



PSIO13001 *Neurological Physiotherapy*

Term 1 - 2018

Profile information current as at 02/05/2024 09:32 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 - 2018

- Bundaberg
- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 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, direct student feedback, staff feedback, self reflection

Feedback

Difficulties with cross campus communication technology sometimes interfered with teaching and learning experiences.

Recommendation

The teaching team will continue to work with the technology support team to ensure communication equipment is (i) appropriate for what is required (ii) functioning adequately, and (iii) used appropriately.

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

Feedback

Unit evaluation data indicates that students were very satisfied with this unit and achieved high levels of learning. Overall, students were very satisfied with the clinically focused unit content and engaging delivery, and were very complimentary regarding the quality and support of the teaching team.

Recommendation

The unit will continue to be designed and delivered to ensure it is clinically focused, engaging, supportive and well moderated.

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

Feedback

Some students indicated that their clinical skill development would be further facilitated by increased demonstration of practical skills by the teaching team and increased time in tutorials for practicing skills.

Recommendation

Tutorials will be reviewed and small changes will be made to ensure the teaching of new clinical skills always includes demonstration of the skill and that time in the tutorial is optimised to facilitate skill acquisition through practice.

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		•	•	•		•
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

Clinical Outcome Measurement in Adult Neurological Physiotherapy

Edition: 4th (2010)

Authors: Keith Hill, Sonia Denisenko, Kim Miller, Tamara Clements, Frances Batchelor and Prue Morgan

Australian Physiotherapy Association National Neurology Group

Melbourne , Australia

ISBN: 9781875107131

Binding: Other

PSIO13001

Prescribed

Neurological Assessment: A Clinician's Guide

Edition: 1st (2014)

Authors: Karen Jones

Churchill Livingstone

London , UK

ISBN: 9780702040528

Binding: Paperback

PSIO13001

Prescribed

Neurological Rehabilitation: Optimizing Motor Performance

Edition: 2nd (2010)

Authors: Janet Carr and Roberta Shepherd

Churchill Livingstone

London , UK

ISBN: 9780702040511

Binding: Other

PSIO13001

Prescribed

Physiotherapy in Acute Neurological Practice: An Introductory Guide for the Clinician

Edition: 1st (2011)

Authors: Prue Morgan, Julie Bernhardt, Emma Campagna and Sarah Gilmore

Australian Physiotherapy Association National Neurology Group

Melbourne , Australia

ISBN: 9781875107148

Binding: Other

Additional Textbook Information

APA Resources are available from the following link: <https://www.shop4physios.com.au/collections/neurology-group>

[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

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Vanessa Bochkezanian Unit Coordinator

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Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to PSIO13001 Neurological Physiotherapy Approaches to Neurorehabilitation Neurological Physiotherapy Assessment	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 for prescribed textbook chapters and additional resources.	Group Work Assessment: group and topic nomination

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Acquired Brain Injury Cerebrovascular Accident	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 for prescribed textbook chapters and additional resources.	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Cerebrovascular Accident	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 for prescribed textbook chapters and additional resources.	Stroke Foundation e-learning Modules Group Work Assessment: groups and topics to be finalised

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Traumatic Brain Injury Acute 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 for prescribed textbook chapters and additional resources.	

Week 5 - 02 Apr 2018

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 for prescribed textbook chapters and additional resources.	Online Quiz 1 (10%)

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Retraining Sensory, Perceptual and Behavioural Deficits Exercise 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 for prescribed textbook chapters and additional resources.	International Spinal Cord Society e-learning Modules

Week 7 - 23 Apr 2018

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

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Multiple Sclerosis Motor Neuron Disease Guillain-Barre Syndrome	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 for prescribed textbook chapters and additional resources.	

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Group Presentations Parkinson's Disease	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 for prescribed textbook chapters and additional resources.	Group Work Assessment: Presentations and Resource Submission (15%) Have Your Say - Unit Evaluation
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Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Vestibular Rehabilitation Balance and 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 for prescribed textbook chapters and additional resources.	Have Your Say - Unit Evaluation

Week 11 - 21 May 2018

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

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Revision	Refer to Moodle for additional resources.	Online Quiz 2 (25%) Hurdle 1: Attainment of a Satisfactory Grade for the Observational Placement (P/F) Hurdle 2: Attendance (P/F) Have Your Say - Unit Evaluation

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Practical Assessment (OSCE) (50%) may be scheduled within week 1 or week 2 of the CQUniversity Examination Period Have Your Say - Unit Evaluation

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Practical Assessment (OSCE) (50%) may be scheduled within week 1 or week 2 of the CQUniversity Examination Period

Term Specific Information

This unit includes four (4) hours of observational learning. This clinical observation placement is designed to give you the opportunity to observe practicing physiotherapists and other multidisciplinary team members interacting with patients with a range of neurological conditions in a range of clinical settings. These observational placements will be scheduled outside regular timetabled sessions. All pre-clinical requirements must be completed prior to the observational clinical placement and attendance at the placement is mandatory. Refer to Moodle for further information and additional resources.

