



# PSIO13001 Neurological Physiotherapy 2

## Term 1 - 2024

Profile information current as at 01/05/2024 02:56 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

This unit will build on previous coursework and provide you with the knowledge and skills required to be a graduate neurological physiotherapist working with patients with a range of neurological (including neurodevelopment) conditions across the spectrum of acute and community healthcare settings. You will develop an understanding of pathophysiology and symptomatology and conduct assessments that define impairments and limitations in the context of the International Classification of Functioning, Disability and Health (ICF). You will select and apply outcome measures that monitor progress and use clinical reasoning for the basis of treatment planning. The interventions you implement will be effective and evidence-based to promote recovery and independence with a patient-centred, goal-directed, and inter-professional approach.

#### 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 Neurological Physiotherapy 1 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 - 2024

- 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. **In-class Test(s)**

Weighting: 40%

#### 2. **On-campus Activity**

Weighting: Pass/Fail

#### 3. **Group Work**

Weighting: 10%

#### 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, direct student feedback, self reflection.

**Feedback**

The unit requirements were not clearly communicated for all students.

**Recommendation**

It is recommended that the visibility of Moodle information related to unit requirements be reviewed to ensure it is easily accessed by students.

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

**Feedback**

The neurological assessment guide supported student learning and improved their learning experience.

**Recommendation**

It is recommended that the neurological assessment guide be used as an essential learning resource for this unit.

## Unit Learning Outcomes

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

1. Explain the pathophysiology, symptomatology, clinical course, management, and outcomes for developmental, vascular, traumatic, progressive, and degenerative neurological conditions across the lifespan.
2. Select, apply, and interpret appropriate observational, handling, and specific assessment tools to identify functional limitations and impairments in the context of the International Classification of Functioning, Disability and Health (ICF) and patient-centred, inter-professional healthcare practice.
3. Demonstrate use of problem-solving and clinical reasoning for the selection and execution of evidence-based neurological rehabilitation techniques to address sensorimotor dysfunction of patients with neurological disorders.
4. 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
1 - In-class Test(s) - 40%	•	•	•	
2 - Group Work - 10%	•			
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
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				•

## 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 , Victoria , Australia

ISBN: 9781875107131

Binding: Other

PSIO13001

#### Prescribed

##### **Physical Management for Neurological Conditions**

Edition: 4th (2018)

Authors: Sheila Lennon, Gita Ramdharry and Geert Verheyden

Elsevier

ISBN: 9780702071744

Binding: Paperback

PSIO13001

#### Supplementary

##### **Neurological Assessment: A Clinician's Guide**

Edition: 1st (2014)

Authors: Karen Jones

Churchill Livingstone

London , England

ISBN: 9780702063022

Binding: Paperback

PSIO13001

#### Supplementary

##### **Umphred's Neurological Rehabilitation**

Edition: 7th (2020)

Authors: Rolando Lazaro

Elsevier

US

ISBN: 9780323676984

Binding: Hardcover

#### Additional Textbook Information

Please select either ebook or print versions of each prescribed textbook based on your needs, learning style, and study habits.

Not sure how to decide? Ebooks are often preferred due to affordability, convenience of access and navigation, and ease of purchasing. However, they do have physical limitations (e.g., require access to laptop, power, and internet), more distractions, and cannot be resold. Students using print textbooks often report increased engagement (easier to focus and study for longer periods), reliable access, and offset of some costs by purchasing and reselling of used books.

Before purchasing, check the library for full text availability (online and physical locations).

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sasha Job** Unit Coordinator  
[s.job@cqu.edu.au](mailto:s.job@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Professional Practice	Refer to Moodle for readings and additional resources	Group Work Assessment: group allocation

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Paediatric Physiotherapy	Refer to Moodle for readings and additional resources	Observational placements

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
High Risk Infant	Refer to Moodle for readings and additional resources	Observational placements

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Genetic Conditions	Refer to Moodle for readings and additional resources	Observational placements

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
ASD, ADHD, and Motor Skill Disorders	Refer to Moodle for readings and additional resources	<b>Hurdle 1</b> Due: Week 5 Friday (5 April 2023) 4:00 pm AEST

### Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
CVA	Refer to Moodle for readings and additional resources	<b>In-class Quiz 1 (Mid-term)</b> due: Week 6 Monday (15 Apr 2024) 9:00 am AEST

### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
TBI	Refer to Moodle for readings and additional resources	Group Work Assessment: IPE team meeting  Please note scheduling for this week is different secondary to the public holiday - refer to Moodle for details

**Week 8 - 29 Apr 2024**

Module/Topic	Chapter	Events and Submissions/Topic
SCI	Refer to Moodle for readings and additional resources	

**Week 9 - 06 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Vestibular Dysfunction	Refer to Moodle for readings and additional resources	Group Work Assessment: IPE team meeting Student Unit and Teaching Evaluations

**Week 10 - 13 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Progressive Neurological Conditions	Refer to Moodle for readings and additional resources	Clinic to Classroom (patient interaction) Student Unit and Teaching Evaluations <b>Interprofessional Education Experience</b> Due: Week 10 Thursday (16 May 2024) 4:00 pm AEST

**Week 11 - 20 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment	Refer to Moodle for readings and additional resources	<b>In-class Quiz 2 (End-term)</b> due: Week 11 Thursday (23 May 2024) 9:00 am AEST. <b>Hurdle 2</b> due: Week 11 Friday 4:00pm AEST. Student Unit and Teaching Evaluations

**Week 12 - 27 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Revision	Refer to Moodle for readings and additional resources	Student Unit and Teaching Evaluations

**Review/Exam Week - 03 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment		Student Unit and Teaching Evaluations <b>Practical Assessment 2</b> Due: this assessment will be scheduled in Review/Exam Week or Exam Week following confirmation of the centrally timetabled exam after Week 6

**Exam Week - 10 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment		Student Unit and Teaching Evaluations <b>Practical Assessment 2</b> Due: this assessment will be scheduled in Review/Exam Week or Exam Week following confirmation of the centrally timetabled exam after Week 6

## Term Specific Information

### **Teaching Team**

- **Bundaberg:**
  - Sasha Job
  - Unit coordinator, lecturer, tutor
  - s.job@cqu.edu.au
- **Rockhampton:**
  - Vanesa Bochkezanian
  - Lecturer, tutor
  - v.bochkezanian@cqu.edu.au

### **Observational Placement**

This unit includes up to eight (8) hours of observational learning, offering you the first paediatric learning experience of the physiotherapy course. This observational placement will be scheduled outside of regular timetabled sessions (which may include the university break week) and held in any educational or community environment across the spectrum of early learning. All pre-clinical requirements must be completed prior to attending the observational clinical placement.

Please refer to Hurdle 1 for further details.

### **Interprofessional Education Experience**

As part of this unit, you will participate in Interprofessional Education with students from Speech Pathology, Occupational Therapy, Professional Psychology and Clinical Psychology. You will work as part of a team to collaboratively develop an assessment plan and an intervention plan for a case study child. This experience will have some tasks scheduled outside of regular timetabled sessions - which will be held online, via zoom.

Please refer to Group Work Assessment for further details.

## Assessment Tasks

### 1 In-class Quizzes

#### **Assessment Type**

In-class Test(s)

#### **Task Description**

In-class Quiz consists of two online quizzes worth 40% of the overall unit grade.

In-class Quiz 1 (Mid-term) constitutes 20% of the overall grade and will assess content from weeks 1-5 inclusive. This quiz will consist of up to 45 questions worth 60 marks and will have a time limit of 90 minutes.

In-class Quiz 2 (End-term) constitutes 20% of the overall unit grade and will assess content from weeks 6-10 inclusive. This quiz will consist of up to 45 questions worth 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. In-class Quiz 1 (Mid-term) and 2 (End-term) 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 used for this assessment, however a tablet is permitted. The use of a mobile phone is not permitted for this assessment item.

Each quiz will consist of multiple question categories, including:

- 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.

### **Assessment Due Date**

In-class Quiz 1 (Mid-term): Week 6 Monday (15 Apr 2024) 9:00 am AEST. In-class Quiz 2 (End-term): Week 11 Thursday (23 May 2024) 9:00 am AEST.

