotic systems to improve rehabilitation outcomes for people with neurological disorders, including stroke and spinal cord injury.

Leanne McCarthy

Leanne is a Wiradjuri woman and works as a Population Health Manager of healthy people and research with NSW Health and is UNSW PhD candidate. For over 20 years she has worked in a variety of health roles. Leanne's experience will help students to reflect and understand how to support Aboriginal and Torres Strait Islander people navigate their health journeys.

Jacqueline North

Jacque is an intensive care physiotherapist with over 15 years of experience working in a teaching hospital. Jacque has worked for 10 years teaching at universities and coordinating clinical placements

for both physiotherapy and medical students. Jacque's experience will bring a clinician's view to the importance of interdisciplinary healthcare and link student learning to clinical placements.

Dr. Jade O'Brien-Smith

Jade is an accredited exercise and sports scientist. Jade has worked on projects in Australia and in Europe looking at skill development and motor competence in children and youth. Jade's experience will provide students with added insight into the confounding factors that impact engagement and development in physical activity, and how you can use sport as a tool for social, mental and physical well-being.

2. Course information

Units of credit: 6

Pre-requisite(s): Enrolment into a health science program

This course includes a Work Integrated Learning (WIL) component. To be eligible, you must have the following in place before placement:

•   Evidence of immunity for all diseases required by NSW Health for Category A health workers and students

•   Working with Children Check (WWCC) and National Police Check

•   Successful completion of HLTAID011 Provide First Aid and HLTAID009 Provide Cardiopulmonary Resuscitation courses

Teaching times and locations: This course consists of different modes of learning: placements, online self-paced modules, online webinars and face-to-face tutorials and workshop. Different weeks will have different requirements. A schedule of learning activities and the location is available on the Moodle course page.

2.1 Course summary

In this course, you will learn about the Australian health care system, visit health facilities, and speak with a diverse group of people who have lived experiences of navigating the Australian health care system. You will develop your ability to work with health professionals to deliver high quality patient-centred care, including communication strategies to build rapport and engagement with patients. You will learn to identify and manage factors that negatively impact patient care including health workers' biases and health system issues. You will also gain insights into expected professional practice standards of health workers in relation to communication, attitudes, behaviours and presentation.

2.2 Course aims.

This course is the first interprofessional Professional Practice course in your degree and aims to improve your understanding of your professional identity so that you can embrace your future roles and responsibilities within the Australian health system. It aims to help you recognise the individual, social and environmental factors that impact on safe, effective, ethical and high-quality patient care. On-site experiences and interactions with patients with lived experiences will provide insights.

2.3 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Describe the broad structure of the Australian health system, the broad scopes of relevant health professionals, and explain why effective teamwork and collaboration with a range of health system stakeholders is required to achieve high quality patient health and social outcomes

2. Identify strategies to improve effective communication

3. Understand the importance of patient engagement, and identify and explain the appropriate strategies to improve engagement with patients in order to enhance patient-centred care and improve healthcare quality

4. Understand the codes of conduct relevant to your profession, describe why informed consent and confidentiality is required in ethical health practice and how this can be achieved, and describe how accurate and timely record keeping and documentation is used to ensure ethical health practice

5. Explain the importance of lifelong self-reflection in clinical practice, and demonstrate an ability to identify unconscious bias, use multiple lenses to reflect on individual knowledge and behaviour, and identify strategies that will improve your practice

6. Apply the Socio-Ecological Model to identify and explain how factors impact on the development of disease and injury, access to health care services, and treatment and management in a range of diverse population groups including Aboriginal and Torres Strait Islanders, people living in rural and remote Australia, those from non-English-speaking backgrounds, individuals living with a disability, and from the LGBTQI+ community

7. Explain the purpose of the Sustainable Development Goals and their importance in ensuring equitable and sustainable clinical practice to improve health outcomes for individuals and communities

8. Analyse the purpose and scope of health promotion, identify the health system stakeholders involved in health promotion, and explain how these stakeholders contribute to healthy public policies that promote health, equity and wellbeing

9. Demonstrate, using a concept map, how the knowledge and skills you have gained in the program have helped you achieve the program learning outcomes and UNSW graduate capabilities

2.4 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Related Tasks & Assessment
CLO 1	Describe the broad structure of the Australian health system, the broad scopes of relevant health professionals, and explain why effective teamwork and collaboration with a range of health system stakeholders is required to achieve high quality patient health and social outcomes	Assessment 1
CLO 2	Identify strategies to improve effective communication with individuals who may be from diverse backgrounds and those who live with physical or intellectual limitations.	Assessment 2, Week 1

