



PSIO13001 *Neurological Physiotherapy*

Term 1 - 2017

Profile information current as at 01/05/2024 01:37 am

All details in this unit profile for PSIO13001 have been officially approved by CQU University 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

In this unit, you will develop knowledge and skills in comprehensive management of clients with neurological conditions. You will use the International Classification of Functioning, Disability and Health (ICF) framework, you will apply principles of evidence based practice and will combine various clinical reasoning strategies. You will relate the role of the physiotherapist working in a variety of health care settings to that of the interprofessional team, family members and carers of clients with neurological conditions.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisites: PSIO12004 Neurosciences Across the Lifespan MPAT12001 Medical Pathophysiology

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 1 - 2017

- Bundaberg
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 35%

2. **Group Work**

Weighting: 15%

3. **On-campus Activity**

Weighting: Pass/Fail

4. **Practical Assessment**

Weighting: 50%

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; Personal communication with students; Self reflection

Feedback

Inconsistencies in marking between lecturers

Recommendation

It is recommended that extensive moderation processes need to be put in place involving lecturers from the two campuses. It is recommended that the process starts well before the actual dates for the practical assessment. If casual or part-time lecturers are involved with marking, they need to be provided the time to complete these processes.

Action

Extensive moderation processes were implemented to ensure the quality of (i) assessment tasks (ii) assessment criteria, and (iii) assessment outcomes. Moderation processes were also implemented to ensure the quality and consistency of teaching practices to better position teaching team members to validly and consistently judge student performance in terms of standards of achievement. Examples of moderation processes utilised include teaching team meetings pre, intra and post teaching and assessment tasks. These regular meetings ensured all teaching team members were involved in the design of learning outcomes, unit content, assessment tasks and criteria and consistent in their understanding of learning outcomes and expected standards of performance.

Feedback from Have Your Say; Personal communication with students; Self reflection

Feedback

Detailed assessment rubric for Group Work

Recommendation

It is recommended that a detailed assessment rubric for the Group Work assessment task is developed and communicated to students in the start of term.

Action

A detailed group assessment task rubric was developed. This rubric was made available to and communicated with students at the beginning of the term.

Feedback from Have Your Say; Personal communication with students; Self reflection

Feedback

Contact with remote campus students

Recommendation

It is recommended that the lecturers swap campuses for a few sessions so that they interact with the remote campus students.

Action

The unit coordinator traveled to the remote campus mid term as well as for supervised revision and the practical examination.

Unit Learning Outcomes

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

1. Discuss the pathological processes, symptomatology, clinical course, medical and pharmacological management, and prognoses for clients with neurological conditions.
2. Design, demonstrate and discuss a comprehensive and relevant assessment for clients with neurological conditions.
3. Identify and discuss how environmental and personal factors affect activity and participation level of clients with neurological conditions.
4. Develop, implement and evaluate therapeutic interventions for clients with neurological conditions.
5. Critically appraise contemporary evidence from the literature to inform interventions for clients with neurological conditions.
6. Relate the role of the physiotherapist to that of the interprofessional team, family members and carers of clients with neurological conditions.

The 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) - 35%	•	•	•	•		•
2 - Group Work - 15%					•	•
3 - Practical Assessment - 50%	•	•	•	•		•

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		•	•	•		•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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) - 35%	•	•	•							
2 - Group Work - 15%	•	•	•	•	•	•		•		
3 - On-campus Activity - 0%	•				•			•		
4 - Practical Assessment - 50%	•	•	•		•		•	•		

Textbooks and Resources

Textbooks

PSIO13001

Prescribed

Neurological Assessment: A Clinician's Guide

(2014)

Authors: Karen Jones

CHURCHILL LIVINGSTONE

UK

ISBN: 978-0-7020-6302-2

Binding: Paperback

PSIO13001

Prescribed

Neurological rehabilitation: optimizing motor performance

Edition: 2nd (2011)

Authors: Carr, J. H., & Shepherd, R. B.