Assessment Tasks

1 Online Quizzes (Quiz 1 (10%) and Quiz 2 (25%))

Assessment Type

Online Quiz(zes)

Task Description

There will be two online quizzes. The weighting of the online quizzes is 35% of the overall unit grade, with Quiz 1 constituting 10% of the overall unit grade and Quiz 2 constituting 25% of the overall unit grade.

- **Quiz 1** (10%) will occur in week 5 and will assess content from weeks 1-4 inclusive. Quiz 1 will consist of up to 20 questions worth up to 30 marks and will have a time limit of 40 minutes.
- **Quiz 2** (25%) will occur in week 12 and will assess content from weeks 1-11 inclusive. Quiz 2 will consist of up to 45 questions worth up to 60 marks 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
- True/ false
- Matching
- Short answer/ essay
- Fill in the missing word(s)
- Questions relating to multimedia material (e.g. images, videos)

Refer to Moodle for further information and additional resources.

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%

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 (15%)

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 for this assignment. Group size will be confirmed once enrolments are finalised. Each group will develop a formal PowerPoint presentation that is supported by a written best practice guideline that is to be provided as an electronic clinician resource for your peers.

Your presentation and clinician resource must include the following information:

- An overview of the neurological condition presented using the ICF framework
- Overall healthcare management for the neurological condition
- Evidence based 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)

Presentation

The aim of the presentation component of the group work assessment is to interactively and concisely educate your peers on your topic. As a group, you will present your topic in a 12 minute Microsoft PowerPoint presentation slide show. 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(s) must include two multiple choice questions (with options A - D) where only one answer is correct, and one short answer question.

Clinician Resource

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

Group Nomination and Topic Selection

From 12pm on Friday 9th March, you may nominate your group and sign up for a topic for your group work assessment via a sign on thread on the 'General Discussion' news forum.

Topics

- Alzheimer's Disease
- Bell's Palsy
- Brain Stem Lesions
- Brown Sequard Syndrome
- Cauda Equina Syndrome
- Cerebellar Ataxia
- Cerebral Palsy
- Critical Illness Polyneuropathy/ Myopathy
- Duchenne Muscular Dystrophy
- Functional Neurological Disorder
- Guillain-Barre Syndrome
- Huntington's Disease
- Labyrinthitis

- Myasthenia Gravis
- Peripheral Neuropathy
- Subarachnoid Haemorrhage

Refer to Moodle for further information and additional resources.

Assessment Due Date

Week 9 (an electronic copy of your PowerPoint presentation and clinician resource must be submitted by Monday 7th May at 12pm; presentations are scheduled for Tuesday 8th May from 8am)

Return Date to Students

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

Weighting

15%

Assessment Criteria

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

- Organisation of Presentation and Clinician Resource (20%)
- Knowledge of the Condition and Overall Healthcare Management (40%)
- Knowledge of Best Practice Physiotherapy (40%)

Time/ Word Limit

Marks are allocated to adhering to the time limit for the presentation and word limit for the clinician resource. Presentations and resources that do not adhere to the limit (+/- 10%) will receive a grade of <50% for the time/ word limit construct within the 'Organisation of Presentation and Clinician Resource' category of the rubric. Refer to Moodle for the assessment rubric.

Referencing Style

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

Submission

Offline Online Group

Submission Instructions

An electronic copy of your PowerPoint presentation and clinician resource must be submitted by Monday 7th May at 12pm. Presentations are scheduled for Tuesday 8th May from 8am.

