PSIO12004 *Neurosciences Across the Lifespan*
Term 2 - 2017

Profile information current as at 18/05/2024 03:32 pm

General Information

Overview

This unit focuses on the theoretical component of neuroscience and prepares you for the clinical application of this theory. You will study core concepts of neurosciences with the focus being on neuroanatomy and neurodevelopment. The neuroanatomy content includes the organisation and function of the nervous system, neuroplasticity, motor control and learning, and signs and symptoms in neural lesions. The neurodevelopmental content includes both normal and pathological development across the lifespan, with the knowledge and skills developed being central to the core concepts of paediatric physiotherapy. This unit introduces you to the practical physiotherapy skills required to perform a neurological assessment, with a specific focus on the assessment of key neurological impairments and neurodevelopment.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites: ALLH11005 Anatomy and Physiology for Health Professionals 1 ALLH11004 Anatomy and Physiology for Health Professionals 2 PSIO11004 Foundations of Physiotherapy Practice 1 PSIO11003 Foundations of Physiotherapy Practice 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 - 2017

- 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: 25%
2. **Written Assessment**
Weighting: 40%
3. **On-campus Activity**
Weighting: Pass/Fail
4. **Practical Assessment**
Weighting: 35%

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 Have Your Say; Self-reflection

Feedback
Assessment weighting

Recommendation
Greater weight should be given to assessment tasks relevant to Neuroanatomy and Neurological Assessment.

Feedback from Have Your Say; Self-reflection

Feedback
Quizzes and Written Assessment were very difficult

Recommendation
Review level of difficulty for both Quizzes and Written Assessment.

Feedback from Have Your Say

Feedback
Length of Paediatric observational placements in the Daycare facility

Recommendation
Reduce length of Paediatric observational placements in the Daycare facility from 4 hours to 2 hours.

Feedback from Have Your Say; Individual anonymous mid-term and end of year feedback to lecturers

Feedback
Lectures were long and exceeded allocated recording time

Recommendation
Review lecture content and provide students with clear expectations about lecture duration. Modify recording duration where necessary.

Unit Learning Outcomes

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

1. Describe basic concepts of neurosciences, including organisation and function of the nervous system, plasticity, motor development, degeneration, motor control and learning, and signs and symptoms in neural lesions
2. Demonstrate and discuss the assessment of specific neurological impairments and neurodevelopment
3. Identify atypical motor development in babies and toddlers
4. Discuss the pathological processes, the symptomatology, clinical course, medical and pharmacological management, and prognosis of common neurological conditions in children
5. Identify and interpret how environmental and personal factors impact activity and participation of paediatric and geriatric patients with pathological neurodevelopment
6. Develop, implement and evaluate interventions for children and older people with neurological conditions, based on contemporary evidence from the literature
7. Identify and discuss the principles of Family Centred Care in the paediatric setting.

The Learning Outcomes and Assessment Tasks have been mapped against and aligned with the Physiotherapy Practice Thresholds of Australia and Aotearoa New Zealand.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level
• Introductory Level
• Intermediate Level
• Graduate Level
◦ Professional Level
◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Online Quiz(zes) - 25%	•						
2 - Written Assessment - 40%	•	•	•	•	•	•	•
3 - Practical Assessment - 35%		•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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) - 25%	•	•	•	•	•		•	•		
2 - Written Assessment - 40%		•	•	•		•				
3 - On-campus Activity - 0%	•	•	•	•	•	•	•	•		
4 - Practical Assessment - 35%	•	•	•	•		•	•			

Textbooks and Resources

Textbooks

PSIO12004

Prescribed

Neuroanatomy: An illustrated colour text
Edition: 5th (2014)
Authors: Crossman, A. & Neary, D.
Elsevier Churchill Livingstone
Edinburgh , UK
ISBN: 978070205405
Binding: Paperback
PSIO12004

Prescribed

Neurological Assessment: A Clinician's Guide
(2014)
Authors: Jones, K
CHURCHILL LIVINGSTONE
London , UK
ISBN: 978-0-7020-6302-2
Binding: Paperback
PSIO12004

Supplementary

Campbell's Physical Therapy for Children
Edition: 5th edn (2012)
Authors: Palisano, R. J., Orlin, M. N.& Schreiber, J
Saunders Elsevier
Philadelphia , PA , USA
ISBN: 9780323390187
Binding: Hardcover
PSIO12004

Supplementary

Neuroanatomy in Clinical Context: An Atlas of Structures, Sections, Systems, and Syndromes
9th revised edition (2014)
Authors: Haines, D.E
Wolters Kluwer Health
Philadelphia , PA , USA
ISBN: 9781451186253
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

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 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to PSIO12004 - Neurosciences Across the Lifespan Development and Overview of the Nervous System Neuroplasticity Neuroanatomy: Gross Anatomy Overview	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Neuroanatomy: Support Systems(Blood Supply, Venous System, Ventricular System) The Cerebral Cortex	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	Hurdle 1: General anatomy of nervous tissue, the spinal cord and the brain stem (syllabus and quiz)

