



PSIO13001 *Neurological Physiotherapy*

Term 1 - 2019

Profile information current as at 02/05/2024 12:27 pm

All details in this unit profile for PSIO13001 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

In this unit, you will develop clinical knowledge and skills in the comprehensive management of clients with neurological conditions. This unit includes pathophysiology and symptomatology; assessment procedures to define impairments and limitations in the context of the International Classification of Functioning, Disability and Health (ICF) Framework; clinical reasoning processes; and intervention skills and techniques. This unit will foster an evidence-based, client-centred and inter-professional approach to physiotherapy management of clients with neurological conditions across the spectrum of acute and community healthcare settings.

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

To enrol in this unit, you must be enrolled in the CB85 Course and have met the following pre-requisites: 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 - 2019

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

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

Feedback

Unit data indicates that students were satisfied with this unit and achieved high levels of learning. Students reported high levels of satisfaction with the clinical focus of the unit (e.g. clinical scenarios, patient interactions, online learning modules and simulated patient experiences).

Recommendation

This unit should continue to be designed and delivered to ensure it is clinically focused.

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

Feedback

Unit data indicates that some students would like the focus of some CBL tutorials be more focused on practical skills.

Recommendation

CBL tutorials will be reviewed to ensure their structure optimises student learning experiences.

Unit Learning Outcomes

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

1. Demonstrate theoretical and applied knowledge of the pathological processes, symptomatology, clinical course, medical and pharmacological management and prognosis for neurological conditions
2. Develop, implement and evaluate comprehensive knowledge and skills in the assessment and treatment of patients with neurological conditions
3. Critically appraise contemporary evidence to inform management of clients with neurological conditions
4. Understand the role of the physiotherapist in the evidence-based management of clients with neurological conditions in the context of client-centred and inter-professional healthcare across the spectrum of acute and community settings utilising the International Classification of Functioning, Disability and Health Framework (ICF)
5. 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
1 - Online Quiz(zes) - 35%	•	•			
2 - Group Work - 15%	•		•	•	

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
3 - On-campus Activity - 0%					•
4 - Objective Structured Clinical Examinations (OSCEs) - 50%		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Objective Structured Clinical Examinations (OSCEs) - 50%	•	•	•	•	•		•	•		

Textbooks and Resources

Textbooks

PSIO13001

Prescribed

Neurological Assessment: A Clinician's Guide

Edition: 1st (2014)

Authors: Karen Jones

Churchill Livingstone

London , UK

ISBN: 9780702063022

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

Supplementary

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

Supplementary

Physical Management for Neurological Conditions

Edition: 4th (2018)

Authors: Sheila Lennon, Gita Ramdharry and Geert Verheyden

Elsevier

ISBN: 9780702071744

Binding: Paperback

PSIO13001

Supplementary

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

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 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 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Unit Introduction 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 - 18 Mar 2019

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 - 25 Mar 2019

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 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Traumatic Brain Injury
Acute Management of Acquired Brain Injuries

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 for prescribed textbook chapters and additional resources.

Week 5 - 08 Apr 2019

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 - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Retraining Sensory, Perceptual and Behavioural Deficits 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.	International Spinal Cord Society e-learning Modules

Week 7 - 29 Apr 2019

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 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Multiple Sclerosis Motor Neuron Disease Guillain-Barre Syndrome 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.	

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
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.	Group Work Assessment: Presentations and Resource Submission (15%) Have Your Say - Unit Evaluation

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Exercise Prescription Vestibular Rehabilitation	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 - 27 May 2019

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.	Interprofessional Simulation Have Your Say - Unit Evaluation

Week 12 - 03 Jun 2019

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 - 10 Jun 2019

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 - 17 Jun 2019

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

Clinical Observation 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 practicing physiotherapists and other healthcare professionals 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.

Interprofessional Education (Paediatric Neurological Patient Simulation)

Interprofessional practice is a key component of healthcare. Working with interprofessional teams leads to improvements in patient outcomes, morale for healthcare professionals, reduction in the incidence of communication breakdowns, promotion of mutual understanding between professions, enhancement of professional confidence, and facilitation of intra- and interprofessional communication. This unit includes a paediatric neurological patient simulation as an interprofessional education session. The goal of this session is to improve both technical skills and interprofessional dynamics with a focus on developing the Canadian Interprofessional Health Collaborative competencies of communication, collaboration, conflict resolution, patient/family-centred care, roles and responsibilities, and team functioning. This tutorial is scheduled outside regular timetable sessions. Refer to Moodle for further information and additional resources.