CLO 3	Understand the importance of patient engagement, and identify and explain the appropriate strategies to improve engagement with patients from a range of socio-cultural groups in order to enhance patient-centered care and improve healthcare quality.	Assessment 2, Weeks 1-10
CLO 4	Understand the codes of conduct relevant to your profession, describe why informed consent and confidentiality is required in ethical health practice and how this can be achieved, and describe how accurate and timely record keeping and documentation is used to ensure ethical health practice	Assessment 3 Weeks 2-10
CLO 5	Explain the importance of lifelong self-reflection in clinical practice, and demonstrate an ability to identify unconscious bias, use multiple lenses to reflect on individual knowledge and behaviour, and identify strategies that will improve your practice.	Assessment 2 and 4, Week 1-10
CLO 6	Apply the Socio-Ecological Model to identify and explain how factors impact on the development of disease and injury, access to health care services, and treatment and management in a range of diverse population groups, including Aboriginal and Torres Strait Islanders, people living in rural and remote Australia, those from non-English-speaking backgrounds, individuals living with a disability, and from the LGBTQI+ community.	Assessment 2, Week 2-10
CLO 7	Explain the purpose of the Sustainable Development Goals and their importance in ensuring equitable and sustainable clinical practice to improve health outcomes for individuals and communities.	Assessment 2 Week 7
CLO 8	Analyse the purpose and scope of health promotion, identify the health system stakeholders involved in health promotion, and explain how these stakeholders contribute to healthy public policies that promote health, equity and wellbeing	Assessment 2, Week 8
CLO 9	Demonstrate, using a concept map, how the knowledge and skills you have gained in the program have helped you achieve the program learning outcomes and UNSW graduate capabilities.	Assessment 4, Week 10

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course has been designed to provide you with your first experience of clinical practice in your degree. You will learn about what is the minimum expected professional practice requirements of being a safe, competent and effective health practitioner. To do this, you will participate in observational placements to health facilities and interact with people from a wide range of backgrounds that represent the variety of patients you will treat in future practice.

Online self-paced modules

Each week there are self-paced modules for you to complete on Moodle. Meeting the learning objectives in each module will help you in successfully completing the assessment tasks. Modules 1 and 2 should be completed within the first two weeks of term. Modules 3-5 should be completed during the time that you are meeting with lived experiences; Modules 7-9 should be completed during the time that you are on observational placement.

Observational placements

You will complete two days of observational placement: one day is with a supervisor from your own discipline and one day is an interprofessional placement with a supervisor from a different discipline. The purpose of these placements is to familiarise you with health workplace environments, learn about scopes of practice, interprofessional practice, and establish basic minimum professional standards and expectations. Details of what is required of you while on observational placements is located in the Student Placement Handbook.

Meeting people with lived experiences

You will meet people with lived experiences of the Australian healthcare system. These interactions are to help you learn about the patient experience and what patients/clients need and want from their healthcare provider. These engagement experiences will be done online via Microsoft Teams to emulate telehealth – a rapidly growing area of healthcare. The telehealth experience will compliment the face-to-face clinical experiences you will receive while on observational placements. As with all clinical interactions (face-to-face or online), you are expected to treat the person with respect. In a telehealth environment, this means that your camera needs to be on, you need to look presentable, be engaged, and you will need a microphone to speak to the person.

Indigenous cultural safety workshops

You will complete one workshop which will introduce you to basic principles of Indigenous cultural safety. This workshop is mandatory as it meets a key competency standard in your accreditation requirements. Failure to attend the workshop means you will not be able to meet this competency which has consequences regarding timely program completion.

3.2 Expectations of students

Students are reminded that UNSW recommends that a 6 units-of-credit course should involve about 150 hours of study and learning activities. The formal learning activities total approximately 50 hours throughout the term and students are expected (and strongly recommended) to do at least the same number of hours of additional study.

Each and every week you will be required to:

- complete the weekly online learning modules
- actively participate in the online and face-to-face tutorials
- complete assessments by the due date and time
- reflect on your own progress and identify if you require further assistance via feedback from assessments, tutorials or convenors.

You are expected to be on-time, appropriately dressed in your clinical uniform and name badge, and display respectful and professional behaviour at all times during placement and when meeting with people with lived experiences. Health facility sites for your visits will be allocated to you. These sites may be located anywhere within the Sydney Metropolitan area and it is your responsibility to make your

own way there punctually. Please refer to the Student Placement Handbook for more information. This document can be found on the course Moodle site.

