



PSIO11003 *Foundations of Physiotherapy* **Practice 2** Term 2 - 2019

Profile information current as at 28/04/2024 04:50 am

All details in this unit profile for PSIO11003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit a case-based learning model will be used to develop core health professional practice skills, including posture and functional movement analysis; assessment of joint movement; muscle strength and length; neurological tests; the introduction to therapeutic exercise and treatments including manual handling and walking aid prescription. Professional and individual boundaries of scope of practice and the different health professional roles will be explored. Occupational health and safety issues relevant to the profession will also be presented. Students will be introduced to pain mechanisms and aspects of pain management.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisites: PSIO11004: Foundations of Physiotherapy Practice 1 ALLH11005: Anatomy and Physiology for Health Professionals 1 Co-requisite: ALLH11004: Anatomy and Physiology for Health Professionals 2

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2019

- Bundaberg
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 20%

2. **Written Assessment**

Weighting: 30%

3. **On-campus Activity**

Weighting: Pass/Fail

4. **Practical Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit evaluation data, have your say, direct student feedback, self reflection

Feedback

Unit evaluation data indicates that students were satisfied with this unit and achieved high levels of learning. Overall, students were satisfied with the clinically focused unit content and engaging delivery, and were very complimentary regarding the quality and support of the teaching team.

Recommendation

The unit will continue to be designed and delivered to ensure it is clinically focused, engaging, supportive and well moderated.

Feedback from Unit evaluation data, have your say, direct student feedback

Feedback

Some students reported dissatisfaction with their perceived individual workload for the group assessment task.

Recommendation

The group assessment task will be reviewed to ensure all elements of the task (task design, group allocation, task instruction and assessment criteria) are designed in line with key pedagogical principles and strategies to ensure student learning and experiences are optimised.

Feedback from Unit evaluation data, have your say, direct student feedback

Feedback

Students highly value practical sessions that are structured to support learning with a combination of tangible learning resources, demonstrations of manual therapy skills and supervised practiced with immediate feedback on performance.

Recommendation

The teaching team will continue to work collaboratively to deliver the unit in a consistent manner between campuses that optimises students' motor learning. Staff will continue to support student learning through practical sessions that combine learning resources, case based learning, technique demonstration, supervised practice, constructive feedback and peer learning.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Perform and discuss assessment of functional movement.
2. Perform safe and effective prescription of mobility aids and teaching of ambulatory skills.
3. Perform safe and effective manual handling, including patient transfers.
4. Design and discuss therapeutic exercise using current evidence based practice within physiotherapy practice.
5. Discuss the role of other allied health professionals within the Interprofessional team.
6. Describe pain mechanisms and demonstrate aspects of pain management.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Online Quiz(zes) - 20%	•	•		•	•	•
2 - Written Assessment - 30%				•	•	
3 - On-campus Activity - 0%					•	
4 - Practical Assessment - 50%	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•	•
3 - Critical Thinking	•			•		•
4 - Information Literacy						
5 - Team Work			•			•
6 - Information Technology Competence						
7 - Cross Cultural Competence				•		
8 - Ethical practice		•	•	•	•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 20%	•	•	•	•		•				
2 - Written Assessment - 30%	•	•	•	•	•	•				
3 - On-campus Activity - 0%	•									
4 - Practical Assessment - 50%	•	•	•					•		

Textbooks and Resources

Textbooks

PSIO11003

Prescribed

Orthopedic Physical Assessment

6th Edition (2014)

Authors: Magee, D. J

Elsevier Saunders

St Louis , Missouri , USA

ISBN: 978-1-4557-0977-9

Binding: Hardcover

PSIO11003

Prescribed

Therapeutic Exercise: Foundations and Techniques

Edition: 7th edn (2017)

Authors: Kisner, C. & Colby, L. A.