Assessment Tasks

1 Supervised 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. Quiz 1 constitutes 10% of the overall unit grade and Quiz 2 constitutes 25% of the overall unit grade.

Supervised Online Quiz 1 (10%) will occur in week 5, on Tuesday 9th April at 8am, 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.

Supervised Online Quiz 2 (25%) will occur in week 12, on Thursday 6th June at 12pm, 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.

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. Quiz 1 and quiz 2 are both closed book assessments which will be supervised by a CQUniversity staff member and must be completed at the scheduled time on either the Rockhampton or Bundaberg campus. Access to all resources other than the quiz itself is prohibited (e.g. books, notes, electronic devices or websites other than the quiz itself). It is recommended that a laptop be utilised for this assessment, however a tablet is permitted. The use of a mobile phone is not permitted for this assessment item.

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

- Demonstrate theoretical and applied knowledge of the pathological processes, symptomatology, clinical course, medical and pharmacological management and prognosis for neurological conditions
- Develop, implement and evaluate comprehensive knowledge and skills in the assessment and treatment of patients with neurological conditions

Graduate Attributes

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

2 Group Work Assessment (15%)

Assessment Type

Group Work

Task Description

The Group Work Assessment task is comprised of both a formal PowerPoint presentation and a written best practice guideline 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.

Your presentation and best practice guideline 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 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.

Best Practice Guideline

The aim of the best practice guideline is to provide you and your peers with a reference document that can be utilised 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 15th March, you can 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. For your nomination to be valid, you must reply to the initial post with your campus, full name of each group member, and top three preferences for your topic. Students who attend the Thailand study tour will be given first preference for topics based on conditions they have encountered during their clinical experience. All other preferences will be given based on a first come, first served basis. Group nominations and topics must be finalised by 12pm on Friday 29th March.

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

Other topics may be approved on discussion with the unit coordinator.

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 best practice guideline. If you do not adhere to the time/word limit (+/- 10%), you 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

- Demonstrate theoretical and applied knowledge of the pathological processes, symptomatology, clinical course, medical and pharmacological management and prognosis for neurological conditions
- Critically appraise contemporary evidence to inform management of clients with neurological conditions
- Understand the role of the physiotherapist in the evidence-based management of clients with neurological conditions in the context of client-centred and inter-professional healthcare across the spectrum of acute and community settings utilising the International Classification of Functioning, Disability and Health Framework (ICF)

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

Learning Outcomes Assessed

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

Graduate Attributes

- Ethical practice

4 Practical Assessment

Assessment Type

Objective Structured Clinical Examinations (OSCEs)

Task Description

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

The Practical Assessment will be in the format of an Objective Structured Clinical Examination (OSCE) and is intended to assess your performance of practical and clinical reasoning skills.

You will be provided with the clinical notes of two patients who will each require neurological/ gerontological 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. 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 treatment 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.

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 within two weeks of the submission date.

Weighting

50%

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 (5%)
- Communication (20%)
- Analysis and Planning (25%)
- Practical Application of Intervention (Assessment or Treatment) (50%)
- Risk Management/ Safety (Pass/Fail)

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 release of grades 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, you will receive your original OSCE grade and may be awarded a supplementary assessment in line with CQUniversity Policy. If you do not meet the requirements to PASS the re-sit, you will receive a grade equal to your re-sit 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

No submission method provided.

Learning Outcomes Assessed

- Develop, implement and evaluate comprehensive knowledge and skills in the assessment and treatment of patients with neurological conditions
- Critically appraise contemporary evidence to inform management of clients with neurological conditions
- Understand the role of the physiotherapist in the evidence-based management of clients with neurological conditions in the context of client-centred and inter-professional healthcare across the spectrum of acute and community settings utilising the International Classification of Functioning, Disability and Health Framework (ICF)
- 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

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