PSIO12004 *Neurosciences Across the Lifespan*
Term 2 - 2021

Profile information current as at 12/10/2024 07:30 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 - 2021

- 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 clarity and simplicity to follow the lectures and the integration of topic appropriate equipment to embed learning during tutorials.

Recommendation

It is recommended that the current format for lectures is maintained and that the wide variety of equipment continue to be be utilised during tutorials to help embed learning.

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

Feedback

The addition of a new observational placement at Special Schools and interaction with real children sessions were appreciated by students as they showed the practical application of the theory knowledge in paediatric physiotherapy

Recommendation

It is recommended that the new observational placements at Special Schools and interaction with real children in sessions continue to be implemented, and that learning outcomes and expectations continue to be clearly communicated to students.

Feedback from Unit evaluation data, have your say

Feedback

Students reported that they lacked a clear understanding of requirements and expectations for OSCE assessments,

Recommendation

It is recommended that the OSCE tutorials and resources be reviewed to ensure students have a clear understanding of expectations in OSCE's. These resources were recently updated and included the addition of new clinical cases and study guidelines to prepare for OSCEs. Learning outcomes, OSCE structure, requirements and expectations were communicated in every tutorial and with a PowerPoint presentation during the revision session. Nevertheless, the new strategies, new clinical cases and revised study guidelines will be review to ensure that student's feel prepared for OSCEs.

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

— 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
1 - Online Quiz(zes) - 25%	•					
2 - Written Assessment - 40%		•	•	•	•	
3 - On-campus Activity - 0%						•
4 - Objective Structured Clinical Examinations (OSCEs) - 35%	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 25%	•	•	•	•		•				

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
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
The prescribed text is Out of Print and only available at the Library website.
For the supplementary titles, if you prefer to study with a paper text, you can purchase one at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

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

Vanesa Bochkezanian Unit Coordinator
v.bochkezanian@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

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 - 19 Jul 2021

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 - 26 Jul 2021

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 - 02 Aug 2021

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 - 09 Aug 2021

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.	**Supervised Online Quiz 1** Due: Week 5 Friday (13 Aug 2021) 9:00 am AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

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.	

Week 7 - 30 Aug 2021

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 - 06 Sep 2021

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 - 13 Sep 2021

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 - 20 Sep 2021

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 - 27 Sep 2021

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 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Revision/OSCE preparation		Summative Assessment: Hurdle 1 (Satisfactory Grade Observational Placement) Summative Assessment: Hurdle 1 (Attendance) Have Your Say - Unit Evaluation **Supervised Online Quiz 2** Due: Week 12 Thursday (7 Oct 2021) 8:00 am AEST
Review/Exam Week - 11 Oct 2021		
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 - 18 Oct 2021		
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

Clinical Experiences
This unit includes observational placements of up to four (6) hours. Refer to Moodle for further information and additional resources.
Clinical Skills Practice
Successful performance in this unit requires the acquisition and retention of physiotherapy skills (motor learning). Practice is the most important variable in learning a motor skill, with feedback (e.g. tactile, visual, verbal, self-reflection, peer, tutor...) being the second most important variable. It is important that you consider the amount, type and variability of your practice, as this will directly effect the extent of skill acquisition and retention. The physiotherapy plinth rooms (musculoskeletal and neuro-cardio) have been booked on Fridays to enable you to participate in self-directed practice.
The information contained in this unit profile is correct at the time of publication. Due to the impacts of COVID-19, modifications to unit content, delivery and assessment may be required. Details of any modifications will be available on the unit Moodle site if, and when, modifications are required.

Assessment Tasks

1 Supervised Online Quiz 1

Assessment Type
Online Quiz(zes)

Task Description

- **Online Quiz 1 (25%)** will occur in week 5 on Friday 13th August at 9 am.. 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
Week 5 Friday (13 Aug 2021) 9:00 am AEST

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.
Late arrival to Assessment
You should aim to arrive at least 15 minutes prior to the official assessment commencement time. 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
Online

assessmentOutcome

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

assessmentGradAttribute

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

2 Supervised Online Quiz 2

Assessment Type
Written Assessment

Task Description

- Online Quiz 2 (40%) will occur in week 12 on **Thursday 7th 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
Week 12 Thursday (7 Oct 2021) 8:00 am AEST

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.
Late arrival to Assessment
You should aim to arrive at least 15 minutes prior to the official assessment commencement time. 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
Online

assessmentOutcome

- 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

assessmentGradAttribute

- 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.

Refer to Moodle for further information and additional resources.

Assessment Due Date

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.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

assessmentOutcome

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

assessmentGradAttribute

- 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 the 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.

assessmentOutcome

- 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.

assessmentGradAttribute

- 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