



PHTY812

Health and Wellbeing Across Lifespan A

S1 Day 2019

Department of Health Professions

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Disclaimer

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General Information

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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 delivery of physiotherapy services to promote and enhance health and wellbeing in selected populations across the life span, with an emphasis on children, women during pregnancy and older persons. 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:

Describe how biological processes during early development, pregnancy and ageing impact on health and physiotherapy care.

Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.

Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child, women during pregnancy or an older adult.

Develop a safe and effective physiotherapy plan appropriate for a child, women during pregnancy and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.

Determine a plan of appropriate monitoring and evaluation that uses age-appropriate outcome measures during the assessment and treatment of children, women during pregnancy and older adults and practice using these measures with volunteers from the Health and Wellbeing Collaboration (HAWCS).

Demonstrate competency in communicating with children, older adults and their family / carers to provide information about their diagnosis and prognosis and to select a treatment with consideration of the preferences and expectations of the individual, their family and/or carers.

Describe the efficacy of treatments for child, women during pregnancy or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.

Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

General Assessment Information

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, students must have:

- Attempted all assessment tasks; **AND**
- Demonstrated sufficient evidence of achievement of the unit learning outcomes.

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 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.

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 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, may incur a deduction of 10% of the overall assessment weighting 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, 17 th	3	30%	75%	45%

Assessment Tasks

Name	Weighting	Hurdle	Due
Written examination	30%	No	9am, Monday 6th May 2019
HAWC assignment	40%	No	9am, Monday 27th May 2019
Viva examination	30%	No	Week 14, 15, 16

Name	Weighting	Hurdle	Due
<u>Clinical placement logbook</u>	0%	No	9am, Monday 10th June 2019

Written examination

Due: **9am, Monday 6th May 2019**

Weighting: **30%**

This written examination will be a 2.5-hour exam that is combined with PHTY814 Health and Well-Being Across the Lifespan B. This exam will test student's understanding of all content delivered between week 1 to week 7. Therefore, the exam will have a paediatric focus (excluding adolescent medicine). 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:

- Describe how biological processes during early development, pregnancy and ageing impact on health and physiotherapy care.
- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child, women during pregnancy or an older adult.
- Develop a safe and effective physiotherapy plan appropriate for a child, women during pregnancy and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.
- Determine a plan of appropriate monitoring and evaluation that uses age-appropriate outcome measures during the assessment and treatment of children, women during pregnancy and older adults and practice using these measures with volunteers from the Health and Wellbeing Collaboration (HAWCS).
- Demonstrate competency in communicating with children, older adults and their family / carers to provide information about their diagnosis and prognosis and to select a treatment with consideration of the preferences and expectations of the individual, their family and/or carers.
- Describe the efficacy of treatments for child, women during pregnancy or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.
- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

HAWC assignment

Due: **9am, Monday 27th May 2019**

Weighting: **40%**

Students will submit a video demonstrating an interaction between themselves and their HAWC and/or their carer, along with a short written self-reflection based upon the submitted video. Students will also formulate a report that could be provided to their HAWC's childcare or school. This report will include information about the HAWC's condition and assessment findings, as well as strategies/recommendations to enhance the HAWC's participation in daily activities.

On successful completion you will be able to:

- Describe how biological processes during early development, pregnancy and ageing impact on health and physiotherapy care.
- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child, women during pregnancy or an older adult.
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- Describe the efficacy of treatments for child, women during pregnancy or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.
- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

Viva examination

Due: **Week 14, 15, 16**

Weighting: **30%**

Students will be required to describe and justify evidence based assessment and treatment choices and advanced clinical reasoning related to a complex case during a viva examination. This exam will test student's understanding of all content covered during week 9 to week 13 and will relate to adolescent medicine, pregnancy and older adults. Each case in the

exam will integrate content across the lifespan and will include two or more of the following topics: adolescent medicine, pregnancy, falls, dementia, healthy ageing and palliative care.

On successful completion you will be able to:

- Describe how biological processes during early development, pregnancy and ageing impact on health and physiotherapy care.
- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child, women during pregnancy or an older adult.
- Develop a safe and effective physiotherapy plan appropriate for a child, women during pregnancy and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.
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- Describe the efficacy of treatments for child, women during pregnancy or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.
- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

Clinical placement logbook

Due: **9am, Monday 10th June 2019**

Weighting: **0%**

Students will submit a logbook of experiences acquired during HAWC placements – during both volunteer visits and clinic/school/group observations. There are no marks assigned to this task but submission of this logbook is part of the assessment requirements for this unit of study.

