



PSIO12004 *Neurosciences Across the Lifespan*

Term 2 - 2022

Profile information current as at 03/05/2024 10:38 am

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 - 2022

- 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 Have your say, unit evaluation data, direct student feedback, self-reflection

Feedback

Pre-recorded online lectures were not highly rated by students, mainly due to poor sound quality and the inability to interact with the lecturer.

Recommendation

It is recommended that the paediatric lectures be delivered synchronously by the teaching team with opportunities for students to ask questions.

Feedback from Have your say, unit evaluation data, direct student feedback, self-reflection

Feedback

Some students reported difficulty in planning and conducting a full paediatric intervention.

Recommendation

It is recommended that a comprehensive overview of planning and performing a paediatric intervention be presented to help students develop clinical reasoning and practical skills.

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
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%	•	•	•	•		•				
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

[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 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Unit Introduction Development and overview of the central nervous system NeuroAnatomy landmarks and support 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 2 - 18 Jul 2022

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 - 25 Jul 2022

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 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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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.	
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Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Movement Control and Motor Learning Skills practice self-directed supervised session-Review (2 hours)	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 (12 Aug 2022) 9:30 am AEST

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Paediatric and Human Development	Crossman, A. & Neary, D. (2014). Neuroanatomy: an illustrated colour text. Edinburgh: Churchill Livingstone. Jones, K. (2014). Neurological assessment: a clinician's guide. Edinburgh: Churchill Livingstone. 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 - 29 Aug 2022

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

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Clinical reasoning and treatment selection in Paediatrics 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 for prescribed textbook chapters and additional resources.
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Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Common conditions in Paediatric Physiotherapy part 1: ASD, GDD, DCD, DS and DMD	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 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Common conditions in Paediatric Physiotherapy part 2: CP, talipes and DDH	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 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Physiotherapy across the lifespan- Paediatrics to geriatrics	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 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Supervised online Quiz 2 Mock OSCE/ Revision		Supervised Online Quiz 2 Due: Week 12 Thursday (6 Oct 2022) 8:00 am AEST Hurdle Assessments (P/F) Due: Week 12 Friday (7 Oct 2022) 11:45 pm AEST

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Practical Assessment Due: this assessment will be scheduled in Review/Exam Week or Exam Week following confirmation of the centrally timetabled exam after Week 6

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Practical Assessment Due: this assessment will be scheduled in Review/Exam Week or Exam Week following confirmation of the centrally timetabled exam after Week 6

OSCE Due: Exam Week Monday (17 Oct 2022) 11:45 pm AEST

Term Specific Information

Clinical Experiences

This unit includes observational placements of up to four (4) hours. Refer to Moodle and Hurdle 1 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

- Supervised Online Quiz 1 (25%) will occur in week 5 on Friday 12th August, 2022 at 9.30 am. It will assess content from weeks 1-4 inclusive.

This supervised online quiz will consist of up to 45 questions (worth up to 60 marks) and will have a time limit of 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 booked assessment, which must be completed at the scheduled time. It is recommended that a laptop be utilised for this assessment, however a tablet is permitted.

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 Friday (12 Aug 2022) 9:30 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

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 Supervised Online Quiz 2

Assessment Type

Written Assessment

Task Description

- Online Quiz 2 (40%) will occur in week 12 on Thursday 6th October, 2022 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 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 quiz is a closed booked assessment, which must be completed at the scheduled time. 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 (6 Oct 2022) 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

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 two hurdle assessments:

- **Hurdle 1 (Attainment of a Satisfactory Grade for the Observational Placement):** This unit includes up to four (4) 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, which may include the mid-term break. 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 and thus has been integrated as a requirement into the CB85 Physiotherapy course. If there is a genuine reason for being absent, you must inform the unit coordinator as soon as possible and submit a medical certificate or other supporting documentation via email within five days of missing the session. The monitoring of attendance will take into consideration legitimate requests for absence such as those outlined in the Assessment Policy and Procedure (5.21 and 5.22) (e.g. medical or allied health, compassionate, misadventure and exceptional circumstances). You will be notified by the unit coordinator when you reach the 85% threshold. If you require a prolonged absence (>3 sessions) for a health-related condition, you will be required to have a face-to-face discussion with the unit coordinator and Head of Course to discuss your progression in the unit. 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 (7 Oct 2022) 11:45 pm AEST

Hurdle 1 and 2 due date: Week 12 (7/10/2022)

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)

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

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 format of an Objective Structured Clinical Examination (OSCE) and is intended to assess your theoretical knowledge, practical application of assessment and treatment skills, and clinical reasoning. The OSCE will be scheduled for either week 1 or week 2 of the university's examination period. The weighting of the Practical Assessment is 35% of the overall unit grade with each scenario weighted equally. All content from PSIO12004 and prerequisite units is examinable in this assessment task.

The OSCE will include two clinical scenarios of children who each require physiotherapy assessment and/or treatment.

One scenario will be assessment focused and one will be treatment focused, however both scenarios will require you to demonstrate comprehensive knowledge and clinical reasoning skills. Your OSCE will have a total time limit of 60 minutes (30 minutes preparation, 30 minutes examination). The examination will commence with 30 minutes of preparation time, at which point each scenario will be provided to you. You will then be allocated 15 minutes to complete each scenario. For each clinical scenario, you are expected 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. A peer student/volunteer will play the role of the parent.

A timetable for the Practical Assessment will be published on Moodle at the end of week 12.

Assessment Due Date

Exam Week Monday (17 Oct 2022) 11:45 pm AEST

Practical Assessment Due: this assessment will be scheduled in Review/Exam Week or Exam Week following confirmation of the centrally timetabled exam after Week 6.

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 the PASS/FAIL components AND 50% or higher in the graded component of this assessment.

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:

- Safety and Risk Management (Pass/Fail)
- Professional Behaviour (Pass/Fail)
- Communication (20%)
- Analysis and Planning (30%)
- Practical application of intervention (50%)

Refer to Moodle for the assessment rubric.

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 and will not be eligible for a re-sit but may be eligible for a supplementary assessment in line with CQU policy.

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