



# PHTY812

## Health and Wellbeing Across Lifespan A

S1 Day 2015

*Department of Health Professions*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

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.

## General Assessment Information

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>

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes.

Further details for each assessment task will be available on iLearn including marking rubrics.

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.

### Extensions for Assessment Tasks

Applications for assessment task extensions must be submitted via [www.ask.mq.edu.au](http://www.ask.mq.edu.au). For further details please refer to the Disruption to Studies Policy available at [http://mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://mq.edu.au/policy/docs/disruption_studies/policy.html)

### Late Submission of Work

All assignments which are officially received after the due date, and where no extension has been granted by the course convenor or tutor, will incur a deduction of 10% for the first day, and 10% for each subsequent day including the actual day on which the work is received. Weekends and public holidays are included. For example:

Due Date	Received	Days Late	Deduction	Raw Mark	Final Mark
Friday, 14th	Monday, 17 <sup>th</sup>	3	30%	75%	45%

## Assessment Tasks

Name	Weighting	Due
<a href="#">HAWC written assignment</a>	20%	Week 7
<a href="#">HAWC video assignment</a>	30%	Week 12
<a href="#">Written examination</a>	50%	Week 14,15,16

Name	Weighting	Due
<a href="#">Clinical placement logbook</a>	0%	Week 16

## HAWC written assignment

Due: **Week 7**

Weighting: **20%**

Students will complete a worksheet relating to their HAWC. This will incorporate the assessment of their HAWC and the impact of their HAWC's condition on normal child development and the impact of their health condition on their function.

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.

## HAWC video assignment

Due: **Week 12**

Weighting: **30%**

Students will submit a video demonstrating an interaction between themselves and their HAWC and/or their carer, along with a short written reflection based upon the submitted video.

On successful completion you will be able to:

- 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.
- 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.

## 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.
- 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.

## Clinical placement logbook

Due: **Week 16**

Weighting: **0%**

Students will submit a logbook of experiences acquired during HAWC placements – during both volunteer visits and clinic/school/group observations. There are no marks assigned to this task but submission of this logbook is part of the assessment requirements for this unit of study. If you fail to submit your logbook your results will be withheld from release.

On successful completion you will be able to:

- 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.
- 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 a good understanding of all content delivered in Semesters A-C. This unit draws on knowledge related to musculoskeletal, cardiorespiratory and neurological physiotherapy, and then extends that knowledge to cover specific patient populations.

### **Teaching and Learning Strategy**

Lectures will provide foundation knowledge and also use large group discussion, enabling students to use tutorial time efficiently to develop technical skills and clinical reasoning. The teaching approach will be based on students developing a deep understanding of the principles and the ability to independently solve problems. The expectation is therefore that students can translate this knowledge to different scenarios eg patients with slightly different presentation, ages or family conditions.

### **Unit Organisation**

This is a four credit point unit run over a 13 week session. There is a one hour lecture and a two hour tutorial most weeks. Students will also spend 70 hours across the semester (shared between PHTY 812 and PHTY 814) participating in the Health and well-being Collaboration (HAWC) program. Participation in the HAWC program is a major component of the unit of study. This involves following the health care experience of a paediatric volunteer from the community. This will enable students to gain a much deeper understanding of the paediatric health care system. The assessments in this unit rely heavily on experience gained during their HAWC hours.

### **Attendance**

All lectures and tutorials are schedule din your individual timetable. You may request to the unit

convenor to attend a different tutorial on a one-off basis for extenuating circumstances. In most cases, lectures are recorded; however, attendance is expected at both lectures and tutorials, as this is where much of the learning occurs. Failure to attend may impact your final results. It is the responsibility of the student to contact their tutor by email if they are going to be absent. The timetable for classes can be found on the University website at: <http://www.timetables.mq.edu.au>

## **Unit Materials 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**

### On-campus

Teaching rooms are equipped with state of art audio-visual and ICT equipment using ipads, laptops, 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.

### Off-campus

To study optimally when off campus you will need to have access to a reliable internet connection to retrieve unit information and at times to submit assessment tasks via iLearn.

Videos relevant to many of the tutorials will be available on the iLearn site.

**Consultation with staff:** All staff will be available for individual consultation. See iLearn for contact details and times.

## **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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

## 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](http://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 - 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.
- 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

- HAWC written assignment
- HAWC video assignment
- Written examination
- Clinical placement logbook

## 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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- 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

- HAWC written assignment
- HAWC video assignment
- Written examination
- Clinical placement logbook

## 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.
- 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.

### Assessment tasks

- HAWC written assignment
- HAWC video assignment
- Written examination
- Clinical placement logbook

## 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

- HAWC written assignment
- HAWC video assignment
- Written examination
- Clinical placement logbook

## 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).
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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**

- HAWC written assignment
- HAWC video assignment
- Written examination
- Clinical placement logbook

## **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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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**

- HAWC written assignment
- HAWC video assignment
- Written examination
- Clinical placement logbook

## **Changes from Previous Offering**

Assessment tasks and the order of content delivery has been changed since last years offering in response to both student and staff feedback.