

# VIBE ACTIVITIES

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HEALTHY VIBE

HEALTHY BODY

### Learning curve

New physio embraces opportunity to build career in allied health

**G**UMBAYNGGIR WOMAN BETHANY BRAYNE IS SETTLING INTO HER NEW ROLE AS A PHYSIOTHERAPIST FOR LACHLAN HEALTH SERVICE AT THE FORBES DISTRICT HOSPITAL IN NSW. BETHANY RECENTLY GRADUATED WITH A BACHELOR OF APPLIED SCIENCE IN PHYSIOTHERAPY FROM SYDNEY UNIVERSITY.

Bethany was one of seven Aboriginal and Torres Strait Islander students specialising in Allied Health who graduated. Three students graduated with a Masters of Physiotherapy and two with degrees in physio, and one in speech therapy and occupational therapy.

Bethany, originally from Liverpool in Sydney but with family ties to Northern NSW, says she loves the challenge of working in a rural community of around 8,000 people.

"There is a large Indigenous population here, and my senior physiotherapist and I have been discussing ways to involve the health service in Indigenous education and becoming more a part of the Indigenous community. I'm really excited about being on board with that," Bethany says.

An interest in sports science led Bethany to study physio, after originally considering a career in law.

"I always played sport growing up and spent a bit of time at the physio myself. In my senior years at high school I began to get interested in science. The degree is totally unlike what I imagined, having only thought about it from the sports injury side of things, but physios are involved in a hospital setting and rehabilitate people after strokes and head injuries," she says.

"I now also work with disabled kids and I really enjoy that. Neuro physio is definitely what I like best. You get to change people's lives. It's not just about getting back on the sports field; you get to go on a journey with them at the most difficult time in their lives."

Bethany's job is busy as she is the full-time physiotherapist who covers Forbes, Parkes and Condobolin in central NSW.

On any one day, she can see people suffering from back pain and chronic conditions in the outpatient injury category and, through outpatient neuro, those suffering with multiple sclerosis and Parkinson's disease. Then there are the in-patients – for example, those suffering with pneumonia.

But Bethany's embracing the busy schedule and sees it as an opportunity to learn more about her profession, from the ground up.

"Being the only full-time physio here gives me continuity and that falls to me as the new grad here," she says.

"In many ways, I'm introducing my role and establishing my professional credentials because they haven't had access to a full-time physio."

Bethany is also keen to involve her local community more in the health system.

"The Wiradjuri people are not heavily involved in the hospital system here and that is something I want to change.

I want to reach out to the community and perhaps develop some programs with the Aboriginal Health Worker," she says.

"I have a big heart for my people and I want to help change perspectives so that the health system is an inclusive environment. The system needs to adapt to our culture."

Bethany acknowledges she is just starting out and has a long but rewarding learning journey ahead.

"Working in a rural setting, you have to learn first and then try and address the inequities."

But it's a learning journey that she encourages others to follow, despite the initial pressures of tertiary studies to gain qualifications.

"Yes the course load is heavy and you are getting a lot of information in a short time. Then there is the competitiveness of the degree – I got special entry but all the mainstream students worked hard for their UAI to get in, and you have to compete with them as you earn your degree. But the Aboriginal support unit, Yooroang Garang, was really great and we all supported each other," Bethany says.

"I'd encourage anyone at school thinking of going into a health career to do it. Don't sell yourself short and don't discount going to uni even if you are not doing so well at school because there are programs out there to help you."

Bethany Brayne and Timothy Glynn both graduated with a Bachelor of Science in Exercise Science before being accepted into the Master of Physiotherapy degree.

As a physio, Bethany has some good tips for staying fit and active...

Find a fun way of staying active and get your friends and family onboard so you can exercise with them. It's all about staying motivated and exercising in a fun, social environment.

Bethany Brayne is a physiotherapist for Lachlan Health Service in Forbes NSW. She graduated from Sydney University.