### **Return Date to Students**

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

### **Weighting**

40%

### **Assessment Criteria**

#### **Grading of Assessment**

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

### **Late Arrival to Assessment**

You should aim to arrive at least 15 minutes prior to the official assessment commencement time. In the extraordinary circumstance that you are late, you will be permitted late entry to your assessment of up to 10 minutes after the official commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving beyond the permitted late entry period), you should make an application for an assessment extension, which may or may not be approved in line with CQU policy. If the application for an assessment extension is denied, you will receive a grade of zero percent (0%) for the assessment item.

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- Explain the pathophysiology, symptomatology, clinical course, management, and outcomes for developmental, vascular, traumatic, progressive, and degenerative neurological conditions across the lifespan.
- Select, apply, and interpret appropriate observational, handling, and specific assessment tools to identify functional limitations and impairments in the context of the International Classification of Functioning, Disability and Health (ICF) and patient-centred, inter-professional healthcare practice.
- Demonstrate use of problem-solving and clinical reasoning for the selection and execution of evidence-based neurological rehabilitation techniques to address sensorimotor dysfunction of patients with neurological disorders.

## **2 Hurdle Assessment (P/F)**

### **Assessment Type**

On-campus Activity

### **Task Description**

There will be two hurdle assessments:

#### Hurdle 1 (Observational Placements)

This unit includes up to eight (8) hours of observational learning, offering you the first paediatric learning experience of the physiotherapy course. This clinical observational placement is designed to give you the opportunity to observe and interact with children in educational and community environments. You will attend two settings - one structured to support typically developing children and one structured to support children with disability. The location of these observational placements will be in child-care centres, educational facilities, community-based events, non-profit organisation or similar. This observational placement will be scheduled outside of regular timetabled sessions (which may include the university break week) and held in any educational or community environment across the spectrum of early learning. All pre-clinical requirements must be completed prior to attending the observational clinical placement and attendance at the placement is mandatory. You will need to submit a completed reflection form (one page maximum) following the completion of your placement.

A satisfactory grade for the observational placement is required in order to be eligible to PASS this unit.

Results will be available once all clinical observational placements are completed and attendance is confirmed by the

clinical educator coordinator.

### Hurdle 2 (Attendance)

A minimum attendance rate of 85% for practical and tutorial sessions is required in order to be eligible to PASS this unit. This minimum attendance requirement is recommended by the Australian Physiotherapy Council and thus has been integrated as a requirement into the CB85 Physiotherapy course. If there is a genuine reason for being absent, you must inform the unit coordinator as soon as possible and submit a medical certificate or other supporting documentation via email within five days of missing the session.

The monitoring of attendance will take into consideration legitimate requests for absence such as those outlined in the Assessment Policy and Procedure (5.21 and 5.22) (e.g. medical or allied health, compassionate, misadventure and exceptional circumstances). You will be notified by the unit coordinator when you reach the 85% threshold. If you require a prolonged absence (>3 sessions) for a health-related condition, you will be required to have a face-to-face discussion with the unit coordinator and head of course to discuss your progression in the unit. Attendance rates for this hurdle will be calculated in week 11.

Refer to Moodle for further information and additional resources.

### **Assessment Due Date**

Hurdle 1: Week 5 Friday 4:00pm AEST. Hurdle 2: Week 11 Friday 4:00pm AEST.

### **Return Date to Students**

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

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

In order to be eligible to PASS the unit, you must achieve a PASS result for Hurdle 1 and Hurdle 2.

### **Assessment Criteria**

**Hurdle 1:** Submission of a completed observational reflection form 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. If you do not meet the attendance requirement or do not submit supporting documentation within the required time frame you will not meet the requirements to PASS this hurdle. You must PASS this hurdle in order to be eligible to PASS the unit.

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Offline Online

### **Submission Instructions**

Completed reflection form must be uploaded to Moodle

### **Learning Outcomes Assessed**

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

## 3 Interprofessional Education Experience

### **Assessment Type**

Group Work

### **Task Description**

As part of this unit, you will participate in Interprofessional Education with students from Speech Pathology, Occupational Therapy, Professional Psychology and Clinical Psychology. You will work as part of a team with these students to collaboratively develop an assessment plan and an intervention plan for a case study child. As physiotherapy students are higher in number than other disciplines, you will need to work as a united physiotherapy group within the team.