F.A. Davis Company

Philadelphia , PA , USA

ISBN: 9780803658509

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Clinics in Motion

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Sasha Job Unit Coordinator

s.job@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to PSIO11003 - Foundations of Physiotherapy Practice 2
 Clinical Placement Briefing
 Introduction to Therapeutic Exercise

Kisner, C. & Colby, L. A. (2012). *Therapeutic exercise: Foundations and techniques* (6th ed.). Philadelphia, PA: F. A. Davis Company.
 Magee, D. J. (2014). *Orthopaedic Physical Assessment* (6th ed.). St Louis, MO: Elsevier Saunders.
 Refer to Moodle page for prescribed textbook chapter and additional resources.

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Aerobic Training Resistance Training	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	Group Work Presentation: groups to be finalised Gym Visit

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Range of Movement Flexibility and Stretching	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	Group Work Presentation: topics to be finalised

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic Exercise Program Design Hydrotherapy	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	Pool Visit

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Physical Examination of the Lower Limb	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	Supervised Online Quiz 1 (10%)

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Physical Examination of the Lower Limb	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Physical Examination of the Lower Limb	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Neurological Examination	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	Group Work Presentations (30%) - extended session 12/09/19

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Physical Examination of the Upper Limb	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Physical Examination of the Upper Limb	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	Have Your Say - Unit Evaluation

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Pre and Post Operative Physiotherapy	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	Supervised Online Quiz 2 (10%) Interprofessional Education - additional session on Friday 04/10/19 8am - 11am Have Your Say - Unit Evaluation

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Revision	Kisner, C. & Colby, L. A. (2012). <i>Therapeutic exercise: Foundations and techniques</i> (6th ed.). Philadelphia, PA: F. A. Davis Company. Magee, D. J. (2014). <i>Orthopaedic Physical Assessment</i> (6th ed.). St Louis, MO: Elsevier Saunders. Refer to Moodle page for prescribed textbook chapter and additional resources.	Hurdle 1 (Attainment of a Satisfactory Grade for the Observational Placement) (P/F) Summative Assessment: Hurdle 2 (Attendance) (P/F) Have Your Say - Unit Evaluation

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Practical Assessment (OSCE) (50%) may be scheduled within week 1 or week 2 of the CQUniversity Examination Period Have Your Say - Unit Evaluation

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Practical Assessment (OSCE) (50%) may be scheduled within week 1 or week 2 of the CQUniversity Examination Period Have Your Say - Unit Evaluation

Term Specific Information**Clinical Observation Placement**

Workplace learning experiences within the physiotherapy course provide you with a broad a range of clinical experiences that enable you to develop capabilities and competencies that reflect the requirements to practice safely and independently as a physiotherapist in a diversity of settings and contexts. Workplace learning experiences are assessed and occur over the first, second, third and fourth years of this course.

This unit includes up to four (4) hours of observational learning, offering you your first workplace learning experience of the physiotherapy course. This clinical observation placement is designed to give you the opportunity to observe practicing physiotherapists interacting with patients with a range of conditions. This observational placement will be scheduled outside regular timetabled sessions and may be held in any clinical facility across the spectrum of healthcare.

All pre-clinical requirements must be completed prior to the observational clinical placement and attendance at the placement is mandatory. Placements are organised by our clinical educator, and details will be provided to you once confirmed by the facility.

Refer to Moodle for further information and additional resources.

Assessment Tasks

1 Supervised Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

There will be two online quizzes:

- **Supervised Online Quiz 1 (10%)** will occur in week 5 on Wednesday 14th August at 12pm. It will assess content from weeks 1-4 inclusive.
- **Supervised Online Quiz 2 (10%)** will occur in week 11 on Thursday 3rd October at 12pm. It will assess content from weeks 5-11 inclusive.

Each quiz will consist of up to 20 questions (worth 25 marks) and will have a time limit of up to 40 minutes. The questions will be identical for all students, however they will be randomly generated from a question bank so that the quizzes may appear differently for each student. Quiz 1 and Quiz 2 are closed book assessments which will be supervised by a CQU staff member and must be completed at the scheduled time on either Rockhampton or Bundaberg campus. Access to all resources other than the quiz itself is prohibited (e.g. books, notes, electronic devices or websites other than the quiz itself). It is recommended that a laptop be utilised for this assessment, however a tablet is permitted. The use of a mobile phone is not permitted for this assessment item.