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Somatosensory Systems Brainstem and Cranial Nerves	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Motor Systems Spinal Cord Basal Ganglia and Cerebellum	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	Hurdle 2: The cerebellum and the basal ganglia (2 x syllabus and quiz)

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Visual and Vestibular Systems Student Led Revision	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	Summative Assessment: Online Quiz 1

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Development: Overview of the First Years Upper Limb Development	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Musculoskeletal Development Sensory Development and Motor Control	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Development of Postural Control Focus on Attaining Vertical Control	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theories and Principles of Development Neurodevelopmental Assessment	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Simulation Pathological Development	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Ageing Overview Pathological Ageing: Dementia	Crossman, A. & Neary, D. (2014). *Neuroanatomy: an illustrated colour text.* Edinburgh: Churchill Livingstone. Jones, K. (2014). *Neurological assessment: a clinician's guide*. Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Student Led Revision		Summative Assessment: Written Assessment

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Summative Assessment: Practical Assessment may be scheduled within week 1 or week 2 of the CQUniversity Examination Period. Have Your Say - Course Evaluation

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Summative Assessment: Practical Assessment may be scheduled within week 1 or week 2 of the CQUniversity Examination Period. Have Your Say - Course Evaluation

Assessment Tasks

1 Online Quiz

Assessment Type
Online Quiz(zes)

Task Description
The online quiz (25%) will occur in week 5. It will assess content from weeks 1-5.

The online quiz will consist of up to 45 questions (60 marks) and will have a time limit of 90 minutes. Questions may be randomly generated from a question bank so that the quizzes may appear differently for each student. The online quiz is a closed book assessment. Access to all resources other than the quiz itself is prohibited. The online quiz may be scheduled outside regular timetabled sessions.
The online quiz will consist of some or all of the following categories:

- Multiple choice questions
- True/ false
- Short answer questions
- Fill in the missing word(s) questions

- Questions relating to multimedia material (e.g. images, videos)

Policies and Procedures:

1. The CQUniversity *Assessment of Coursework Procedures* policy (for centrally timetabled examinations) applies to all assessment items in this unit.
2. As per the CQUniversity *Assessment of Coursework Procedures* policy, students will be notified regarding final unit grades, including the provision of Supplementary Assessments, prior to the official Certification of Grade date for Term 1. All Supplementary Assessments will be granted in accordance with the *Grades and Results Procedures* policy. Supplementary Assessments will be required to be completed within the two weeks following Certification of Grades.

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date

Week 5

Return Date to Students

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

Weighting
25%

Minimum mark or grade
Minimum mark or grade - In order to pass the unit, students must achieve a minimum of 50% for each individaul assessment item

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

- Describe basic concepts of neurosciences, including organisation and function of the nervous system, plasticity, motor development, degeneration, motor control and learning, and signs and symptoms in neural lesions

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

2 Written Assessment

Assessment Type
Written Assessment

Task Description
The written assessment (45%) will occur in week 12. It will assess content from weeks 1-11.
The written assessment will consist of up to 60 questions (75 marks) and will have a time limit of 120 minutes. Questions may be randomly generated from a question bank so that the written assessment may appear differently for each student. The written assessment is a closed book assessment. Access to all resources other than the assessment itself is prohibited. The written assessment may be scheduled outside regular timetabled sessions.
Online Quiz will consist of some or all of the following categories:

- Multiple choice questions

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

Policies and Procedures:

1. The CQUniversity *Assessment of Coursework Procedures* policy (for centrally timetabled examinations) applies to all assessment items in this unit.
2. As per the CQUniversity *Assessment of Coursework Procedures* policy, students will be notified regarding final unit grades, including the provision of Supplementary Assessments, prior to the official Certification of Grade date for Term 1. All Supplementary Assessments will be granted in accordance with the *Grades and Results Procedures* policy. Supplementary Assessments will be required to be completed within the two weeks following Certification of Grades.

Assessment Due Date

Week 12

Return Date to Students

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

Weighting
40%

Minimum mark or grade
Minimum mark or grade - In order to pass the unit, students must achieve a minimum of 50% for each individaul assessment item

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

- Describe basic concepts of neurosciences, including organisation and function of the nervous system, plasticity, motor development, degeneration, motor control and learning, and signs and symptoms in neural lesions
- Demonstrate and discuss the assessment of specific neurological impairments and neurodevelopment
- Identify atypical motor development in babies and toddlers
- Discuss the pathological processes, the symptomatology, clinical course, medical and pharmacological management, and prognosis of common neurological conditions in children
- Identify and interpret how environmental and personal factors impact activity and participation of paediatric and geriatric patients with pathological neurodevelopment
- Develop, implement and evaluate interventions for children and older people with neurological conditions, based on contemporary evidence from the literature
- Identify and discuss the principles of Family Centred Care in the paediatric setting.

