



PHTY812

Health and Wellbeing Across Lifespan A

S1 Day 2014

Department of Health Professions

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	8

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General Information

Unit convenor and teaching staff

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Unit Convenor

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Credit points

4

Prerequisites

PHTY808 and PHTY809 and PHTY810 and PHTY811

Corequisites

Co-badged status

Unit description

This unit has an integrated clinical component and focuses on the delivery of physiotherapy services to promote and enhance health and wellbeing in selected populations across the life span, with an emphasis on children and older persons. Students will build on and integrate material from their clinical placements and the core areas of cardiorespiratory, musculoskeletal and neurological physiotherapy as well as foundation sciences.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Describe how biological processes during early development and ageing impact on

health and physiotherapy care.

Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination. Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child or an older adult.

Develop a safe and effective physiotherapy plan appropriate for a child and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.

Determine a plan of appropriate monitoring and evaluation that uses age-appropriate outcome measures during the assessment and treatment of children and older adults and practice using these measures with volunteers from the Health and Wellbeing Collaboration (HAWCS).

Demonstrate competency in communicating with children, older adults and their family / carers to provide information about their diagnosis and prognosis and to select a treatment with consideration of the preferences and expectations of the individual, their family and/or carers.

Describe the efficacy of treatments for child or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.

Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

Assessment Tasks

Name	Weighting	Due
<u>ePortfolio module</u>	20%	28th May 2014 (week 11)
<u>Group Case Presentation</u>	30%	12th June 2014 (week 13)
<u>Written examination</u>	50%	Week 14,15,16

ePortfolio module

Due: **28th May 2014 (week 11)**

Weighting: **20%**

Students will be required to submit a video and a short written explanation. The video will demonstrate a student teaching an intervention to a child/carer. The written piece will justify the choice of intervention based on developmental age and stage appropriate assessment findings.

On successful completion you will be able to:

- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Demonstrate competency in communicating with children, older adults and their family / carers to provide information about their diagnosis and prognosis and to select a treatment with consideration of the preferences and expectations of the individual, their family and/or carers.
- Describe the efficacy of treatments for child or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.

Group Case Presentation

Due: **12th June 2014 (week 13)**

Weighting: **30%**

Students will be required to give a 15 minute presentation, including answering of questions, based on a short video and case notes provided. This presentation will address the understanding of the condition, assessment and treatment of the patient.

On successful completion you will be able to:

- Describe how biological processes during early development and ageing impact on health and physiotherapy care.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child or an older adult.
- Develop a safe and effective physiotherapy plan appropriate for a child and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.
- Determine a plan of appropriate monitoring and evaluation that uses age-appropriate outcome measures during the assessment and treatment of children and older adults and practice using these measures with volunteers from the Health and Wellbeing Collaboration (HAWCS).
- Describe the efficacy of treatments for child or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.
- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

Written examination

Due: **Week 14,15,16**

Weighting: **50%**

This 2 hour exam will test student's understanding of all content delivered in this unit of study. It will incorporate case studies and other short answer questions.

On successful completion you will be able to:

- Describe how biological processes during early development and ageing impact on health and physiotherapy care.
- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child or an older adult.
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- Describe the efficacy of treatments for child or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.
- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

Delivery and Resources

Assumed knowledge

This unit assumes that you have comprehensive knowledge of anatomy basic physiology. You should compare your knowledge against the “Assumed Knowledge” description on ilearn. If you do not have adequate knowledge in this area we have listed a number of resources on ilearn to

help you revise and perform well in this unit.

Textbooks and Readings

The following textbook is recommended. Copies will be held in library reserve and links to sections of this book relevant to specific tutorials will be available through iLearn.

Campbell, SK (2012) Physical Therapy for Children (4th edition) Philadelphia: Saunders

Recommendations about specific readings from these and other resources (such as research papers, books, websites and videos) will be listed on iLearn.

Technology and equipment

Teaching rooms are equipped with state of art audio-visual and ICT equipment including 1 laptop per 2 students, ipads, internet connection, high quality video cameras and multiple LCD screens. Students will use a range of physiotherapy specific equipment typically used in the assessment and management of people with a range of health conditions.

