



# PSIO12004 *Neurosciences Across the Lifespan*

## Term 2 - 2018

Profile information current as at 17/05/2024 03:26 pm

All details in this unit profile for PSIO12004 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

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 - 2018

- 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 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 Have your say, direct student feedback, staff feedback, self reflection.

#### Feedback

Lack of authenticity of paediatric dolls negatively impacted teaching, learning and assessment experiences.

#### Recommendation

Options for more authentic paediatric simulation dolls should be investigated.

Feedback from Have your say, direct student feedback, staff feedback, self reflection.

#### Feedback

Students have reduced confidence with regard to communication and handling competence in paediatric physiotherapy.

#### Recommendation

The use of existing resources including assessment templates and patient management frameworks (e.g. ICF) should be more explicitly encouraged and the development of a paediatric clinical reasoning tool that may be utilised in tutorials is recommended. The integration of communication and practical skills through both observation and interaction based experiences should be continued and ways to optimise these activities through reflection activities explored.

## 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



## 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

### 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

**Vanesa Bochkezanian** Unit Coordinator  
[v.bochkezanian@cqu.edu.au](mailto:v.bochkezanian@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

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). <i>Neuroanatomy: an illustrated colour text</i> . Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle for prescribed textbook chapters and additional resources.	

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Neuroanatomy: Support Systems (Blood Supply, Venous System, Ventricular System) The Cerebral Cortex	Crossman, A. & Neary, D. (2014). <i>Neuroanatomy: an illustrated colour text</i> . Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle for prescribed textbook chapters and additional resources.	

### Week 3 - 23 Jul 2018

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

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Spinal Cord Basal Ganglia and Cerebellum	Crossman, A. & Neary, D. (2014). <i>Neuroanatomy: an illustrated colour text</i> . Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle for prescribed textbook chapters and additional resources.	

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Visual and Vestibular Systems Revision	Crossman, A. & Neary, D. (2014). <i>Neuroanatomy: an illustrated colour text</i> . Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle for prescribed textbook chapters and additional resources.	Summative Assessment: Quiz 1
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#### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 20 Aug 2018

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

#### Week 7 - 27 Aug 2018

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

#### Week 8 - 03 Sep 2018

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

#### Week 9 - 10 Sep 2018

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

#### Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Pathological Development Ageing Overview	Crossman, A. & Neary, D. (2014). <i>Neuroanatomy: an illustrated colour text</i> . Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle for prescribed textbook chapters and additional resources.	Have Your Say - Unit Evaluation
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#### Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Pathological Ageing: Dementia Paediatric Simulation	Crossman, A. & Neary, D. (2014). <i>Neuroanatomy: an illustrated colour text</i> . Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle for prescribed textbook chapters and additional resources.	Have Your Say - Unit Evaluation

#### Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Revision		Summative Assessment: Written Examination Summative Assessment: Hurdle 1 (Attainment of Satisfactory Grade for the Observational Placement) Summative Assessment: Hurdle 2 (Attendance) Have Your Say - Unit Evaluation

#### Review/Exam Week - 08 Oct 2018

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 - Unit Evaluation

#### Exam Week - 15 Oct 2018

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 - Unit Evaluation  <b>Practical Assessment Due:</b> Exam Week Monday (15 Oct 2018) 11:45 pm AEST

## Term Specific Information

This unit includes six (6) hours of observational learning. This clinical observation placement is designed to give you the opportunity to observe children interacting in a non-clinical environment (two (2) hours of observation in an early learning facility) as well as observe practicing allied health professionals interacting with paediatric patients in a range of clinical settings (four (4) hours of observation in a paediatric therapy setting). These observational placements will be scheduled outside regular timetabled sessions. All pre-clinical requirements must be completed prior to the observational clinical placement and attendance at the placement is mandatory. Refer to Moodle for further information and additional resources.



## Assessment Tasks

### 1 Supervised Online Quiz

**Assessment Type**

Online Quiz(es)

**Task Description**

There will be one online quiz:

- **Supervised Online Quiz (25%)** will occur in week 5 on Wednesday 8th August at 8am . It will assess content from weeks 1-5 inclusive.

This quiz will consist of up to 45 questions (worth up to 60 marks) and will have a time limit of up to 90 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. This quiz is a closed book assessment 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.

Supervised online quiz 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**

1

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 5 (Wednesday 8th August at 12pm)

**Return Date to Students**

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

**Weighting**

25%

**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 Supervised Online Written Examination

### Assessment Type

Written Assessment

### Task Description

There will be one supervised online written examination:

- **Supervised Online Written Examination (45%)** will occur in week 12 on Wednesday 3rd October at 12pm . It will assess content from weeks 1-11 inclusive.