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 (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 four (4) hours of observational learning. This clinical observation placement is designed to give you the opportunity to observe practicing physiotherapists and other multidisciplinary team members interacting with patients with a range of neurological conditions in a range of clinical settings. These observational placements will be scheduled outside regular timetabled sessions. All pre-clinical requirements must be completed prior to the observational clinical placement and attendance at the placement is mandatory. Following your observational placement, feedback will be provided by the supervising physiotherapist to the Clinical Educator Coordinator on the following constructs of physiotherapy practice: professional behaviour, communication and assessment (observation). A satisfactory grade for the observational placement is required in order to be eligible to PASS this unit. Results for this hurdle will be available once all clinical observational placements are completed and satisfactory performance is confirmed by the clinical educator coordinator.
- **Hurdle 2 (Attendance):** A minimum attendance rate of 85% for practical and tutorial sessions is required in order to be eligible to PASS this unit. This minimum attendance requirement is recommended by the Australian Physiotherapy Council. The monitoring of attendance will take into consideration legitimate requests for absence such as those outlined in the Assessment Policy and Procedure (Higher Education Coursework) as reasons for requesting time extensions for submitting assessment tasks (e.g. medical or allied health, compassionate, misadventure and exceptional circumstances). Attendance rates for this hurdle will be calculated in week 12.

Refer to Moodle for further information and additional resources.

Assessment Due Date

Week 12

Return Date to Students

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

Weighting

Pass/Fail

Minimum mark or grade

In order to be eligible to PASS the unit, you must achieve a PASS result for each hurdle (i.e. PASS for hurdle 1 and PASS for hurdle 2).

Assessment Criteria

Hurdle 1: Attainment of a satisfactory grade on your observational placement is required to PASS this hurdle. You must PASS this hurdle in order to be eligible to PASS the unit.

Hurdle 2: An attendance rate of 85% at practical and tutorial sessions is required to PASS this hurdle. You must PASS this hurdle in order to be eligible to PASS the unit.

Referencing Style

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

Submission

Offline

Graduate Attributes

- Communication
- Team Work
- Ethical practice

4 Practical Assessment (OSCE)

Assessment Type

Practical Assessment

Task Description

There are two clinical scenarios in the Practical Assessment. The weighting of the Practical Assessment is 50% of the overall unit grade, with clinical scenario 1 constituting 25% of the overall unit grade and clinical scenario 2 constituting 25% of the overall unit grade.

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 your ability to:

- Perform neurological assessment and treatment techniques
- Demonstrate understanding of neurological conditions
- Design neurological/ gerontological assessment and intervention plans and provide sound clinical reasoning for

- your plans
- Communicate effectively with the patient and plan overall management from a holistic perspective
- Document of physiotherapy care

You will be provided with the clinical notes of two patients who will require neurological/ gerontological physiotherapy assessment and intervention. One scenario will be assessment focused and one will be intervention focused, however both scenarios will require you to demonstrate comprehensive knowledge and clinical reasoning skills. The clinical notes 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 (15 minutes for each scenario), and you will be assessed by a different examiner for each scenario. All content from PSIO13001 and prerequisite units is examinable in this assessment task. For each clinical scenario, you may be requested to:

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

You must come appropriately attired for the Practical Assessment. When being examined, you must be attired in your full clinical uniform. When you are a 'patient' you need to be suitably attired for a physical examination.

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

Refer to Moodle for further information and additional resources.

Assessment Due Date

Examination Period

Return Date to Students

Results will be accessible on Moodle with the official release of final unit grades, as determined by the CQUniversity Certification of Grades Term 1 date.

Weighting

50%

Minimum mark or grade

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

Assessment Criteria

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

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

Refer to Moodle for the assessment rubric.

Requirements to PASS the Practical Assessment (OSCE)

In order to be eligible to PASS the Objective Structured Clinical Examination (OSCE) you must:

1) achieve a PASS result for the PASS/FAIL component of Risk Management/Safety for each of the two clinical scenarios (i.e. PASS for clinical scenario one and PASS for clinical scenario two).

AND

2) achieve 50% or higher in the graded component for each of the two clinical scenarios (i.e. a minimum of 50% for clinical scenario one and a minimum of 50% for clinical scenario two).

If you do not meet the above criteria for each clinical scenario, you will be eligible for one opportunity to re-sit the entire

OSCE assessment task, provided you have:

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

AND

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

Re-sit Conditions

1. If you meet the eligibility criteria for a re-sit, you will be given only one opportunity to pass the OSCE.
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 original assessment date.
4. The assessment criteria of the re-sit will be identical to the original OSCE.
5. If you pass the re-sit you will receive a grade of exactly 50% for the OSCE (i.e. 25% of the 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 be offered a re-sit, or to PASS the re-sit, you will receive a grade equal to your original OSCE grade and may be awarded a supplementary assessment in line with CQUniversity Policy.

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- 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