



PHTY8206

Health and Wellbeing Across Lifespan B

Session 1, Special circumstances, North Ryde 2021

Department of Health Professions

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

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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 role of physiotherapy in promoting and enhancing health and wellbeing in individuals with chronic health conditions and/or long-term disability across all stages of the lifespan, with a particular focus on the impact of these conditions in the adult and senior years. You will apply an enhanced understanding of the biomedical, social and behavioural determinants of health, and the inequities in the burden of chronic disease, to support behaviour change and self-management; and prevent or minimise the long term consequences of chronic disease, pain and disability. Within an integrated clinical component you will work collaboratively with, and learn from, health consumers and professionals, in a real world context.

Important Academic Dates

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

Learning Outcomes

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

ULO1: Describe the pathophysiology and epidemiology of chronic disease, persistent pain and disability across the lifespan, and the impact to both the individual and society, including the impact to Aboriginal and Torres Strait Islander people and other populations where health inequalities are prevalent. (Clinical Practitioner)

ULO2: Utilise thorough assessment strategies and sound clinical reasoning to develop a personalised and collaborative management approach to physiotherapy for individuals with chronic disease, persistent pain and long-term disability, that considers an individual's preferences, current evidence and appropriate behavioural frameworks. (Clinical Practitioner)

ULO3: Evaluate the biomedical, social, and behavioural determinants of health of individuals and populations from a diverse array of cultural backgrounds and

geographical settings to develop strategies that optimise health and wellbeing as people age, drawing upon interprofessional expertise and resources where appropriate.

(Engaged Global Citizen)

ULO4: Apply safe and effective physiotherapy intervention strategies to treat complex multisystem problems, support self-management and minimise long term consequences of chronic health conditions across the lifespan, including strategies for Aboriginal and Torres Strait Islander people and other populations where health inequalities are prevalent. (Clinical Practitioner)

ULO5: Communicate effectively and appropriately with a diverse range of individuals from different cultural backgrounds with varying levels of health literacy, using a variety of modes, including digital technologies, in order to support people to optimise their health and wellbeing as they age. (Clinical Practitioner)

General Assessment Information

Information concerning Macquarie University's assessment policy is available at <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment>. Grade descriptors and other information concerning grading requirements are contained in Schedule 1 of the Macquarie University Assessment Policy.

To pass this unit, you 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, Health and Human Sciences are determined by the Faculty of Medicine, Health and Human 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. 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.

Grading of Assessments

You will receive a grade for each assessment within this unit. The grades awarded will reflect a holistic evaluation of the work against the criteria outlined within the corresponding assessment rubric. Numerical marks will be calculated for each assessment based on the following percentages, and rounded to the nearest full mark:

- High distinction (HD) – 95%
- Distinction (D) – 80%
- Credit (C) – 70%

- Pass (P) – 60%
- Fail (F) – 40%

Extensions for Assessment Tasks

Applications for assessment task extensions must be submitted via 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. Within this unit, the clinical placement logbook is a hurdle task, requiring you to log the required hours of the clinical placement as a minimum requirement for passing this assessment task.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|--------------------------------------|
| Infographic | 20% | No | Week 10 |
| Podcast and narrative medicine article | 40% | No | Week 13 |
| Viva examination | 40% | No | During examination period (14/15/16) |
| Clinical placement log book | 0% | Yes | Week 14 |

Infographic

Assessment Type ¹: Poster

Indicative Time on Task ²: 15 hours

Due: **Week 10**

Weighting: **20%**

You will create an infographic outlining the inequity of the burden of chronic disease in a specific population group within Australia, and analyse the social determinants of health that contribute to this inequality.

On successful completion you will be able to:

- Describe the pathophysiology and epidemiology of chronic disease, persistent pain and disability across the lifespan, and the impact to both the individual and society, including the impact to Aboriginal and Torres Strait Islander people and other populations where health inequalities are prevalent. (Clinical Practitioner)
- Evaluate the biomedical, social, and behavioural determinants of health of individuals and populations from a diverse array of cultural backgrounds and geographical settings to develop strategies that optimise health and wellbeing as people age, drawing upon interprofessional expertise and resources where appropriate. (Engaged Global Citizen)
- Communicate effectively and appropriately with a diverse range of individuals from different cultural backgrounds with varying levels of health literacy, using a variety of modes, including digital technologies, in order to support people to optimise their health and wellbeing as they age. (Clinical Practitioner)

Podcast and narrative medicine article

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 25 hours

Due: **Week 13**

Weighting: **40%**

You will produce a brief podcast that incorporates an interview with your Health and Wellbeing Collaboration (HAWC) volunteer, and an analysis of the strategies that may be used to enhance health and wellbeing. This will be accompanied by a narrative medicine essay, written in the format of a magazine article.

On successful completion you will be able to:

- Utilise thorough assessment strategies and sound clinical reasoning to develop a personalised and collaborative management approach to physiotherapy for individuals with chronic disease, persistent pain and long-term disability, that considers an individual's preferences, current evidence and appropriate behavioural frameworks. (Clinical Practitioner)
- Evaluate the biomedical, social, and behavioural determinants of health of individuals and populations from a diverse array of cultural backgrounds and geographical settings to develop strategies that optimise health and wellbeing as people age, drawing upon interprofessional expertise and resources where appropriate. (Engaged Global Citizen)
- Apply safe and effective physiotherapy intervention strategies to treat complex multisystem problems, support self-management and minimise long term consequences of chronic health conditions across the lifespan, including strategies for Aboriginal and Torres Strait Islander people and other populations where health inequalities are prevalent. (Clinical Practitioner)
- Communicate effectively and appropriately with a diverse range of individuals from different cultural backgrounds with varying levels of health literacy, using a variety of modes, including digital technologies, in order to support people to optimise their health and wellbeing as they age. (Clinical Practitioner)

Viva examination

Assessment Type ¹: Viva/oral examination

Indicative Time on Task ²: 25 hours

Due: **During examination period (14/15/16)**

Weighting: **40%**

You will be required to describe and justify a person-centred and collaborative physiotherapy management approach to supporting an individual with multiple chronic health conditions to optimise their health and wellbeing.

