



PHTY8206

Health and Wellbeing Across Lifespan B

Session 1, In person-scheduled-weekday, North Ryde 2023

Department of Health Sciences

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	4
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	9
<u>Policies and Procedures</u>	10
<u>Changes from Previous Offering</u>	12
<u>Inclusion and Diversity</u>	12
<u>Professionalism</u>	12

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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 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://www.mq.edu.au/study/calendar-of-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

To pass this unit, you must have demonstrated sufficient evidence of achievement of the unit learning outcomes and obtained a minimum pass grade for the clinical placement logbook assessment as this is a hurdle assessment.

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

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 and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

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

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

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%
- Pass minus (P-) - 50%
- Fail (F) – 40%

Submission of an incomplete assessment task may result in the Fail (F) grade to be awarded a numerical grade below 40%.

Hurdle Assessment

The PHTY8206 Clinical Placement logbook is a hurdle assessment task. 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.

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. For further details please refer to the [Special Considerations Policy](#). You can also find out more on the MQ Student Portal at the following link: <https://students.mq.edu.au/study/assessment-exams/special-consideration>

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 see the following link for further information: <https://students.mq.edu.au/support/personal>

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due
Magazine article	20%	No	Week 7
Podcast	40%	No	Week 10

Name	Weighting	Hurdle	Due
<u>Clinical placement log book</u>	0%	Yes	Week 14
<u>Viva examination</u>	40%	No	Week 15

Magazine article

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 15 hours

Due: **Week 7**

Weighting: **20%**

You will create a magazine article 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

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 30 hours

Due: **Week 10**

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.

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)

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)

Viva examination

Assessment Type ¹: Viva/oral examination

Indicative Time on Task ²: 25 hours

Due: **Week 15**

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)

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 [Writing Centre](#) 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

Teaching and Learning Strategy

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including readings, online modules, videos and lectures. Details can be found on the iLearn site for this unit.

The blended learning and teaching approach in this unit aims to help students develop a deep understanding of principles and the ability to independently solve problems, with the expectation that students can then translate this knowledge to different clinical scenarios (e.g. patients with complex and chronic conditions and those with different cultural considerations such as those who are Aboriginal and Torres Strait Islander). Weekly online learning modules will provide content and interactive learning activities that will help students develop foundational knowledge for this unit. These modules will be complimented by weekly on-campus practical sessions that will help students consolidate, extend and apply what they are learning each week. Practical sessions will focus on the development and application of technical skills as well as the exploration of case studies designed to promote high-level clinical reasoning. These sessions will take place on-campus in authentic learning environments to optimally prepare students for their future clinical placements.

Unit organisation

This is a ten credit point unit. Overall, it is anticipated that you spend approximately 150 hours across the session on this unit. Within this session there will be 18 hours of campus-based practical classes and 112 hours involving online learning activities as well as assessment preparation and completion. In addition 20 hours are allocated to Community Clinical Placement activities.

Recommended Readings

There are no specific unit materials or readings required for this unit. All required material will be provided via the iLearn site.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

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.

Consultation with staff

All staff will be available for individual consultation.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.smq.edu.au) (<https://policies.smq.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.smq.edu.au/support/study/policies) (<https://students.smq.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.smq.edu.au) (<https://policies.smq.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

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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/.

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

An update to assessment tasks will take effect this delivery. Assessment task 1 has been modified from an infographic delivery to a magazine article. Assessment task 2 has been changed from a Magazine Article and Podcast to a Podcast only.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are [expected to attend all small group interactive sessions](#) including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an

adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.