Quiz 1 and Quiz 2 will consist of some or all of the following categories:

- Multiple choice questions
- True/ false questions
- Short answer questions
- Fill in the missing word(s) questions
- Questions relating to multimedia material (e.g. images, videos)

Refer to Moodle for further information and additional resources.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Quiz 1: Week 5 (Wednesday 14th August at 12pm); Quiz 2: Week 11 (Thursday 3rd October at 12pm)

Return Date to Students

Results will be accessible on Moodle within two weeks of the submission date

Weighting

20%

Assessment Criteria

All questions will be marked numerically and an overall percentage mark awarded.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Perform and discuss assessment of functional movement.
- Perform safe and effective prescription of mobility aids and teaching of ambulatory skills.
- Design and discuss therapeutic exercise using current evidence based practice within physiotherapy practice.
- Discuss the role of other allied health professionals within the Interprofessional team.
- Describe pain mechanisms and demonstrate aspects of pain management.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Group Work Presentation

Assessment Type

Written Assessment

Task Description

The Group Work Assessment task is comprised of both a group presentation (with supporting documentation – patient notes and program overview) (25%) and an individually written abstract (5%) on the design and implementation of a therapeutic exercise program.

This assessment task is designed to develop your understanding of physical function, extend your skills in evidence-based practice and patient-centred care and advance your skills in the physiotherapy assessment, prescription, monitoring, evaluation and documentation of a resistance or aerobic exercise program. This task will facilitate the development of introductory level skills in communication, team work, research literacy and critical thinking.

Task Instructions

As a group, you are required to design and implement an individualised exercise program for one of your group members, or a nominated individual approved on discussion with the unit coordinator. The exercise program must be focused on one of the following parameters of physical capacity:

- Muscle strength
- Muscle power
- Aerobic fitness

You are required to perform an initial assessment, establish SMART goals (short and long term) and design and conduct a five week (minimum) exercise program. The program effectiveness should be monitored, weekly at a minimum, and progressed/ regressed in response to ongoing patient assessment findings. Outcomes of the program will then be evaluated.

The program will be presented as a group PowerPoint presentation (with supporting documentation – patient notes and program overview) and an individually written abstract.

You are required to submit your presentation (PowerPoint document), supporting documentation (word documents) and abstract (word document) by Week 8, Wednesday 11th September at 4pm. Presentations are scheduled for Week 8, Thursday 12th September from 12pm – 5pm. It is a requirement that you are present for all group presentations. A timetable for presentations will be published on Moodle by 12pm on Friday of week 7.

Presentation and Supporting Documentation (25%)

The aim of the presentation is to interactively and concisely educate your peers on your topic. As a group, you will present your topic in a 12 minute Microsoft PowerPoint presentation slide show. The presentation will be followed by five minutes of question time. The presentation must be supported by patient notes as well as an overview of your exercise program to provide a more comprehensive overview of your program.

Your group presentation must include the following information:

- Introduction and Background
- SMART Goals (short and long term)
- Evidence Based Practice (EBP)
- Intervention
- Progression of the Intervention
- Outcomes and Conclusions

The initial assessment, ongoing assessments and final review must be organised, structured and recorded as if you were documenting a formal patient record. The final exercise program must be documented as a concise overview, in table format, clearly outlining the weekly schedule with specific exercise prescription parameters.

The presentation will be marked utilising the presentation assessment rubric and marks will be weighted utilising a

moderated self and peer rating system.

Abstract (5%)

Each group member is required to individually construct an abstract for your exercise program. The aim of the abstract is to concisely describe all components of your exercise program. The abstract must be up to a maximum of 250 words in length (excluding title, authors and affiliations); single line spaced with a line left between headings; unjustified; left aligned; Arial font 12 with headings in bold; text only with no use of tables, figures, abbreviations or bullet points (except key practice points).

Your individual abstract must include the following:

- Title: 20 words maximum, written in capital case
- Authors and affiliations
- Objective
- Design
- Method
- Results
- Conclusion
- Key Practice Points

The abstract will be marked utilising the abstract assessment rubric.

