



PHTY814

Health and Wellbeing Across Lifespan B

S1 Day 2018

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

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HAWC Coordinator

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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 role of physiotherapy in promoting and enhancing health and wellbeing in individuals with chronic diseases, persistent pain and long-term disability. 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:

Demonstrate an understanding of the epidemiology and impact of chronic disease, persistent pain and disability on individuals and society, including an understanding of the biomedical, social, and behavioural determinants of health, and the health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.

Plan and conduct an assessment of people across the lifespan who have chronic diseases affecting multiple systems.

Interpret and analyse assessment findings of people with chronic diseases, including persistent pain, to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restrictions.

Build on prior units to develop a physiotherapy treatment plan for people with chronic diseases, persistent pain and long-term disability, that address the individual's goals and is based on the best available evidence.

Demonstrate safe and effective physiotherapy interventions used to treat complex multisystem problems, support self-management and minimise long term consequences of chronic disease, pain and disability across the lifespan, including strategies to support behaviour change and address health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.

Determine a plan of monitoring and evaluation that uses appropriate outcome measures during the assessment and treatment of chronic disease, persistent pain and disability.

Demonstrate sound knowledge of interprofessional health care resources available for those with chronic disease, persistent pain and disability, with a specific understanding of the different roles a physiotherapist can play in urban and rural/remote community settings as well as when referral for specialist care is appropriate.

General Assessment Information

Information concerning Macquarie University's assessment policy is available at 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, which is available at: http://www.mq.edu.au/policy/docs/assessment/schedule_1.html

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes and have attempted all assessment tasks.

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 Schedule 1 of the Assessment Policy.

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 Disruption to Studies Policy available at 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 Unit Convenor, 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, 17th	3	30%	75%	45%

Assessment Tasks

Name	Weighting	Hurdle	Due
Infographic	20%	No	9am, 18 May 2018 (Week 10)
Podcast	30%	No	9am, 4 June 2018 (Week 13)
Written examination	50%	No	Week 14/15/16 TBC
Clinical Placement Logbook	0%	No	9am, 25 June 2018

Infographic

Due: **9am, 18 May 2018 (Week 10)**

Weighting: **20%**

Students will create an infographic outlining the inequity of the burden of chronic disease, and the social determinants of health that are contributing to this inequality, in one of the following population groups within Australia: Aboriginal and Torres Strait Islander; individuals living in low socioeconomic status; individuals living in rural and remote regions; refugees or individuals seeking asylum; individuals who are homeless; war veterans; individuals who are lesbian, gay, bisexual, trans or intersex (LGBTI); or individuals detained within the prison system.

On successful completion you will be able to:

- Demonstrate an understanding of the epidemiology and impact of chronic disease, persistent pain and disability on individuals and society, including an understanding of the biomedical, social, and behavioural determinants of health, and the health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
- Demonstrate sound knowledge of interprofessional health care resources available for those with chronic disease, persistent pain and disability, with a specific understanding of the different roles a physiotherapist can play in urban and rural/remote community settings as well as when referral for specialist care is appropriate.

Podcast

Due: **9am, 4 June 2018 (Week 13)**

Weighting: **30%**

Students will produce a brief podcast that describes a community based program that aims to address the inequity in the burden of chronic disease in the population selected for the infographic assessment task, with an analysis of how this program may or may not successfully address behavioural risk factors within this population

On successful completion you will be able to:

- Demonstrate an understanding of the epidemiology and impact of chronic disease, persistent pain and disability on individuals and society, including an understanding of the biomedical, social, and behavioural determinants of health, and the health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
- Demonstrate safe and effective physiotherapy interventions used to treat complex multisystem problems, support self-management and minimise long term consequences of chronic disease, pain and disability across the lifespan, including strategies to support behaviour change and address health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
- Determine a plan of monitoring and evaluation that uses appropriate outcome measures during the assessment and treatment of chronic disease, persistent pain and disability.
- Demonstrate sound knowledge of interprofessional health care resources available for those with chronic disease, persistent pain and disability, with a specific understanding of the different roles a physiotherapist can play in urban and rural/remote community settings as well as when referral for specialist care is appropriate.

Written examination

Due: **Week 14/15/16 TBC**

Weighting: **50%**

This written examination will be a 3-hour exam that is combined with PHTY812 Health and Well-Being Across the Lifespan A. This exam will test student's understanding of all content delivered in this unit of study. Questions will be both short and long answer and will be based on complex case studies. The case studies will be released to students prior to the exam date.