Vide recording equipment will be required for one of the assessment tasks. Students will be able to use their own device or borrow one from the department if required.

Assessment/Standards

Further details for each assessment task will available on iLearn including marking rubrics for the eportfolio and group case presentation.

Macquarie University uses the following grades in coursework units of study:

HD – High Distinction

D – Distinction

CR – Credit

P– Pass

F – Fail

Grade descriptors and other information concerning grading are contained in the Macquarie

University Grading Policy which is available at: <http://www.mq.edu.au/policy/docs/grading/policy.html>

All final grades in the Department of Health Professions are determined by a grading committee and are not the sole responsibility of the Unit Convenor. Students will be awarded one of these grades plus a Standardised Numerical Grade (SNG). The SNG is not necessarily a summation of the individual assessment components. The final grade and SNG that are awarded reflect the

corresponding grade descriptor in the Grading Policy. To pass this unit, students must complete all assessments and receive a total mark of at least 50%.

Extensions for Assessment Tasks

Extensions for assessment tasks will not be considered under normal circumstances. If, due to unavoidable disruption to studies (as defined in the University's Special Consideration Policy) the assessment cannot be completed at the scheduled time (written examinations and group presentation) or submitted on the due date (video and written assignments), an application for Special Consideration should be submitted online via www.ask.mq.edu.au. An application for Special Consideration of written assignments must be submitted by the due date. Written and video assignments submitted after the due date (and without an approved extension) will incur a penalty of 5% per day.

Teaching and Learning Strategy

This unit will have a 1 hour lecture and 2 hour tutorial every week. Lectures will provide foundation knowledge and also use large group demonstrations and discussion, enabling students to use tutorial time efficiently to develop practical skills and analyse case studies. The teaching approach will be based on students developing a deep understanding of principles and ability to independently solve problems with the expectation that students can then translate this knowledge to different scenarios (e.g. different parts of the body with similar problems, different aged individual with same underlying disease process).

Attendance

Your attendance at lectures and tutorials is essential. You are expected to attend all lectures and tutorials as scheduled in your individual timetable. You may make a request to your Unit Convenor to attend a different tutorial on a one-off basis for extenuating circumstances.

The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of

knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Describe how biological processes during early development and ageing impact on health and physiotherapy care.
- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child or an older adult.
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- Demonstrate competency in communicating with children, older adults and their family / carers to provide information about their diagnosis and prognosis and to select a treatment with consideration of the preferences and expectations of the individual, their family and/or carers.
- Describe the efficacy of treatments for child or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.
- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

Assessment tasks

- ePortfolio module
- Group Case Presentation
- Written examination

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is

the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
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- Describe the efficacy of treatments for child or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.

Assessment tasks

- ePortfolio module
- Group Case Presentation
- Written examination

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a

child or an older adult.

- Develop a safe and effective physiotherapy plan appropriate for a child and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.
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- Describe the efficacy of treatments for child or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.

Assessment tasks

- Group Case Presentation
- Written examination

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child or an older adult.
- Develop a safe and effective physiotherapy plan appropriate for a child and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.
- Determine a plan of appropriate monitoring and evaluation that uses age-appropriate outcome measures during the assessment and treatment of children and older adults and practice using these measures with volunteers from the Health and Wellbeing Collaboration (HAWCS).
- Demonstrate competency in communicating with children, older adults and their family /

carers to provide information about their diagnosis and prognosis and to select a treatment with consideration of the preferences and expectations of the individual, their family and/or carers.

- Describe the efficacy of treatments for child or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.

Assessment tasks

- ePortfolio module
- Group Case Presentation
- Written examination

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child or an older adult.
- Develop a safe and effective physiotherapy plan appropriate for a child and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.
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- Describe the efficacy of treatments for child or an older adult with multiple systems

involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.

- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

Assessment tasks

- ePortfolio module
- Group Case Presentation
- Written examination

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child or an older adult.
- Develop a safe and effective physiotherapy plan appropriate for a child and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.
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Assessment tasks

- ePortfolio module
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- Written examination