### **Task Overview**

Each interprofessional team will ideally have three or four physiotherapy students, however physiotherapy group size will be confirmed based on the number of enrolled students. In week 1, you will be asked to select a time to meet with your interprofessional team. Based on the time you select, you will be allocated with a team of students that will include your group assessment task members (physiotherapy students) and students from the other disciplines. All information pertaining to IPE, including the case study and specific instructions, is located on the IPE Moodle site:

<https://moodle.cqu.edu.au/course/view.php?id=25938>.

There are four key tasks associated with your assignment:

1. Watch the discipline-specific interview and complete and ISBAR with discipline-specific recommendations for further assessment (by Friday Week 6).
2. Conduct first interdisciplinary case conference. Discuss each discipline's ISBAR and recommendations for assessment. As a team develop an interdisciplinary plan for assessment (by Friday Week 7).
3. Review discipline-specific assessment results available on Moodle and complete updated ISBAR with discipline-specific recommendations for further intervention/treatment based on results of assessment (by Friday Week 8).
4. Conduct second Interdisciplinary case conference. Discuss each discipline's updated ISBAR and recommendations for intervention/treatment. As a team develop an interdisciplinary plan for further intervention/treatment (by Friday Week 9).

Your physiotherapy group will cooperate and collaborate to review discipline-specific assessments and discuss your physiotherapy role and plan. You will need to work together to present evidence-based information relating to the case study background, assessment and intervention plans, safety considerations, and resources at the case conferences. As a group, you will need to present a united physiotherapy view to collaborate more broadly with the interprofessional team and develop the interdisciplinary plans for assessment and treatment.

Any group member who does not contribute equally in the agreed upon timeframe will be in breach of ethical academic practice. If this occurs, the group member will be required to have a conduct meeting with the unit coordinator with a first and final warning issued. If the conduct continues, the unit coordinator will either award the group member a grade of zero for the assessment task or request the submission of an additional 500 word reflective assignment to be completed individually.

For this assessment task you are required to individually submit:

#### Assessment Plan (5%)

A completed copy of your assessment plan (template provided) for the case study child that demonstrates the roles of physiotherapy, speech pathology, occupational therapy, and psychology. All sections in the assessment plan must be completed in sufficient detail for another clinician/team to follow. Ensure all acronyms are explained. The assessment plan must include assessment concerns/goals/recommendations for speech pathology, occupational therapy, and speech pathology, however you will only be marked on the physiotherapy specific assessments and how these align with the broader team. The physiotherapy concerns, goals, and broad assessment recommendations (e.g., standing balance) will be the same for all group members (group mark). The specific assessment recommendations must be detailed individually by each group member (i.e., detailed task overview with required equipment, patient instructions, one progression, and one regression).

#### Intervention Plan (5%)

A completed copy of your intervention plan (template provided) for the case study child that demonstrates the roles of physiotherapy, speech pathology, occupational therapy, and psychology. All sections in the intervention plan must be complete in sufficient detail for another clinician/team to follow. Ensure all acronyms are explained. The intervention plan must include treatment concerns/goals/recommendations for speech pathology, occupational therapy, and speech pathology, however you will only be marked on the physiotherapy interventions and how these align with the broader team. The physiotherapy concerns, goals, and broad treatment recommendations (e.g., standing balance) will be the same for all group members (group mark). The specific treatment recommendations must be detailed individually by each group member (i.e., FITT, patient instructions, one progression, and one regression).

Refer to Moodle for further information and additional resources.