On successful completion you will be able to:

- Demonstrate an understanding of the epidemiology and impact of chronic disease, persistent pain and disability on individuals and society, including an understanding of the biomedical, social, and behavioural determinants of health, and the health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
- Plan and conduct an assessment of people across the lifespan who have chronic diseases affecting multiple systems.
- Interpret and analyse assessment findings of people with chronic diseases, including persistent pain, to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restrictions.
- Build on prior units to develop a physiotherapy treatment plan for people with chronic diseases, persistent pain and long-term disability, that address the individual's goals and is based on the best available evidence.
- Demonstrate safe and effective physiotherapy interventions used to treat complex multisystem problems, support self-management and minimise long term consequences of chronic disease, pain and disability across the lifespan, including strategies to support behaviour change and address health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
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Clinical Placement Logbook

Due: **9am, 25 June 2018**

Weighting: **0%**

Student to submit a logbook of experiences acquired during HAWC placements – including clinic/school/group observations and e-HAWC experiences. 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:

- Demonstrate an understanding of the epidemiology and impact of chronic disease, persistent pain and disability on individuals and society, including an understanding of the biomedical, social, and behavioural determinants of health, and the health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
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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.

Teaching and Learning Strategy

Lectures will provide foundation knowledge and also incorporate large group demonstrations and 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 then translate this knowledge to different scenarios (e.g. patients with slightly different presentations).

Unit Organisation

This is a four credit point unit run over a 13 week session. Within this session there will be two hours of lecture content and two hours of tutorials in Week 1, and in Weeks 8-13. Further information is available in iLearn.

Students will also spend 70 hours across the semester participating in the Health and Wellbeing Collaboration (HAWC) program, of which approximately 35 hours is aligned with this unit. HAWC participation will involve attendance at group and clinical observation sessions, as well as approximately 10 hours of participation in the e-HAWC program. This will enable students to experience first-hand the content covered in lectures and tutorials in units of study, and gain a much deeper understanding of the health care system and a physiotherapist's role in it. The assessments in this unit will draw upon students experiences during their HAWC hours.

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 for viewing 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

There is no compulsory textbook for this unit. Weekly readings 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 & 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://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.*)

Undergraduate 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](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>).

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 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) 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://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.

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

- Demonstrate an understanding of the epidemiology and impact of chronic disease, persistent pain and disability on individuals and society, including an understanding of the biomedical, social, and behavioural determinants of health, and the health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
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- Determine a plan of monitoring and evaluation that uses appropriate outcome measures during the assessment and treatment of chronic disease, persistent pain and disability.
- Demonstrate sound knowledge of interprofessional health care resources available for those with chronic disease, persistent pain and disability, with a specific understanding of the different roles a physiotherapist can play in urban and rural/remote community settings as well as when referral for specialist care is appropriate.

Assessment tasks

- Infographic
- Podcast
- 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

- Demonstrate an understanding of the epidemiology and impact of chronic disease, persistent pain and disability on individuals and society, including an understanding of the biomedical, social, and behavioural determinants of health, and the health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
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Assessment tasks

- Infographic
- Podcast
- 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

- Demonstrate an understanding of the epidemiology and impact of chronic disease, persistent pain and disability on individuals and society, including an understanding of the biomedical, social, and behavioural determinants of health, and the health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
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Assessment tasks

- Infographic
- Podcast

- 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

- Demonstrate an understanding of the epidemiology and impact of chronic disease, persistent pain and disability on individuals and society, including an understanding of the biomedical, social, and behavioural determinants of health, and the health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
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Assessment tasks

- Infographic
- Podcast
- 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 assessment of people across the lifespan who have chronic diseases affecting multiple systems.
- Interpret and analyse assessment findings of people with chronic diseases, including persistent pain, to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restrictions.
- Demonstrate safe and effective physiotherapy interventions used to treat complex multisystem problems, support self-management and minimise long term consequences of chronic disease, pain and disability across the lifespan, including strategies to support behaviour change and address health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
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Assessment tasks

- Infographic
- Podcast
- 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

- Demonstrate an understanding of the epidemiology and impact of chronic disease, persistent pain and disability on individuals and society, including an understanding of the biomedical, social, and behavioural determinants of health, and the health inequalities prevalent in Aboriginal and Torres Strait Islander people and other disadvantaged populations.
- Build on prior units to develop a physiotherapy treatment plan for people with chronic diseases, persistent pain and long-term disability, that address the individual's goals and is based on the best available evidence.
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Assessment tasks

- Infographic
- Podcast
- Written examination
- Clinical Placement Logbook

Changes from Previous Offering

Feedback on this unit continues to be very positive and changes to the unit are minimal. The

only substantial change made from 2017 is a reorganisation of the content assessed in a 50% written assignment, to be assessed across two smaller pieces of assessment with varied presentation formats - an infographic and a podcast. This change has been made to build skills in contemporary methods of communication regarding health and health services. More detailed information about all assessment tasks will be provided on iLearn.