Incidents of unprofessional behaviour while on placement or when meeting people with lived experiences may result in serious consequences, ranging from:

- a reprimand;
- a permanent record in your portfolio;
- failure in an assessment or course;
- suspension or expulsion from your enrolled program (N.B. [Student misconduct policy and procedure](#))

4. Course schedule and structure

This course consists of 30 hours of class contact hours. You are expected to take an additional 120 hours of non-class contact hours to complete online learning modules, assessments, readings and self study. The course consists of the following:

a. All students will be on-campus for the face-to-face tutorials in Weeks 1, 2 and 10. These tutorials are designed to prepare you for placement and meeting people with lived experiences, and a de-brief tutorial at the end of term.

b. You will be allocated into one of two blocks in this course: Block A and Block B.

    i. Students in Block A will participate in observational placements in Weeks 3-5 followed by patient interactions (meeting people with lived experiences) in Weeks 7-9. Block A students must complete Modules 3-5 before the end of Week 5 and Modules 7-9 before the end of Week 9.

    ii. Students in Block B will complete patient interactions (meeting people with lived experiences) in Weeks 3-5 followed by observational placements in Weeks 7-9. Block B students must complete Modules 7-9 before the end of Week 5 and Modules 3-5 before the end of Week 9.

c. All students must complete an Indigenous cultural safety workshop. There four workshops available in Weeks 3, 4, 8 and 9. You will be allocated into one. Details of which workshop you are assigned to and the location is on the Moodle course page.

Module / Week	Topic	Tutorial or placement	Related CLO
1	Australian health system and funding National health priorities and population health trends	Introduction to clinical communication [F2F]	1, 2, 3
2	Introduction to confidentiality, ethical practice, and scope of practice Professionalism for placement Professional identity	Reflective writing Preparing for placement [F2F]	4, 5
3	Value based health care Patient safety	Block A: Observational placement + regional practice videos Block B: Meeting people with lived experiences 1 [online] Indigenous cultural safety workshop^	3, 4
4	Inclusive practice	Block A: Observational placement + regional practice videos Block B: Meeting people with lived experiences 2 [online]	3, 4, 5

		Indigenous cultural safety workshop^	
5	Unconscious bias in health practice	Block A: Observational placement + regional practice videos Block B: Meeting people with lived experiences de-brief [F2F]	3, 4, 5
6	*Flexibility Week*		
7	Determinants of health Socioecological model	Block A: Meeting people with lived experiences 1 [online] Block B: Observational placement + regional practice videos	3, 4, 6, 7
8	Health promotion principles Sustainable Development Goals	Block A: Meeting people with lived experiences 2 [online] Block A: Observational placement + regional practice videos Indigenous cultural safety workshop^	3, 4, 8
9	Intro to advocacy: for client, self, profession and community	Block A: Meeting people with lived experiences de-brief [F2F] Block B: Observational placement + regional practice videos Indigenous cultural safety workshop^	3, 4, 5
10	N/A	Debrief from observational placements Program concept maps	9

F2F = face-to-face (on-campus)

Online = tutorial will be delivered online via a Teams link. Details will be located on the Moodle course page.

^ = you will only attend one workshop. The workshop you have been allocated and location details are on Moodle.

Exam Period: 12 August – 25 August
Supplementary Exam Period: 5 September – 9 September

5. Assessment

5.1 Assessment tasks

You need to achieve a combined minimum grade of 50% to successfully pass this course.

Please take note of the different due dates for Assessment Tasks 2 and 3, depending on when you complete your placements.

All assessment tasks are due 5PM on a Tuesday.

Assessment task	Length	Weight	Due date and time
Assessment 1 Quiz 1: Australian health system Quiz 2: VBHC, inclusive health practice, unconscious bias, determinants of health, health promotion and advocacy, SDG	15 questions each	15% each, total 30%	Quiz 1: Tue 13 June (Week 3) Quiz 2: Tue 1 Aug (Week 10)
Assessment 2 Part 1: Reflections on patient interactions Part 2: Reflections on observational placement	800-850 words each part, 1600 words total	20% each part, 40% total	<u>Block A:</u> Part 2: Tue 11 July (Week 7) Part 1: Tue 8 Aug (Stuvac) <u>Block B:</u> Part 1: Tue 11 July (Week 7) Part 2: Tue 8 Aug (Stuvac)
Assessment 3 Professionalism mastery list	N/A	10%	During placement
Assessment 4 Concept map	1 concept map	20%	Tue 15 Aug (Exam Week 1)

Exam Period: 11 August – 24 August
Supplementary Exam Period: 4 September – 8 September

Assessment 1: This assessment task comprises of 2 quizzes. The first quiz will assess your understanding of the Australian health system and health priorities. The second quiz will assess your understanding of the following concepts: value-based healthcare, inclusive practice, unconscious bias in healthcare, health promotion and advocacy. You will receive the correct answers and feedback after the quiz has closed and all students have completed the assessment, within 10 working days of the assessment due date.

Assessment 2: This assessment task is in two parts.

