



# PHTY8204

## Health and Wellbeing Across Lifespan A

Session 1, Weekday attendance, North Ryde 2020

*Department of Health Professions*

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## General Information

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Credit points

10

Prerequisites

(PHTY808 or PHTY8200) and (PHTY809 or PHTY8201) and (PHTY810 or PHTY8202) and (PHTY811 or PHTY8203)

Corequisites

Co-badged status

Unit description

This unit focuses on the delivery of physiotherapy services to promote and enhance health and wellbeing in paediatric populations. Within an integrated clinical component you will apply extended knowledge and skills to provide family and person centred care appropriate for infants, children and adolescents. You will also consider, and work within, contexts and settings specific to paediatric populations, such as the education sector and specialist healthcare settings.

## 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:

**ULO1:** Describe how biological processes during paediatric years impact on health and physiotherapy care. (Scientist and Scholar)

**ULO2:** Perform and analyse age and stage appropriate assessments of infants, children and adolescents with complex health conditions. (Clinical Practitioner)

**ULO3:** Develop, implement and evaluate safe and effective physiotherapy management strategies appropriate for an infant, child or adolescent that considers the individual's goals and preferences, as well as their family, social and cultural context, to optimise and enhance health and wellbeing across the lifespan. (Clinical Practitioner)

**ULO4:** Communicate effectively with infants, children, adolescents as well as their family/carers and other professionals, including teachers, to provide information about the individual's health status and to support optimal participation in age and stage appropriate activities. (Clinical Practitioner)

**ULO5:** Apply legal and ethical principles within professional practice to ensure the privacy, autonomy and safety of all children, whilst optimising health and wellbeing. (Professional)

## Assessment Tasks

### Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult [iLearn](#) for revised unit information.

[Find out more about the Coronavirus \(COVID-19\) and potential impacts on staff and students](#)

## General Assessment Information

### General Assessment Information

Information concerning Macquarie University's assessment policy is available at [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). Grade descriptors and other information concerning grading requirements are contained in Schedule 1 of the Macquarie University Assessment

Policy.

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 Faculty of Medicine and Health Sciences are determined by the Faculty of Medicine and Health Sciences Assessment Committee, and are approved by the Faculty Board. They are not the sole responsibility of the Unit Convenor. Students will be awarded an Assessment Grade 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 Schedule 1 of the Assessment Policy.

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 Schedule 1 of the Assessment Policy. If there is a lack of sufficient evidence demonstrating that a student has met the required level of achievement in all learning outcomes they will be awarded a Fail grading with an assigned mark of 49 or less.

### 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 Special Considerations Policy available at <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

### Late Submission of Work

All assignments which are officially received after the due date, and where no extension has been granted by the unit convenor or course director, 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. Assessments received 5 days or more beyond the due date, without an approved extension, will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included. For example:

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

### Hurdle Assessment

A hurdle requirement is an activity for which a minimum level of performance or participation is a condition of passing the unit in which it occurs. A student who has obtained a SNG over 50, yet failed the hurdle assessment, fails the unit. Please see Macquarie University's assessment policy for more information about hurdle assessment tasks.

## Delivery and Resources

### Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: [https://ask.mq.edu.au/account/pub/display/unit\\_status](https://ask.mq.edu.au/account/pub/display/unit_status)

### 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 are seven lectures (two hours in duration) and a two hour tutorial most weeks. Students will also spend 20 hours across the semester participating in the Health and Well-being Collaboration (HAWC) clinical program, and this forms a major component of the unit of study. Students will follow the health care experience of a paediatric volunteer from the community, and their family. This will enable students to gain a much deeper understanding of the paediatric health care system and of the interactions with other sectors or organisations distinct to the paediatric population, such as the education sector. The assessments in this unit involve integration of experience gained during the HAWC clinical program.

### Attendance

In the Faculty of Medicine and Health Sciences professionalism is a key capability embedded in all our programs. As part of developing professionalism, Faculty of Medicine and Health Sciences students are expected to attend all small group interactive sessions including tutorials, clinical and laboratory practical sessions. In most cases lectures are recorded; however, lecture recordings cannot be guaranteed and some discussion or content may not be available via the recording system. All lectures and tutorials are scheduled in your individual timetable. The

timetable for classes can be found on the University web site at:

<http://www.timetables.mq.edu.au/>. You may make a request to your tutor to attend a different tutorial on a one-off basis for extenuating circumstances. Failure to attend any learning and teaching activities, including lectures and tutorials, may impact your final results. It is the responsibility of the student to contact their tutor or the unit convenor by email to inform tutors if they are going to be absent.

## Unit Materials and Readings

The following textbook is recommended but not essential. An electronic copy of this textbook is available through the library.

*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, 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)

- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)

- [Ask a Librarian](#)

## 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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Changes from Previous Offering

PHTY8204 was previously known as PHTY812. In conjunction with broader discussions about Semester D and as part of the migration to the new Curriculum Management System (CMS), this unit has been reviewed and revised. Changes include moving the older adult content to PHTY8206. These changes mean that the content of PHTY8204 is now paediatric focused and will enable adolescent medicine to be presented in greater depth. The assessment tasks of PHTY8204 reflect these changes.