#### **Assessment Due Date**

Week 10 Thursday (16 May 2024) 4:00 pm AEST

#### **Return Date to Students**

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

#### **Weighting**

10%

#### **Assessment Criteria**

##### **Grading of Assessment**

The assessment rubric for this task is based on the Physiotherapy Practice Thresholds in Australia and Aotearoa New Zealand. This quality framework is mapped against the CQUniversity Graduate Attributes and is intended to give a holistic understanding of standards expected for the assessment task. The rubrics for this assessment will be based on

the following categories and weightings:

#### Group Work Component

- Completeness and accuracy of documented plans (20%)
- Identification of relevant concerns for caregivers and team (20%)
- Clarity and relevance of goals (including prioritisation) (20%)
- Clarity and appropriateness of recommended assessments and/or treatments (20%)

#### Individual Component

- Individualisation of evidence-based assessments and/or treatments (20%)

#### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Completed assessment and treatment plans must be uploaded to Moodle

#### **Learning Outcomes Assessed**

- Explain the pathophysiology, symptomatology, clinical course, management, and outcomes for developmental, vascular, traumatic, progressive, and degenerative neurological conditions across the lifespan.

## 4 Practical Assessment

#### **Assessment Type**

Objective Structured Clinical Examinations (OSCEs)

#### **Task Description**

The Practical Assessment will be in the format of an Objective Structured Clinical Examination (OSCE) and is intended to assess your theoretical and practical application of physiotherapy assessment, treatment, and clinical reasoning. The OSCE will be scheduled for either week 1 or week 2 of the university's examination period. The weighting of the Practical Assessment is 50% of the overall unit grade with each scenario weighted equally. All content from PSIO13001 and prerequisite units is examinable in this assessment task.

The OSCE will include two clinical scenarios. One scenario will be a paediatric case and one will be an adult case. Your OSCE will have a total time limit of 60 minutes (30 minutes preparation, 30 minutes examination). The examination will commence with 30 minutes of preparation time, at which point each scenario will be provided to you. You will then be allocated 15 minutes to complete each scenario. For each clinical scenario, you are expected to:

- Demonstrate knowledge of the presenting condition including aetiology, pathophysiology and typical presentation
- Interpret clinical notes to identify priority assessments and/or treatments
- Identify and act upon any precautions and/or contraindications to the assessment and/or treatment
- Demonstrate clear, effective, and thorough communication
- Demonstrate safe and effective application of clinical assessment, treatment, and/or overall management
- Explain and interpret the findings of a clinical assessment and/or treatment, including progression and regression of selected techniques

You must come appropriately attired for the Practical Assessment (full clinical uniform). When being patient, please change into appropriate casual clothes.

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

Refer to Moodle for further information and additional resources.

#### **Assessment Due Date**

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

#### **Return Date to Students**

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

**Weighting**

50%

**Minimum mark or grade**

You must achieve a PASS result for the PASS/FAIL component AND 50% or higher in the graded component for this assessment.

**Assessment Criteria****Grading of Assessment**

The assessment rubric for this task is based on the Physiotherapy Practice Thresholds in Australia and Aotearoa New Zealand . This quality framework is mapped against the CQUniversity Graduate Attributes and is intended to give a holistic understanding of standards expected for the assessment task. The rubrics for this assessment will be based on the following categories and weightings:

- Safety/Risk Management and Professional Behaviour (PASS/FAIL)
- Communication (20%)
- Selection, application, and interpretation of assessment (40%)
- Selection, application, and interpretation of treatment (40%)

Refer to Moodle for the assessment rubric.

**Late Arrival to Assessment**

You should aim to arrive at least 15 minutes prior to the official assessment commencement time. In the extraordinary circumstance that you are late, you will be permitted late entry to your assessment of up to 10 minutes after the official commencement time. The period of lateness will be deducted from your overall assessment time. If you are denied access to the assessment due to lateness (i.e. arriving beyond the permitted late entry period), you should make an application for an assessment extension, which may or may not be approved in line with CQU policy. If the application for an assessment extension is denied, you will receive a grade of zero percent (0%) for the assessment item.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Offline

**Learning Outcomes Assessed**

- Select, apply, and interpret appropriate observational, handling, and specific assessment tools to identify functional limitations and impairments in the context of the International Classification of Functioning, Disability and Health (ICF) and patient-centred, inter-professional healthcare practice.
- Demonstrate use of problem-solving and clinical reasoning for the selection and execution of evidence-based neurological rehabilitation techniques to address sensorimotor dysfunction of patients with neurological disorders.
- Demonstrate acceptable professional and ethical behaviours consistent with a physiotherapy practitioner.

## 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