Churchill Livingstone

Edinburgh, UK

ISBN: 9780702040511

Binding: Hardcover

Additional Textbook Information

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Sasha Job Unit Coordinator

s.job@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to PSIO13001 -
Neurological Physiotherapy
Approaches to Neurorehabilitation
Neurological Physiotherapy
Assessment

Carr, J.H., & Shepherd, R.B. (2011).
*Neurological rehabilitation: optimizing
motor performance* (2nd ed.).
Edinburgh: Churchill Livingstone.
Jones, K. (2014). *Neurological
assessment: a clinician's guide*.
Edinburgh: Churchill Livingstone.
Refer to Moodle page for prescribed
textbook chapters and additional
resources.

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Acquired Brain Injury Cerebrovascular Accident (Stroke)	Carr, J.H., & Shepherd, R.B. (2011). <i>Neurological rehabilitation: optimizing motor performance</i> (2nd ed.). Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Cerebrovascular Accident (Stroke)	Carr, J.H., & Shepherd, R.B. (2011). <i>Neurological rehabilitation: optimizing motor performance</i> (2nd ed.). Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	Hurdle: stroke foundation e-learning modules (InformMe) Group Assessment Task: groups and topics to be finalised

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Traumatic Brain Injury Acute Physiotherapy Management of Acquired Brain Injuries	Carr, J.H., & Shepherd, R.B. (2011). <i>Neurological rehabilitation: optimizing motor performance</i> (2nd ed.). Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Retraining Functional Movement	Carr, J.H., & Shepherd, R.B. (2011). <i>Neurological rehabilitation: optimizing motor performance</i> (2nd ed.). Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	Summative Assessment: Online Quiz 1

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Retraining Sensory, Perceptual and Behavioural Deficits	Carr, J.H., & Shepherd, R.B. (2011). <i>Neurological rehabilitation: optimizing motor performance</i> (2nd ed.). Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Spinal Cord Injury (SCI)	Carr, J.H., & Shepherd, R.B. (2011). <i>Neurological rehabilitation: optimizing motor performance</i> (2nd ed.). Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multiple Sclerosis (MS) Guillain-Barre Syndrome (GBS)	Carr, J.H., & Shepherd, R.B. (2011). <i>Neurological rehabilitation: optimizing motor performance</i> (2nd ed.). Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Parkinson's Disease (PD)	Carr, J.H., & Shepherd, R.B. (2011). <i>Neurological rehabilitation: optimizing motor performance</i> (2nd ed.). Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	Summative Assessment: Group Work Assessment

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Balance and Vestibular Function Falls Prevention	Carr, J.H., & Shepherd, R.B. (2011). <i>Neurological rehabilitation: optimizing motor performance</i> (2nd ed.). Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Exercise Prescription Walking Aid and Wheelchair Prescription	Carr, J.H., & Shepherd, R.B. (2011). <i>Neurological rehabilitation: optimizing motor performance</i> (2nd ed.). Edinburgh: Churchill Livingstone. Jones, K. (2014). <i>Neurological assessment: a clinician's guide</i> . Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	Hurdle: critical appraisal of journal article

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision	Refer to Moodle page for any additional resources.	Summative Assessment: Online Quiz 2

Review/Exam Week - 05 Jun 2017

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 - Course Evaluation

Exam Week - 12 Jun 2017

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 - Course Evaluation

Assessment Tasks

1 Online Quizzes (Quiz 1 and Quiz 2)

Assessment Type

Online Quiz(zes)

Task Description

There will be two online quizzes:

- **Quiz 1** (10%) will occur in week 5. It will assess content from weeks 1-4
- **Quiz 2** (25%) will occur in week 12. It will assess content from weeks 1-11

Quiz 1 will consist of up to 20 questions and will have a time limit of 40 minutes. Quiz 2 will consist of up to 45 questions and will have a time limit of 90 minutes. Questions may be randomly generated from a question bank so that the quizzes may appear differently for each student. Quiz 1 and Quiz 2 are closed book assessments. Access to all resources other than the quiz itself is prohibited. Quiz 1 and Quiz 2 may be scheduled outside regular timetabled sessions.