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## ACTIVITY 1

### BUILDING READING SKILLS

- skimming and scanning for information.
- reading headings, sub-headings, text boxes and pictures.
- reading for meaning.
- making connections between the text and your world.

**There are three levels of comprehension questions:**

- Literal** The answer is located in one sentence in the text.
- Inferred** You need to make links between text and graphics (such as photographs, illustrations, maps and tables) and what you already know.
- Applied** The answer is in your background knowledge, what you already know or feel.

**1** What does Bethany Brayne enjoy about working in a rural community? (inferred)

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**2** The text says: “Bethany’s *embracing the busy schedule*”.  
What does this mean?

(inferred)

- She gets very tired with all the work.
- She does not enjoy her job at all.
- She wants to hug everyone she sees on her rounds.
- She enjoys the opportunities her busy workload creates.



**3** What is the overall purpose of this text?

(applied)

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**4** How do the visual images support the message of this text?

(inferred)

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## ACTIVITY 2

### LANGUAGE CONVENTIONS – SPELLING

**1** The spelling mistakes in these sentences have been underlined.  
Write the correct spelling for each word in the box.

She has a job as a phisyotherapyst.

She sees people suffering from cronic pain.



**2** Each sentence has one word that is incorrect.  
Write the correct spelling of the word in the box.

It helps to introduce her roll.

It should be an inclusive enviroment.



## Spelling – Homonyms / Homophones

**Homonyms / homophones** are words that sound the same but have different spellings and different meanings.

For example, people often confuse **there**, **they're** and **their**.

A simple way to remember these:

**there** = place or idea

**they're** = contraction for they are

**their** = belongs to them

**3** Circle the correct word in the following sentences.

- A. ( There / They're / Their ) going out to remote communities today.
- B. The town was ( there / they're / their ) favourite.
- C. I'm glad I was ( there / they're / their ) to help.

## ACTIVITY 3

### LANGUAGE CONVENTIONS – PUNCTUATION

**Direct speech** is what is actually spoken, shown by speech marks ( " " ) in writing.

**Indirect speech** does not say what is actually spoken. It reports what has been said, so it doesn't need speech marks.

**1** Change this passage of direct speech into indirect speech.

"I want to reach out to the community and perhaps develop some programs with the Aboriginal Health Worker," said Bethany.

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# ACTIVITY 5

## WRITING AN EXPOSITION



**1** TOPIC – Everyone should learn to play a sport.



An Exposition is a type of argument that states one point of view about an issue. (A Discussion argues **both** sides of an issue.)  
Here's how an Exposition is structured.

Argument type	Social purpose	Stages	Phases
<b>Exposition</b>	argues one point of view about an issue	<p><b>Thesis – statement of your point of view</b> (Introduction)</p> <p><b>Arguments – points</b> (Your opinions)</p> <p><b>Restatement</b> (Conclusion)</p>	<p><b>preview all the points</b></p> <p><b>evidence</b> <b>statistics</b> <b>quotes</b> <b>examples</b> <b>elaborations</b></p> <p><b>review all the points and sum up</b></p>





**Do you agree? Do you disagree?  
Brainstorm your ideas for and against.**



Reasons that everyone should learn to play a sport.	Reasons against everyone learning to play a sport.

**Which is the strongest argument?**

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**Write an EXPOSITION to convince a reader of your opinion.**

**Think about:**

- examples, statistics, elaborations and other evidence to support your ideas.

**Remember to:**

- research your topic and plan your writing.
- choose your arguments carefully.
- start with an attention-grabbing introduction.
- state your arguments clearly.
- give reasons and examples for your arguments.
- write in sentences.
- use words that connect your ideas (firstly, next, in addition to, in conclusion...).
- use a new paragraph for each new idea.
- choose your words carefully to convince a reader of your opinions.
- pay attention to your spelling and punctuation.
- check and edit your writing so that it is clear for a reader.