In part 1 you are required to take notes of your reflections of your meetings with each guest about their experience of navigating and using the Australian health system. Using the template provided, you need to reflect on how: (i) your own conscious and unconscious biases may have impacted your understanding of each patient's interaction with the health system, (ii) the role of inclusive practice in improving patient care, and (iii) the factors (processes, events or health system structures) which influenced patient safety and value-based care that the person received. You will receive feedback within 10 working days of submission for this part of the assessment.

In part 2 you are required to take notes of your reflections after each observational placement. Using the template provided, you need to reflect on how: (i) the determinants of health influence people's health and how (ii) health promotion, advocacy, and interprofessional practice can influence an individual's or a population's health. You will receive feedback within 10 working days of submission for this part of the assessment.

Assessment 3: You will receive formative feedback from each of your supervisors on a set of professionalism skills that you will demonstrate on observational placements. The skills assessed are: communication, attitudes, behaviours, appropriate dress and appearance. Successful completion of all items on the skills list for both placements will contribute 10% of your grade. Successful completion of all items on the skills list for one placement site will contribute 5% of your grade. Failure to successfully complete all items on the skills list for both placement days will result in zero marks for this assessment.

Assessment 4: This task requires you to demonstrate what you have learned so far (Terms 1 and 2 of first year studies). Using a concept map, you will link Program Learning Outcomes (PLOs) for your specific program and the UNSW Graduate Capabilities to assessments that you have completed so far. You need to identify the key knowledge or skills gained from successful completion of these assessment tasks and how they are associated with the PLOs and Graduate Capabilities. As this will be the first time you do this, you will be provided with a guide to complete this during class time. You will receive feedback within 10 working days of the assessment due date.

Further information

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Each assessment task will have a guide and rubric. These may be found on the course Moodle site.

5.3 Submission of assessment tasks

Late Submission

UNSW has standard late submission penalties as outlined in the UNSW Assessment Implementation Procedure, with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per day (including Saturday, Sunday and public holidays). For example, if an assessment task is worth 30 marks, then 1.5 marks will be lost per day (5% of 30) for each day it is late. So, if the grade earnt is 24/30 and the task is two days late the student receives a grade of 24 − 3 marks = 21 marks.

Late submission is capped at 5 days (120 hours). This means that a student cannot submit an assessment more than 5 days (120 hours) after the due date for that assessment.

Special Consideration

If you experience a short-term event beyond your control (exceptional circumstances) that impacts your performance in a particular assessment task, you can apply for Special Consideration.

You must apply for Special Consideration **before** the start of your exam or due date for your assessment, except where your circumstances of illness or misadventure stop you from doing so.

If your circumstances stop you from applying before your exam or assessment due date, **you must apply within 3 working days** of the assessment, or the period covered by your supporting documentation.

If you have a valid reason for missing placement, you may be allocated a new site. However, you must submit a special consideration application for this. Information regarding placement procedures can be found in the Student Placement Handbook which is located on the course Moodle site.

More information can be found on the [Special Consideration website](#).

5.4. Feedback on assessment

For Assessments 1, 2 and 4, you will receive written feedback within 10 working days of submission on Turnitin. For Assessment 3 (the professionalism mastery list), your workplace supervisors will grade you and provide verbal and written feedback on your performance.

6. Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Please use Vancouver or APA referencing style for this course.

Further information about referencing styles can be located at
https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.[1] *At UNSW, this means that your work must be your own, and others' ideas*

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[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

*Further information about academic integrity and **plagiarism** can be located at:*

- *The Current Students site https://student.unsw.edu.au/plagiarism, and*

- *The ELISE training site https://subjectguides.library.unsw.edu.au/elise*

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

The readings and resources required for this course will be located within the online learning modules or will be placed on the course Moodle site. There is no required textbook for this course.

8. Administrative matters

Student enquiries should be submitted via student portal https://portal.insight.unsw.edu.au/web-forms/

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/

- Academic Skills and Support: https://student.unsw.edu.au/academic-skills

- *Student Wellbeing and Health* https://www.student.unsw.edu.au/wellbeing

- *UNSW IT Service Centre*: https://www.myit.unsw.edu.au/services/students

- UNSW Student Life Hub*:* https://student.unsw.edu.au/hub#main-content

- *Student Support and Development:* https://student.unsw.edu.au/support

- IT, eLearning and Apps*:* https://student.unsw.edu.au/elearning

- *Student Support and Success Advisors:* https://student.unsw.edu.au/advisors

- Equitable Learning Services (Formerly Disability Support Unit)*:* https://student.unsw.edu.au/els

- *Transitioning to Online Learning:* https://www.covid19studyonline.unsw.edu.au/

- Guide to Online Stud*y:* https://student.unsw.edu.au/online-study