Quiz 1 and Quiz 2 will consist of some or all of the following categories:

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

Policies and Procedures:

1. The CQUniversity *Assessment of Coursework Procedures* policy (for centrally timetabled examinations) applies to all assessment items in this unit.
2. As per the CQUniversity *Assessment of Coursework Procedures* policy, students will be notified regarding final

unit grades, including the provision of Supplementary Assessments, prior to the official Certification of Grade date for Term 1. All Supplementary Assessments will be granted in accordance with the *Grades and Results Procedures* policy. Supplementary Assessments will be required to be completed within the two weeks following Certification of Grades.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

Weeks 5 and 12

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 pass the unit, students must achieve a minimum of 50% for all assessment items (composite score for Quiz 1 and Quiz 2)

Assessment Criteria

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

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Discuss the pathological processes, symptomatology, clinical course, medical and pharmacological management, and prognoses for clients with neurological conditions.
- Design, demonstrate and discuss a comprehensive and relevant assessment for clients with neurological conditions.
- Identify and discuss how environmental and personal factors affect activity and participation level of clients with neurological conditions.
- Develop, implement and evaluate therapeutic interventions for clients with neurological conditions.
- Relate the role of the physiotherapist to that of the interprofessional team, family members and carers of clients with neurological conditions.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

2 Group Work Assessment

Assessment Type

Group Work

Task Description

The Group Work Assessment task is comprised of both a formal presentation and written component on the physiotherapy management of a neurological condition.

Students will work in small groups (group size to be confirmed once enrollments are finalised) for this assignment, and can nominate their group and topic on a sign on sheet that will be made available during tutorials within the first two weeks of term. Each group will develop a formal PowerPoint presentation that is supported by a written best practice guideline that is to be handed out as a clinician resource for your peers as part of your presentation.

Your presentation and resource must include the following information:

- An overview of the neurological condition presented using the ICF
- Overall healthcare management for the neurological condition
- Physiotherapy for individual's with the neurological condition (core areas/ goals of physiotherapy; patient

centredness and self management support; physiotherapy assessment - subjective and objective with specific reference to best practice outcome measures; and physiotherapy interventions - recommendations and rationale/ clinical reasoning)

Formal Presentation: PowerPoint Presentation

As a group, you will present your topic in a 12 minute Microsoft PowerPoint presentation slide show. Presentations must be no longer than the maximum 12 minutes. In addition to your presentation, you are required to formulate a question slide to assess your peers on their knowledge of your topic. The questions should be designed to encourage your audience to engage with your presentation. Specifically, your question slide must include two multiple choice questions (with options A - D) where only one answer is correct, and one short answer question.

Written Component: Best Practice Guideline

The aim of the written component of this group work assessment is to provide you and your peers with a reference document that can be utilised during clinical practice. The written component may be up to a maximum of 1500 words in length; 1.5 line space; left justified; Times New Roman font 12; bulleted lists may be used when required; headings, page numbers and a title page are mandatory.

Topics

- Alzheimer's Disease
- Bell's Palsy
- Brain Stem Lesions
- Cerebellar Ataxia
- Duchenne Muscular Dystrophy
- Functional Neurological Disorder
- Guillain Barre
- Huntington's Disease
- Labyrinthitis
- Motor Neuron Disease
- Multiple Sclerosis
- Myaesthesia Gravis
- Parkinson's Plus Syndromes
- Peripheral Neuropathy
- Subarachnoid Haemorrhage

Policies and Procedures:

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

Assessment Due Date

Week 9

Return Date to Students

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

Weighting

15%

Minimum mark or grade

In order to pass the unit, students must achieve a minimum of 50% for all assessment items

Assessment Criteria

Assessment of the Group Work Assessment Task will include both educator assessment and peer assessment by other groups.

The assessment rubric for this task is based on the Australian Standards for Physiotherapy, the Accreditation Standard set by the Australian Physiotherapy Council and The Assessment of Physiotherapy Practice Instrument. These quality frameworks are mapped against the CQUniversity Graduate Attributes and are intended to give a holistic understanding of standards expected for the assessment task.