Group Allocation and Topic Selection

You will work in small groups for this assignment. Group size will be confirmed based on the number of enrolled students at the end of week one, however groups will ideally consist of four students, with a minority of groups consisting of three or five students pending enrolment numbers.

From 12pm on Friday of week 1, you can nominate your group and your selected parameter of physical function via an email to the unit coordinator. Your group nomination must be finalised by 12pm on Friday of week 2. Your topic selection must be finalised by 12pm on Friday of week 3. When nominating your group and/ or topic via email, please ensure you include your campus, full name of each group member and topic. Group allocation and topic selection is your responsibility. If you do not comply with this process, you may not meet the requirements to pass this assessment task.

Refer to Moodle for further information and additional resources.

Assessment Due Date

File submission: Week 8 (Wednesday 11th September at 4pm); Presentation: Week 8 (Thursday 12th September 12-5pm)

Return Date to Students

Results will be accessible on Moodle within two weeks of the submission date

Weighting

30%

Assessment Criteria

The assessment rubrics for this task are based on the Australian Standards for Physiotherapy, the Accreditation Standard set by the Australian Physiotherapy Council and The Assessment of Physiotherapy Practice Instrument. These quality frameworks are mapped against the CQUniversity Graduate Attributes and are intended to give a holistic understanding of standards expected for the assessment task. The rubrics for this assessment will be based on the following categories and weightings:

Presentation Rubric

- Organisation of Presentation and Supporting Documentation (20%)
- Knowledge of Best Practice Physiotherapy Assessment (40%)
- Knowledge of Best Practice Physiotherapy Intervention (40%)

Abstract Rubric

- Title, Authors and Affiliations (10%)
- Objective (10%)
- Design (10%)
- Method (10%)

- Results (10%)
- Conclusion (10%)
- Key Practice Points (10%)
- Professional Writing (10%)
- Organisation and Formatting (10%)
- Length (10%)

Presentation Time Limit

Marks are allocated to adhering to the time limit for the presentation. Presentations that do not adhere to the limit may be subjected to a grade penalty. For minor breaches, +/- 10% of the time limit, no marks will be deducted. For major breaches, > +/- 10% of the time limit, 10% of the overall grade will be deducted.

Refer to Moodle for the assessment rubrics

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline Online Group

Learning Outcomes Assessed

- Design and discuss therapeutic exercise using current evidence based practice within physiotherapy practice.
- Discuss the role of other allied health professionals within the Interprofessional team.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

3 Hurdle Assessments (P/F)

Assessment Type

On-campus Activity

Task Description

There will be two (2) Hurdle Assessments:

Hurdle 1 (Attainment of a Satisfactory Grade for the Observational Placement)

This unit includes up to four (4) hours of observational learning, offering you your first workplace learning experience of the physiotherapy course. This clinical observation placement is designed to give you the opportunity to observe practicing physiotherapists interacting with patients with a range of conditions. This observational placement will be scheduled outside regular timetabled sessions and may be held in any clinical facility across the spectrum of healthcare.

All pre-clinical requirements must be completed prior to the observational clinical placement and attendance at the placement is mandatory. Placements are organised by our clinical educator coordinator, and details will be provided to you once confirmed by the facility. Refer to Moodle for further information and additional resources. This unit includes four (4) hours of observational learning.

Following your observational placement, feedback will be provided by the supervising physiotherapist to our clinical educator coordinator on the following constructs of physiotherapy practice: professional behaviour, communication and assessment (observation). You are not required to submit anything for this assessment task.

A satisfactory grade for the observational placement is required in order to be eligible to PASS this unit.

Results will be available once all clinical observational placements are completed and satisfactory performance is confirmed by the clinical educator coordinator.

Hurdle 2 (Attendance)

A minimum attendance rate of 85% for practical and tutorial sessions is required in order to be eligible to PASS this unit. This minimum attendance requirement is recommended by the Australian Physiotherapy Council. The monitoring of

attendance will take into consideration legitimate requests for absence such as those outlined in the Assessment Policy and Procedure (Higher Education Coursework) as reasons for requesting time extensions for submitting assessment tasks (e.g. medical or allied health, compassionate, misadventure and exceptional circumstances). Attendance rates for this hurdle will be calculated at the end of week 12.