Graduate Attributes

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

3 On-campus Activity

Assessment Type
On-campus Activity

Task Description
Attendance Hurdle
At least 85% attendance of tutorial sessions is required for a PASS grade. This minimum attendance requirement of 85% is recommended by the Australian Physiotherapy Council for all tutorials and practical sessions. If there is a genuine

reason for being absent, students must inform the Unit Coordinator as soon as possible.
Hurdle Tasks

- **Hurdle 1:** Completion of general anatomy of nervous tissue, the spinal cord and brain stem syllabus and associated quiz via Spencer S. Eccles Health Sciences Library (week 2)
- **Hurdle 2:** Completion of basal ganglia and cerebellum syllabuses and associated quizzes via Spencer S. Eccles Health Sciences Library (week 4)
- http://library.med.utah.edu/kw/hyperbrain/syllabus/index.html
- **Hurdle 3:** Following the observational placement, feedback will be provided to the supervising physiotherapist to the Clinical Educator Coordinator on the following constructs of physiotherapy practice: professional behaviour, communication and assessment (observation). A *satisfactory* grade for the observational placement performance is required for a PASS grade.

Refer to Moodle for specific requirements of Hurdle Tasks.
Policies and Procedures:

1. The CQUniversity *Assessment of Coursework Procedures* policy (for centrally timetabled examinations) applies to all assessment items in this unit.
2. As per the CQUniversity *Assessment of Coursework Procedures* policy, students will be notified regarding final unit grades, including the provision of Supplementary Assessments, prior to the official Certification of Grade date for Term 1. All Supplementary Assessments will be granted in accordance with the *Grades and Results Procedures* policy. Supplementary Assessments will be required to be completed within the two weeks following Certification of Grades.

Assessment Due Date

Weeks 2 and 4 for Hurdle 1 and 2

Return Date to Students

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

Weighting
Pass/Fail

Minimum mark or grade
PASS/ FAIL - Must Pass

Assessment Criteria
Each of the Hurdle Requirements is a Pass/Fail formative assessment task

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 Practical Assessment

Assessment Type
Practical Assessment

Task Description
The Practical Assessment will be in the form of an Objective Structured Clinical Examination (OSCE) and is intended to assess student performance of practical and clinical reasoning skills. The purpose of the practical assessment is to assess the student's ability to:

- Perform paediatric assessment and treatment techniques

- Demonstrate understanding of pediatric conditions
- Design a treatment plan and justify clinical reasoning for the chosen intervention(s)
- Communicate effectively with the patient/ carer and plan overall management from a holistic perspective
- Documentation of physiotherapy care

Each student will be provided with two scenarios. One scenario will be assessment focused and the other will be intervention focused. The clinical notes and video will be provided to the student 30 minutes prior to the practical examination. The practical examination will have a time limit of up to 45 minutes. For each clinical scenario, you may be requested to:

- Demonstrate awareness of typical developmental motor presentations
- Demonstrate awareness of interacting systems on an infant/child's motor presentation.
- Demonstrate knowledge of developmental age expectations.
- Demonstrate knowledge of specific assessment techniques (e.g. subjective examination, postural control, fine motor assessment, gross motor assessment, musculoskeletal assessment, sensory assessment, neurological assessment including spasticity, reflexes and tone).
- Demonstrate specific practical intervention techniques (e.g. facilitating appropriate positions, challenging limits of stability and transitions).
- Interpret the clinical notes and design a treatment plan including short and long term treatment goals.
- Demonstrate awareness where precautions and contraindications may exist regarding handling

Students must come appropriately attired for the Practical Assessment. Students being examined should be attired in their full clinical uniform.
A timetable for the Practical Assessment will be published on Moodle at the end of Term 1.
Policies and Procedures:

1. The CQUniversity *Assessment of Coursework Procedures* policy (for centrally timetabled examinations) applies to all assessment items in this unit.
2. As per the CQUniversity *Assessment of Coursework Procedures* policy, students will be notified regarding final unit grades, including the provision of Supplementary Assessments, prior to the official Certification of Grade date for Term 1. All Supplementary Assessments will be granted in accordance with the *Grades and Results Procedures* policy. Supplementary Assessments will be required to be completed within the two weeks following Certification of Grades.

Assessment Due Date

Examination Period

Return Date to Students

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

Weighting
35%

Minimum mark or grade
A minimum grade of 50% in all clinical case scenarios in the OSCE is required in order to pass this unit.

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.
Refer to Moodle for the assessment rubric.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline

Learning Outcomes Assessed

- Demonstrate and discuss the assessment of specific neurological impairments and neurodevelopment
- Identify atypical motor development in babies and toddlers
- Discuss the pathological processes, the symptomatology, clinical course, medical and pharmacological management, and prognosis of common neurological conditions in children
- Identify and interpret how environmental and personal factors impact activity and participation of paediatric and

geriatric patients with pathological neurodevelopment
- Develop, implement and evaluate interventions for children and older people with neurological conditions, based on contemporary evidence from the literature
- Identify and discuss the principles of Family Centred Care in the paediatric setting.

Graduate Attributes

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

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