Refer to Moodle for the assessment rubric.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline Group

Learning Outcomes Assessed

- Critically appraise contemporary evidence from the literature to inform interventions for clients with neurological conditions.
- Relate the role of the physiotherapist to that of the interprofessional team, family members and carers of clients with neurological conditions.

Graduate Attributes

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

3 Hurdle Assessment

Assessment Type

On-campus Activity

Task Description

Attendance Hurdle

At least 85% attendance of tutorial sessions is required for a PASS grade. This minimum attendance requirement of 85% is recommended by the Australian Physiotherapy Council for all tutorials and practical sessions. If there is a genuine reason for being absent, students must inform the Unit Coordinator as soon as possible.

Hurdle Tasks

- Completion of stroke foundation e-learning modules via InformMe platform (week 2)
- Completion of International Spinal Cord Society e-learning modules via eLearnSCI platform (week 6)
- Critical appraisal of a journal article on the topic of exercise prescription for neurological conditions (week 11)

Refer to Moodle for specific requirements of Hurdle Tasks.

Policies and Procedures:

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

Assessment Due Date

End of Term 1

Return Date to Students

End of Term 1

Weighting

Pass/Fail

Minimum mark or grade

A PASS grade is required in order to pass this unit

Assessment Criteria

The On-campus Activity Assessment is a PASS/FAIL formative assessment task

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Submission Instructions

Students must complete this item to be eligible to pass the unit

Graduate Attributes

- Communication
- Team Work
- Ethical practice

4 Practical Assessment (OSCE)

Assessment Type

Practical Assessment

Task Description

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

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

Each student will be provided with the clinical notes of two patients who will require neurological/ gerontological physiotherapy assessment and intervention. The clinical notes will be provided to the student 30 minutes prior to the practical examination. The practical examination will have a time limit of up to 45 minutes. For each clinical scenario, you may be requested to:

- Demonstrate knowledge of the presenting condition including aetiology, pathophysiology and typical presentation
- Demonstrate specific assessment techniques (e.g. subjective examination, coordination, spasticity, balance)
- Demonstrate specific practical intervention techniques (e.g. retraining sit-to-stand)
- Interpret the clinical notes and design a treatment plan including short and long term treatment goals
- Discuss relevant evidence for a particular intervention
- Document physiotherapy intervention (e.g. assessment, treatment, plan)

Students must come appropriately attired for the Practical Assessment. Students being examined should be attired in their full clinical uniform. Students who are 'patients' should be suitably attired for practical examination.

A timetable for the Practical Assessment will be published on Moodle at the end of Term 1.

Policies and Procedures:

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

Assessment Due Date

Examination Period

Return Date to Students

Within 2 weeks after assessment

Weighting

50%

Minimum mark or grade

In order to pass the course, students need to attempt all practical assessments, and achieve a minimum of 50% in Neuro Part 2 and Cardiopulmonary Practical Assessment. Students also need to pass both Quizzes (Neuro and CR) and all Hurdles.

Assessment Criteria

The assessment rubric for this task is based on the Australian Standards for Physiotherapy, the Accreditation Standard set by the Australian Physiotherapy Council and The Assessment of Physiotherapy Practice Instrument. These quality frameworks are mapped against the CQUniversity Graduate Attributes and are intended to give a holistic understanding of standards expected for the assessment task.

Refer to Moodle for the assessment rubric.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

- Discuss the pathological processes, symptomatology, clinical course, medical and pharmacological management, and prognoses for clients with neurological conditions.
- Design, demonstrate and discuss a comprehensive and relevant assessment for clients with neurological conditions.
- Identify and discuss how environmental and personal factors affect activity and participation level of clients with neurological conditions.
- Develop, implement and evaluate therapeutic interventions for clients with neurological conditions.
- Relate the role of the physiotherapist to that of the interprofessional team, family members and carers of clients with neurological conditions.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- 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