Refer to Moodle for further information and additional resources.

Assessment Due Date

Week 12 (Friday 11th October at 4pm)

Return Date to Students

Results will be accessible on Moodle within two weeks of the submission date

Weighting

Pass/Fail

Minimum mark or grade

In order to be eligible to PASS the unit, you must achieve a PASS result for each hurdle (i.e. PASS for hurdle 1 and PASS for hurdle 2).

Assessment Criteria

Hurdle 1: Attainment of a satisfactory grade on your observational placement is required to PASS this hurdle. You must PASS this hurdle in order to be eligible to PASS the unit.

Hurdle 2: An attendance rate of 85% at practical and tutorial sessions is required to PASS this hurdle. You must PASS this hurdle in order to be eligible to PASS the unit.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline Online

Learning Outcomes Assessed

- Discuss the role of other allied health professionals within the Interprofessional team.

Graduate Attributes

- Communication

4 Practical Assessment (OSCE)

Assessment Type

Practical Assessment

Task Description

The practical assessment will evaluate your theoretical knowledge, understanding and practical application of upper limb and lower limb physical assessments. You will be required to perform the following practical assessment techniques:

- Palpation
- Functional Assessment
- Range of Movement
- Muscle Strength
- Muscle Length
- Passive Accessory Movement

The practical examination will occur in the university's examination period and have a time limit of 90 minutes. The skills you will be examined on will be provided to you 30 minutes prior to the practical examination (perusal). There will be three stations, each with a time limit of 10 minutes. You will then be given 30 minutes to document your assessment in its entirety (all stations).

Each station will be equally weighted, marked using the practical assessment rubric and require you to perform multiple physical assessment techniques for both the upper limb and lower limb. One station will be focused on each of the following topics:

- Palpation and Functional Assessment
- Joint Range of Movement and Muscle Strength
- Muscle Length and Joint Passive Accessory Movement

For each practical skill, you may be requested to:

- Discuss indications/ aims/ overall objectives for the assessment technique
- Discuss precautions, contraindications or considerations for the assessment technique
- Discuss key information relating to the interpretation of assessment findings (e.g. normative data, common findings, implications for diagnosis or prognosis)
- Demonstrate specific assessment techniques
- Document physiotherapy intervention (e.g. assessment technique and findings)

You must come appropriately attired for the Practical Assessment. When being examined, you should be attired in your full clinical uniform. When you are a 'patient', you should be suitably attired for a physical examination.

A timetable for the Practical Assessment will be published on Moodle at the end of Term 2.

Refer to Moodle for further information and additional resources.

Assessment Due Date

University's Examination Period

Return Date to Students

Results will be accessible on Moodle within two weeks of the submission date

Weighting

50%

Minimum mark or grade

In order to be eligible to PASS the unit, you must achieve a PASS result (50%) for the practical assessment task.

Assessment Criteria

The assessment rubric for this task is based on the Australian Standards for Physiotherapy, the Accreditation Standard set by the Australian Physiotherapy Council and The Assessment of Physiotherapy Practice Instrument. These quality frameworks are mapped against the CQUniversity Graduate Attributes and are intended to give a holistic understanding of standards expected for the assessment task. The rubric for this assessment will be based on the following categories and weightings:

- Professional Behaviour (5%)
- Communication (20%)
- Knowledge and Understanding (15%)
- Practical Application of Technique (50%)
- Risk Management (10%)

Refer to Moodle for the assessment rubric.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

- Perform and discuss assessment of functional movement.
- Perform safe and effective prescription of mobility aids and teaching of ambulatory skills.
- Perform safe and effective manual handling, including patient transfers.
- Design and discuss therapeutic exercise using current evidence based practice within physiotherapy practice.
- Discuss the role of other allied health professionals within the Interprofessional team.
- Describe pain mechanisms and demonstrate aspects of pain management.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem