



# PSIO12004 *Neurosciences Across the Lifespan*

## Term 2 - 2020

Profile information current as at 10/04/2024 07:32 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 will provide you with a focus on the theoretical component of neuroscience and will prepare you for the clinical application of this theory. You will study core areas of neuroscience, neuroanatomy and neurodevelopment. Topics covered will include the organisation and function of the nervous system, neuroplasticity, motor control and learning, and signs and symptoms in neurologic lesions. Normal and pathological development across the lifespan will be presented and will provide you with the opportunity to develop knowledge and skills central to the core concepts of paediatric, adult and older adult neurological physiotherapy. This unit will introduce 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 across the lifespan.

### 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

To enrol in this unit you must be enrolled in the CB85 Course and meet the following pre-requisites: BMSC11007 Medical Anatomy and Physiology 1 BMSC11008 Medical Anatomy and Physiology 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 - 2020

- 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. **Objective Structured Clinical Examinations (OSCEs)**

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

Students made positive comments about the delivery of clinically-focused content and engagement and learning support from the teaching staff.

### Recommendation

The recommendation is for the unit to continue to deliver clinically focused content and for teaching staff to continue to implement strategies for student's engagement and learning support and to effectively improve student's overall satisfaction.

## Feedback from Have your say, student and staff correspondence

### Feedback

The addition of a new observational placement (Riding with the disabled) was appreciated by students and improved student's expectations and learning experiences from previous years.

### Recommendation

The recommendation is for the new observational placement (Riding with the disabled) to continue to be implemented. Observational placements' learning outcomes and expectations will continue to be clearly communicated.

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

### Feedback

Lower satisfaction in learning resources. Practical book/manual, resources and lecture notes not being delivered with enough time for student's to review.

### Recommendation

The recommendation is for the practical/book manual to continue to evolve and will be expanded by including specific instructional resources. These resources will be delivered in a timely manner, so students would have enough time to review them before classes.

## Feedback from Have your say, direct student feedback, self-reflection

### Feedback

Lack of clear requirements and lack of structure in preparation for OSCE assessments and lack of clear feedback from OSCE assessments.

### Recommendation

The recommendation is for the preparation for OSCE tutorials and resources to be revised and redesigned. Also, new clinical cases will be incorporated to facilitate students' preparation during OSCEs. Learning outcomes, requirements and expectations from each piece of assessment will be clearly communicated to students. New strategies to provide better and effective feedback will be explored and implemented.

## Feedback from Have your say, direct student feedback, self-reflection

### Feedback

Reduction in confidence in regard to communication and handling competence in paediatric physiotherapy. Students also reported a lack of authenticity of dolls that impacted teaching, learning and assessment experiences.

### Recommendation

The recommendation is for the delivery for the treatment section of clinical conditions and preparation for the OSCE to be revised and improved in order to enhance student's learning experiences. The unit will continue developing the use of simulation dolls, and observation and interactions based experiences (sessions with real children and observational placements), so student's can gain more confidence in communication and handling competence in paediatric physiotherapy. A variety of paediatric simulation dolls were purchased for this unit for this year, however another recommendation is for teaching and technical staff to continue to try to source different new dolls in the market to accommodate student's needs.

## 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, neurodevelopment and signs and symptoms in neurologic lesions
2. Identify and discuss atypical motor development, pathophysiology, clinical management and prognosis of common neurological conditions in paediatrics and geriatrics
3. Understand and demonstrate the general principles which underlie therapeutic interventions and interdisciplinary practice in paediatrics
4. Understand and demonstrate the role of the physiotherapist in the evidence-based management of paediatric and geriatric patients applying the International Classification of Functioning, Disability and Health Framework (ICF) framework
5. Develop, implement and evaluate comprehensive knowledge and skills in the assessment and treatment of paediatric and geriatric patients with atypical neurodevelopment and neurological impairments based on evidence-based practice
6. Demonstrate acceptable professional and ethical behaviours consistent with a physiotherapy practitioner.

Learning outcomes and assessment tasks have been mapped against and aligned with the Physiotherapy Practice Thresholds in 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
<b>1 - Online Quiz(zes) - 25%</b>	•					
<b>2 - Written Assessment - 40%</b>		•	•	•	•	
<b>3 - On-campus Activity - 0%</b>						•
<b>4 - Objective Structured Clinical Examinations (OSCEs) - 35%</b>	•	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Communication</b>	•	•	•	•	•	•
<b>2 - Problem Solving</b>	•	•	•	•	•	
<b>3 - Critical Thinking</b>	•	•	•	•	•	•
<b>4 - Information Literacy</b>	•	•	•	•	•	•
<b>5 - Team Work</b>						•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Objective Structured Clinical Examinations (OSCEs) - 35%	•	•	•	•			•	•		

## Textbooks and Resources

### Textbooks

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 (2017)

Authors: Palisano, R. J., Orlin, M. N.& Schreiber, J

Saunders Elsevier

Philadelphia , PA , USA

ISBN: 9780323390187

Binding: Hardcover

PSIO12004

#### Supplementary

#### Neuroanatomy: An illustrated colour text

Edition: 6th edn (2019)

Authors: Crossman, A. & Neary, D.  
Elsevier Churchill Livingstone  
Edinburgh , UK  
ISBN: 9780702074622  
Binding: Paperback  
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  
PSIO12004

#### **Supplementary**

#### **Umphred's Neurological Rehabilitation**

Edition: 7th (2020)

Authors: Lazaro, RT  
Elsevier  
St Louis , Missouri , USA  
ISBN: 9780323676984  
Binding: Hardcover

#### **Additional Textbook Information**

Neurological Assessment: A Clinician's Guide by Jones, K and Umphred's Neurological Rehabilitation by Lazaro, RT are prescribed textbooks for PSIO13001 Neurological Physiotherapy (3rd year Physiotherapy Unit), so if you purchase them for this Unit, they will be used on your following term.

Neuroanatomy: An illustrated colour text by Crossman, A and Neary, D is a recommended textbook, however if you have previously purchased any other Anatomy book, which includes a section on NeuroAnatomy, this could also be used in this Unit.

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

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

## Schedule

**Week 1 - 13 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Unit Introduction Introduction to Neuroanatomy and Neurodevelopment	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 for prescribed textbook chapters and additional resources.

#### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cerebral Cortex Motor and Somatosensory Systems	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 for prescribed textbook chapters and additional resources.	

#### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Basal Ganglia and Cerebellum 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 for prescribed textbook chapters and additional resources.	

#### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Visual and Vestibular systems Spinal Cord	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 for prescribed textbook chapters and additional resources.	

#### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Movement Control and Motor Learning	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 for prescribed textbook chapters and additional resources.	Summative Assessment: Online Quiz 1

#### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 24 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric Neurodevelopment	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. Umphred, Darcy Ann.; Quiben, Myla U.,; Reina-Guerra, Sandra G.,; Lazaro, Rolando T. (2019): Umphred's Neurological Rehabilitation. St Louis: Elsevier Refer to Moodle for prescribed textbook chapters and additional resources.	Hurdle 3 (E-learning General Allied-Health Principles of Paediatrics - Clinical Skills Development Service from Queensland Government)

**Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
General Principles of Paediatric Physiotherapy	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 - 07 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Physiotherapy Assessment and Management of the Paediatric Patient	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 for prescribed textbook chapters and additional resources.	

**Week 9 - 14 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Physiotherapy Assessment and Management of the Paediatric Patient	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 - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Common Developmental Paediatric Conditions	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 for prescribed textbook chapters and additional resources.	Have Your Say - Unit Evaluation



**Week 11 - 28 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Ageing and Dementia Therapeutic Exercise Across the Lifespan	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 for prescribed textbook chapters and additional resources.	

**Week 12 - 05 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
		Summative Assessment: Online Written Assessment (Quiz 2) Summative Assessment: Hurdle 1 (Satisfactory Grade Observational Placement) Summative Assessment: Hurdle 1 (Attendance)
Revision/OSCE preparation		Hurdle 3 (E-learning General Allied-Health Principles of Paediatrics - Clinical Skills Development Service from Queensland Government) Have Your Say - Unit Evaluation

**Review/Exam Week - 12 Oct 2020**

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

**Exam Week - 19 Oct 2020**

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

## Term Specific Information

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 (6) hours of observational learning, offering you your first workplace learning experience of the physiotherapy course. This observational placement is designed to give you the opportunity to observe children interacting in a non-clinical environment. The location of these observational placements will be in child-care centres, educational facilities, community-based events, non-profit organisation, clinical facilities or similar. 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 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.

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.

## Assessment Tasks

### 1 Online Quiz 1

#### Assessment Type

Online Quiz(zes)

#### Task Description

- **Online Quiz 1 (25%)** will occur in week 5 on Thursday 13th August at 8am . It will assess content from weeks 1-4 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 must be completed at the scheduled time online. It is recommended that a laptop be utilised for this assessment, however a tablet is permitted.

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

#### 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 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Describe basic concepts of neurosciences, including organisation and function of the nervous system, neurodevelopment and signs and symptoms in neurologic lesions

**Graduate Attributes**

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

## 2 Online Quiz 2

**Assessment Type**

Written Assessment

**Task Description**

- **Online Quiz 2 (40%)** will occur in week 12 on Thursday 8th October at 8am. 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 must be completed at the scheduled time online. It is recommended that a laptop be utilised for this assessment, however a tablet is permitted.

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****Return Date to Students**

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

**Weighting**

40%

**Assessment Criteria**

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

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Identify and discuss atypical motor development, pathophysiology, clinical management and prognosis of common neurological conditions in paediatrics and geriatrics
- Understand and demonstrate the general principles which underlie therapeutic interventions and interdisciplinary practice in paediatrics
- Understand and demonstrate the role of the physiotherapist in the evidence-based management of paediatric and geriatric patients applying the International Classification of Functioning, Disability and Health Framework (ICF) framework
- Develop, implement and evaluate comprehensive knowledge and skills in the assessment and treatment of paediatric and geriatric patients with atypical neurodevelopment and neurological impairments based on evidence-based practice

## Graduate Attributes

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

## 3 Hurdle Assessments (P/F)

### Assessment Type

On-campus Activity

### Task Description

There will be three hurdle assessments:

- **Hurdle 1 (Attainment of a Satisfactory Grade for the Observational Placement):** This unit includes up to 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. The location of these observational placements will be in child-care centres, educational facilities, community-based events, non-profit organisation or similar. 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 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.
- **Hurdle 3: E-learning General Allied-Health Principles of Paediatrics - Clinical Skills Development Service from Queensland Government.** Completion of the E-learning General Allied-Health Principles of Paediatrics - Clinical Skills Development Service from Queensland Government is required in order to be eligible to PASS this unit. The General Allied-Health Principles of Paediatrics (GAPP) eLearning program has been developed by the Clinical Skills Development Service in collaboration with the physiotherapy department at the Royal Children's Hospital, Brisbane. This course provides background knowledge about the key principles to paediatric care, establishing a framework in which allied health professionals and other healthcare providers can work to better meet the health needs of this vulnerable population. It addresses individual, system, societal, and legislative issues which set children apart from adults, and which need to be adopted in contemporary paediatric practice. It also sets the scene for health professionals to develop more discipline-specific knowledge and skills

for management of children. This eLearning course was possible due to funding made available by Health Workforce Australia. A certificate provided upon completion must be submitted on Moodle to be eligible to pass this Unit. This online course can be accessed by this LINK: <https://central.cds.qld.edu.au/central/courses/155>. This hurdle will be due on week 7 (Friday 4/09/2020 COB).

Refer to Moodle for further information and additional resources.

### **Assessment Due Date**

Hurdle 3 due date: Week 7: (4/09/2020). Hurdle 1 and 2 due date: Week 12 (9/10/2020)

### **Return Date to Students**

#### **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, PASS for hurdle 2 and PASS for hurdle 3).

### **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.

Hurdle 3: E-learning General Allied-Health Principles of Paediatrics - Clinical Skills Development Service from Queensland Government. A certificate of completion must be submitted via Moodle in order to be eligible to PASS the unit.

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Demonstrate acceptable professional and ethical behaviours consistent with a physiotherapy practitioner.

### **Graduate Attributes**

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

## **4 OSCE**

### **Assessment Type**

Objective Structured Clinical Examinations (OSCEs)

### **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. The purpose of the practical assessment is to assess the your ability to:

- Design a safe, systematic and individualised paediatric neurosensory motor developmental assessment that demonstrates appropriate clinical reasoning and assessment item selection considering both video content and written parental concerns.
- Perform specific paediatric assessment items taking into consideration the age and condition of the paediatric patient.
- Design a safe, systematic and individualised treatment plan with consideration of assessment findings along with patient and/or family goals and be able to justify intervention items with appropriate clinical reasoning.
- Perform specific paediatric intervention taking into consideration the age and condition of the paediatric patient.

You will be provided with two scenarios.

The first scenario will be an initial assessment where you will observe a short video of a paediatric patient and be provided with the written concerns of the parent/guardian. You will be required to outline an assessment plan that is safe, systematic and individualised to the patient in the video. You will then be asked to demonstrate particular assessment items from the assessment plan to the examiner.

The second scenario will be an intervention scenario where you will be provided with a completed assessment template. You will be required to use the assessment template to outline a safe, systematic and individualised intervention plan that is goal-oriented, evidence-based and demonstrates appropriate clinical reasoning. You will then be asked to demonstrate particular intervention items from the intervention plan to the examiner.

The clinical notes and video will be provided to you 30 minutes prior to the practical examination. The practical examination will have a time limit of up to 30 minutes.

For each clinical scenario, you may be requested to:

- Demonstrate appropriate clinical reasoning, that is evidence-based to guide assessment/intervention item selection and takes into consideration the age and condition of the paediatric patient.
- Demonstrate an understanding of neurosensory motor development and common paediatric conditions.
- Demonstrate effective communication and interaction with both the paediatric patient and their parent/guardian.
- Demonstrate an understanding of patient-centred, family-centred, strengths-based, culturally responsive practice embedded within paediatric frameworks such as the International Classification of Functioning, Disability and Health.
- Demonstrate knowledge of age-appropriate assessment techniques (e.g. subjective examination, postural reactions, fine motor assessment, gross motor assessment, musculoskeletal assessment, sensory assessment, neurological assessment).
- Demonstrate knowledge of age-appropriate intervention techniques (e.g. facilitating transitions and appropriate positions, challenging limits of stability, improving neuro/sensory/fine motor/gross motor functioning).

You should be attired in your full clinical uniform and attend your corresponding CQUniversity campus at the allocated day and time for this OSCE. You will be using a doll to demonstrate assessment and intervention techniques.

The examiner or actor/peer student will play the role of the parent.

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

### **Assessment Due Date**

### **Return Date to Students**

### **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 Physiotherapy Practice Thresholds in Australia and Aotearoa New Zealand. This quality framework is mapped against the CQUniversity Graduate Attributes and is 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:

- Risk Management/ Safety (Pass/Fail)
- Professional Behaviour (5%)
- Communication (20%)
- Analysis and Planning (25%)
- Practical application of intervention (50%)

Refer to Moodle for the assessment rubric.

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 achieved an overall grade

equal to, or higher than 44.5% for your 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.

#### Late Arrival to Assessment

You should aim to arrive at least 15 minutes prior to the official assessment commencement time (8am). In the extraordinary circumstance that you are late, you will be permitted late entry to your assessment of up to 10 minutes after the official commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving beyond the permitted late entry period), you should make an application for deferred assessment, which may or may not be approved in line with CQU policy. If the application for deferred assessment is denied, you will receive a grade of zero percent (0%) for the assessment item.

#### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### Submission

No submission method provided.

#### Learning Outcomes Assessed

- Describe basic concepts of neurosciences, including organisation and function of the nervous system, neurodevelopment and signs and symptoms in neurologic lesions
- Identify and discuss atypical motor development, pathophysiology, clinical management and prognosis of common neurological conditions in paediatrics and geriatrics
- Understand and demonstrate the general principles which underlie therapeutic interventions and interdisciplinary practice in paediatrics
- Understand and demonstrate the role of the physiotherapist in the evidence-based management of paediatric and geriatric patients applying the International Classification of Functioning, Disability and Health Framework (ICF) framework
- Develop, implement and evaluate comprehensive knowledge and skills in the assessment and treatment of paediatric and geriatric patients with atypical neurodevelopment and neurological impairments based on evidence-based practice
- Demonstrate acceptable professional and ethical behaviours consistent with a physiotherapy practitioner.

#### Graduate Attributes

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