On successful completion you will be able to:

- Describe the pathophysiology and epidemiology of chronic disease, persistent pain and disability across the lifespan, and the impact to both the individual and society, including the impact to Aboriginal and Torres Strait Islander people and other populations where health inequalities are prevalent. (Clinical Practitioner)

- Utilise thorough assessment strategies and sound clinical reasoning to develop a personalised and collaborative management approach to physiotherapy for individuals with chronic disease, persistent pain and long-term disability, that considers an individual's preferences, current evidence and appropriate behavioural frameworks. (Clinical Practitioner)
- Evaluate the biomedical, social, and behavioural determinants of health of individuals and populations from a diverse array of cultural backgrounds and geographical settings to develop strategies that optimise health and wellbeing as people age, drawing upon interprofessional expertise and resources where appropriate. (Engaged Global Citizen)
- Apply safe and effective physiotherapy intervention strategies to treat complex multisystem problems, support self-management and minimise long term consequences of chronic health conditions across the lifespan, including strategies for Aboriginal and Torres Strait Islander people and other populations where health inequalities are prevalent. (Clinical Practitioner)
- Communicate effectively and appropriately with a diverse range of individuals from different cultural backgrounds with varying levels of health literacy, using a variety of modes, including digital technologies, in order to support people to optimise their health and wellbeing as they age. (Clinical Practitioner)

Clinical placement log book

Assessment Type ¹: Log book

Indicative Time on Task ²: 2 hours

Due: **Week 14**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You will submit a logbook of briefly describing your experiences and hours accrued during your clinical placements.

On successful completion you will be able to:

- Utilise thorough assessment strategies and sound clinical reasoning to develop a personalised and collaborative management approach to physiotherapy for individuals with chronic disease, persistent pain and long-term disability, that considers an individual's preferences, current evidence and appropriate behavioural frameworks. (Clinical Practitioner)

- Evaluate the biomedical, social, and behavioural determinants of health of individuals and populations from a diverse array of cultural backgrounds and geographical settings to develop strategies that optimise health and wellbeing as people age, drawing upon interprofessional expertise and resources where appropriate. (Engaged Global Citizen)
 - Communicate effectively and appropriately with a diverse range of individuals from different cultural backgrounds with varying levels of health literacy, using a variety of modes, including digital technologies, in order to support people to optimise their health and wellbeing as they age. (Clinical Practitioner)
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¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Learning Skills Unit](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Assumed knowledge

This unit builds and integrates material from foundation sciences, clinical placements and the three core areas of cardio-pulmonary, neurorehabilitation and musculoskeletal physiotherapy. It also assumes you have a comprehensive knowledge of anatomy, physiology and pathophysiology.

Learning and Teaching Strategy

This unit encompasses an active learning approach where you will be expected to actively engage in enhancing your own learning experience. Lectures will provide content but will also incorporate interactive content (such as online forums), which will be further built upon in tutorials. The teaching approach will be based on you developing a deep understanding of the principles and the ability to independently solve problems. The expectation is therefore that you can then translate this knowledge to different scenarios, such as to patients with different presentations or different social circumstances. Also included within the unit will be a focus upon increasing your digital literacy and advanced communication skills, with creativity and innovation being embraced.

Unit Organisation

This is a ten credit point unit run over a 7 weeks in the second half of the session. A blended

learning and teaching strategy is implemented within this unit with online modules providing content and interactive activities such as quizzes and forums, which is further built upon in a mix of online (live zoom teleconferencing, 90 minutes) and campus based tutorials (face to face, 2-3 hours).

Clinical Placement

As part of this unit students will partake in a variety of clinical placement hours across the semester, including health and wellbeing collaboration. Clinical placement hours related to this unit will be undertaken via non face to face modalities.

Attendance

In the Faculty of Medicine, Health and Human Sciences professionalism is a key capability embedded in all our programs. As part of developing professionalism, Faculty of Medicine, Health and Human Sciences students are expected to attend all small group interactive sessions including tutorial sessions. Online lectures and activities will be pre-recorded. Students are expected to engage with online activities prior to tutorials.

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 or engage in learning and teaching activities, including online activities 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 or unable to engage with content.

Unit materials and readings

There is no compulsory textbook for this unit. Resources enhancing the content of this unit will be referred to throughout the unit and will come from a range of sources, including government reports, journal articles, and multimedia sources. Specific information will be provided on the unit iLearn site.

Technology and equipment

On-campus

Teaching rooms are equipped with state of art audio-visual and ICT equipment including 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, engage in online lecture and tutorial content & at times to submit assessment tasks via iLearn.

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 \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 or if you are a Global MBA student contact 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) 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 Enquiry Service

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

If you are a Global MBA student contact globalmba.support@mq.edu.au

Equity 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.

IT Help

For help with University computer systems and technology, visit 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

This unit will have modifications to prior offerings. Previously this unit was delivered face to face over a 13 week session. In 2021 this unit will be delivered via a mix of face to face and online blended learning from Week 7- Week 14. This is to accommodate adjustments made to clinical placements in response to the COVID-19 pandemic.