This online written examination is in the format of an online quiz and will consist of up to 65 questions (worth up to 90 marks) and will have a time limit of up to 150 minutes. The questions will be identical for all students, however they will be randomly generated from a question bank so that the examinations may appear differently for each student. This examination is a closed book assessment 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 examination itself is prohibited (e.g. books, notes, electronic devices or websites other than the examination 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.

Supervised online written examination 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.

### Assessment Due Date

Week 12 (Wednesday 3rd October at 12pm)

### Return Date to Students

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

### Weighting

40%

### Minimum mark or grade

In order to be eligible to PASS the unit, you must achieve a PASS result (grade equal to or higher than 50%) for this 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 Hurdle Assessments (P/F)

#### Assessment Type

On-campus Activity

#### Task Description

There will be two hurdle assessments:

- **Hurdle 1 (Attainment of a Satisfactory Grade for the Observational Placement):** This unit includes six (6) hours of observational learning. This clinical observation placement is designed to give you the opportunity to observe children interacting in a non-clinical environment (two (2) hours of observation in an early learning facility) as well as observe practicing allied health professionals interacting with paediatric patients in a range of clinical settings (four (4) hours of observation in a paediatric therapy setting). These observational placements will be scheduled outside regular timetabled sessions. All pre-clinical requirements must be completed prior to the observational clinical placement and attendance at the placement is mandatory. Following your observational placement, feedback will be provided by 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 is required in order to be eligible to PASS this unit. Results for this hurdle 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 in week 12.

Refer to Moodle for further information and additional resources.

#### Assessment Due Date

Week 12 (Friday 5th 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

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 your performance of practical and clinical reasoning skills.

You will be provided with two (2) scenarios. One (1) scenario will be focused on the assessment of a paediatric patient and the other will be focused on the treatment and management of a paediatric patient. The clinical notes will be provided to you 30 minutes prior to the practical examination. The practical examination will have a time limit of 30 minutes (15 minutes per scenario). 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 the presenting condition including aetiology, pathophysiology and typical presentation
- Interpret the clinical notes and design an appropriate assessment (subjective and physical) and/or treatment (including short and long term treatment goals) plan
- Identify, discuss and manage any precautions, contraindications or considerations
- Demonstrate 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 positioning and transitions, challenging limits of stability)
- Document physiotherapy intervention (e.g. assessment, treatment, plan)

You must come appropriately attired for the Practical Assessment. When being examined, you should be attired in your full clinical uniform.

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

Exam Week Monday (15 Oct 2018) 11:45 pm AEST

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**

In order to be eligible to PASS the unit, you must achieve a PASS result for each case study (i.e. PASS for case study one and PASS for case study 2). Refer to the requirements to PASS the OSCE outlined in the Assessment Criteria section.

**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:

**Practical Assessment (OSCE) (35%)**

- Professional Behaviour (10%)
- Communication (20%)
- Risk Management/ Safety (Pass/Fail)
- Assessment and Interpretation (35%)
- Management and Treatment (35%)

Refer to Moodle for the assessment rubric.

**Requirements to PASS the Practical Assessment**

In order to be eligible to PASS the Practical Assessment you must:

1) achieve a PASS result for the PASS/FAIL component of Risk Management/Safety for the Practical Assessment (OSCE).

AND

2) achieve 50% or higher in the graded component for each of the two parts (i.e. a minimum of 50% for Part 1 and a minimum of 50% for Part 2).

If you do not meet the above criteria for each part, you will be eligible for one opportunity to re-sit the part(s) of the assessment task for which you have not met the requirements to PASS, provided you have:

1) achieved an overall grade equal to, or higher than 44.5% for your OSCE.

AND

2) achieved 49.5% or higher for each of the assessment items within the unit that have been completed and graded at the time of the OSCE.

**Re-sit Conditions**

1. If you meet the eligibility criteria for a re-sit, you will be given only one opportunity to pass the practical assessment.
2. The re-sit will be assessed by up to two examiners and will be of an equivalent format to the original assessment task.
3. Where possible, the re-sit will be conducted within two weeks of the date of grade release for this assessment item.
4. The assessment criteria of the re-sit will be identical to the original practical assessment.
5. If you pass the re-sit you will receive a grade of exactly 50% for the practical assessment (i.e. 27.5% of the entire unit grade), irrespective of your achievement for the graded component. This is to ensure equity to those students who only had one attempt.

6. If you do not meet the requirements to pass the re-sit, or to PASS the re-sit, you will receive a grade equal to your original OSCE grade and may be awarded a supplementary assessment in line with CQUniversity Policy.

### **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