



# PHTY8204

## Health and Wellbeing Across Lifespan A

Session 1, In person-scheduled-weekday, North Ryde 2022

*Department of Health Sciences*

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## 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 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)

## General Assessment Information

Further details for each assessment task will be available on iLearn, including marking rubrics. 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. Course grading will be used for the HAWC assignment and Viva examination with the calculation of numerical marks for these assessment tasks 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%
- Pass threshold (P-) – 50%
- Fail (F) – 40%

All final grades are determined by a grading committee, in accordance with the Macquarie

University [Assessment Policy](#), and are not the sole responsibility of the Unit Convenor. Students will be awarded a final grade, which corresponds to the grade descriptors specified in the [Assessment Procedure](#) (clause 128). The final grade awarded is not necessarily a summation of the individual assessment components.

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements including professionalism, and achieve a final mark of 50 or better.

### Hurdle Assessment

Assessment task 4, the Clinical Placement Logbook, is a hurdle assessment. A hurdle assessment is defined as an assessment task mandating a minimum level of performance as a condition of passing the unit in which it occurs. You must obtain a pass grade in this assessment as a minimum requirement for passing the unit. Should you fail to obtain a pass grade upon your initial attempt, one supplementary opportunity will be provided to demonstrate that you meet the minimum requirements for this assessment. This supplementary opportunity may be in the form of additional time to complete the task. Should you still not meet a pass standard a Fail (Hurdle) grade will be awarded, as indicated by a FH grade upon your transcript.

### Extensions for Assessment Tasks

Applications for assessment task extensions may be considered for short-term, unexpected, serious, and unavoidable circumstances affecting assessment. Applications 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. You can also find out more on the [MQ Student Portal](#). Should you encounter any personal issues or concerns in regard to health and wellbeing during your studies you can also gain personal support and advice on campus. Please click on this [link](#) for further information.

### 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, will incur a deduction of 5% for the overall assessment weighting for the first day, and 5% 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	15%	75%	60%

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Objective Structured Clinical Examination (OSCE)</u>	30%	No	Week 8
<u>Viva examination</u>	30%	No	Week 13
<u>HAWC assignment</u>	40%	No	Week 14
<u>Clinical placement logbook</u>	0%	Yes	Week 14

### Objective Structured Clinical Examination (OSCE)

Assessment Type <sup>1</sup>: Clinical performance evaluation

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 8**

Weighting: **30%**

This assessment will test your understanding of content delivered during lectures and tutorials through the application of skills and knowledge across a number of tasks.

On successful completion you will be able to:

- Describe how biological processes during paediatric years impact on health and physiotherapy care. (Scientist and Scholar)
- Perform and analyse age and stage appropriate assessments of infants, children and adolescents with complex health conditions. (Clinical Practitioner)
- 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)
- 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)
- Apply legal and ethical principles within professional practice to ensure the privacy, autonomy and safety of all children, whilst optimising health and wellbeing. (Professional)

### Viva examination

Assessment Type <sup>1</sup>: Viva/oral examination

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 13**

Weighting: **30%**

You will be required to describe and justify evidence based assessment and treatment choices using advanced clinical reasoning related to a complex case during a viva examination. This exam will test your understanding of content covered during lectures and tutorials.

On successful completion you will be able to:

- Describe how biological processes during paediatric years impact on health and physiotherapy care. (Scientist and Scholar)
- Perform and analyse age and stage appropriate assessments of infants, children and adolescents with complex health conditions. (Clinical Practitioner)
- 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)
- 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)
- Apply legal and ethical principles within professional practice to ensure the privacy, autonomy and safety of all children, whilst optimising health and wellbeing. (Professional)

## HAWC assignment

Assessment Type <sup>1</sup>: Clinical performance evaluation

Indicative Time on Task <sup>2</sup>: 24 hours

Due: **Week 14**

Weighting: **40%**

You will submit a video demonstrating an interaction between yourself and your paediatric HAWC volunteer and/or their carer, along with a short written self-reflection based upon the submitted video.

On successful completion you will be able to:

- Describe how biological processes during paediatric years impact on health and physiotherapy care. (Scientist and Scholar)
- Perform and analyse age and stage appropriate assessments of infants, children and adolescents with complex health conditions. (Clinical Practitioner)

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

## Clinical placement logbook

Assessment Type <sup>1</sup>: Log book

Indicative Time on Task <sup>2</sup>: 3 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 integrated clinical placement.

On successful completion you will be able to:

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

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<sup>1</sup> 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 [Writing Centre](#) for academic skills support.

<sup>2</sup> 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 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.

### **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. A blended learning and teaching strategy is implemented within this unit with online resources providing content and interactive activities such as lectures, quizzes and forums, which is further built upon in campus-based tutorials and workshops. The teaching approach will be based on you developing a deep understanding of the principles and the ability to independently think critically and solve problems. The expectation is therefore that you can translate this knowledge to different scenarios eg. patients with slightly different presentation, ages or family conditions.

### **Unit Organisation**

This is a ten credit point unit run over a 13 week session. Overall, it is anticipated that you will spend approximately 150 hours across the session on this unit. Within this session there will be approximately 24 hours of campus-based tutorials/workshops, 20 hours of clinical placement and 39 hours of online activities, including preparation for campus-based tutorials/workshops. You will also need to allow approximately 67 hours for assessment based work.

The clinical placement hours will involve you participating in the Health and Well-being Collaboration (HAWC) clinical program where you will follow the health care experience of a paediatric volunteer from the community, and their family. This will enable you 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, 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 tutorials, clinical and workshop sessions. You should be punctual and prepared for all sessions.

All tutorials and workshops 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 unit convenor to attend a different tutorial/workshop on a one-off basis for extenuating circumstances. Failure to attend any learning and teaching activities, including tutorials/workshops, may impact your final results. It is your responsibility to contact the unit convenors by email to inform tutors if you 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 the 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 complete 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.

## **Unit Schedule**

Detailed information pertaining to the unit schedule can be found on iLearn.

## **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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)

- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support](#) including information about finances, tenancy and legal issues

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## 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

The previous offering of PHTY8204 HWLA in Session 2, 2021, included online tutorials and the HAWC clinical program was delivered online in alignment with the COVID-19 pandemic. In 2022, the plan is to return to face-to-face tutorials. The HAWC clinical program will also revert back to face-to-face delivery.

## Changes since First Published

Date	Description
08/02/2022	Update to reflect current Assessment Policy.