On successful completion you will be able to:

- Determine a plan of appropriate monitoring and evaluation that uses age-appropriate

outcome measures during the assessment and treatment of children, women during pregnancy and older adults and practice using these measures with volunteers from the Health and Wellbeing Collaboration (HAWCS).

- Demonstrate competency in communicating with children, older adults and their family / carers to provide information about their diagnosis and prognosis and to select a treatment with consideration of the preferences and expectations of the individual, their family and/or carers.
- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

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.

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 is a one hour lecture and a two hour tutorial most weeks. Students will also spend 40 hours across the semester (shared between PHTY812 and PHTY814) 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-centr](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr)

al). 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](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 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 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

If you are a Global MBA student contact 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/.

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

- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child, women during pregnancy or an older adult.
- Develop a safe and effective physiotherapy plan appropriate for a child, women during pregnancy and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.
- Determine a plan of appropriate monitoring and evaluation that uses age-appropriate outcome measures during the assessment and treatment of children, women during pregnancy and older adults and practice using these measures with volunteers from the Health and Wellbeing Collaboration (HAWCS).
- Demonstrate competency in communicating with children, older adults and their family / carers to provide information about their diagnosis and prognosis and to select a

treatment with consideration of the preferences and expectations of the individual, their family and/or carers.

- Describe the efficacy of treatments for child, women during pregnancy or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.
- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

Assessment tasks

- Written examination
- HAWC assignment
- Viva 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

- Describe how biological processes during early development, pregnancy and ageing impact on health and physiotherapy care.
- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child, women during pregnancy or an older adult.
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- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

Assessment tasks

- Written examination
- HAWC assignment
- Viva 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

- Describe how biological processes during early development, pregnancy and ageing impact on health and physiotherapy care.
- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child, women during pregnancy or an older adult.
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- Describe the efficacy of treatments for child, women during pregnancy or an older adult

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Assessment tasks

- Written examination
- HAWC assignment
- Viva 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

- Describe how biological processes during early development, pregnancy and ageing impact on health and physiotherapy care.
- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child, women during pregnancy or an older adult.
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- Describe the efficacy of treatments for child, women during pregnancy or an older adult with multiple systems involvement, based on current evidence and demonstrate

competence in implementing these treatments with peers.

Assessment tasks

- Written examination
- HAWC assignment
- Viva 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

- Describe how biological processes during early development, pregnancy and ageing impact on health and physiotherapy care.
- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child, women during pregnancy or an older adult.
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- Describe the efficacy of treatments for child, women during pregnancy or an older adult with multiple systems involvement, based on current evidence and demonstrate competence in implementing these treatments with peers.

- Understand the interprofessional services in the health care system that provide support for children with special needs and the elderly in the community.

Assessment tasks

- Written examination
- HAWC assignment
- Viva 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

- Plan and conduct an age-appropriate assessment of people across the lifespan with multiple systems involvement and pain, including a history and physical examination.
- Analyse assessment findings to form a diagnosis and a prioritised list of problems in impairments, activity limitations and participation restriction, which are appropriate for a child, women during pregnancy or an older adult.
- Develop a safe and effective physiotherapy plan appropriate for a child, women during pregnancy and an older adult that addresses the individual's goals and utilises evidence-based treatment including preventative strategies to promote health.
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- Understand the interprofessional services in the health care system that provide support

for children with special needs and the elderly in the community.

Assessment tasks

- Written examination
- HAWC assignment
- Viva examination
- Clinical placement logbook

Changes from Previous Offering

Assessment components for this unit have undergone some changes to ensure that the types of assessment, as well as the timing of these assessments, are optimised for students. The written examination has been moved forward and the weighting of this examination has been reduced. Additionally, the HAWC assignment now incorporates the video and written components and is of smaller size and weighting (previously two separate assessment tasks). Also, a new viva examination has been added to ensure that content in the latter part of the semester is adequately assessed.

Lecture and tutorial content has been updated as appropriate.