



# PSIO13006 *Physiotherapy Management of the Complex Patient*

## Term 1 - 2020

Profile information current as at 29/04/2024 02:03 pm

All details in this unit profile for PSIO13006 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.

### Corrections

#### Unit Profile Correction added on 30-03-20

**Assessment 1:** In-class Test (mid-term) has now been changed to an alternate form of assessment. Please see Moodle site for details of the assessment.

**Assessment 2:** In-class Test (end-term) has now been changed to an alternate form of assessment. Please see Moodle site for details of the assessment.

**Assessment 3:** The Objective Structured Clinical Exam (OSCE) for this unit has been postponed and you will need to complete this at a later date. Further details about the OSCE will be made available on Moodle in due course.

**Hurdle 1:** The requirements for this (Pass/Fail) Hurdle have been changed. Please see Moodle site for details of the assessment.

**Hurdle 2:** The requirements for this (Pass/Fail) Hurdle have been changed. Please see Moodle site for details of the assessment.

#### Unit Profile Correction added on 28-04-20

Assessment 3 has been changed to an alternate form of assessment. Please see your Moodle site for details of the assessment.

## General Information

### Overview

You will develop an evidence-based and patient-centred approach to physiotherapy management of the complex adult and paediatric patient across a range of clinical areas. Topics include: orthopaedics, amputees, mental health, oncology, men's and women's health, neurodegenerative diseases, burns and plastics, sepsis and acute respiratory distress syndrome, palliative care, and community based rehabilitation. Your focus will be on establishing the connections between physiological capacity for improvement and symptomology, while considering all relevant domains of the International Classification of Functioning, Disability, and Health (ICF) framework.

### 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 meet the following pre-requisites: PSIO12002 - Cardiorespiratory Physiotherapy PSIO12005 - Musculoskeletal Physiotherapy 2 MPAT12001 - Medical Pathophysiology PSIO12004 - Neurosciences Across the Lifespan

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 - 2020

- 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: 20%

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

Weighting: 40%

#### 3. **Objective Structured Clinical Examinations (OSCEs)**

Weighting: 40%

#### 4. **On-campus Activity**

Weighting: Pass/Fail

### 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, Verbal

##### Feedback

Students reported that the assessment tasks helped with understanding the course content. The format of the first In-Class test was a little hard to clearly see the x-rays shown.

##### Recommendation

The format of the first In-Class test will be reviewed to ensure that the x-rays used are clearly able to be seen by all students.

#### Feedback from Have Your Say, Verbal and Email

##### Feedback

Students thoroughly enjoyed having patients come into tutorials and discuss their history and condition and the treatment that they have undergone. This gave the students the opportunity to get hands on experience of assessment and understand what to expect for certain conditions.

##### Recommendation

Continue to have patients attend tutorials, and where able source additional patients.

#### Feedback from Have Your Say, Verbal and Email

##### Feedback

Students felt that the Palliative Care e-modules were a little heavy to complete late in the term. They felt that they could be brought forward earlier in term when stress levels are lower and they could take their time to complete them.

##### Recommendation

Review the week by week timing of the palliative care module and look to bring earlier in term.

## Unit Learning Outcomes

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

1. Apply and demonstrate knowledge of pathological processes, symptomology, medical and pharmacological management, clinical course and prognosis for complex clinical conditions and pathologies
2. Develop, apply, demonstrate and evaluate an evidence-based assessment and treatment for clients with complex clinical conditions and pathologies across all domains of the International Classification of Functioning, Disability, and Health (ICF) framework
3. Design and demonstrate a safe rehabilitation program for a specific complex clinical scenario that applies a variety of exercise techniques with appropriate progression and modification for that scenario
4. Relate the role of physiotherapy to the management of complex conditions and pathologies using both an inter-professional and client-centred approach
5. Demonstrate acceptable professional and ethical behaviours consistent with a physiotherapy practitioner.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes



## Textbooks and Resources

### Textbooks

There are no required textbooks.

### 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: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Sean Ledger** Unit Coordinator  
[s.j.ledger@cqu.edu.au](mailto:s.j.ledger@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> <ul style="list-style-type: none"><li>• Introduction to Physiotherapy</li></ul> Management of the Complex Patient.	Refer to Moodle page for prescribed readings and additional resources.	
<b>Session B: 12:00 - 15:00</b> <ul style="list-style-type: none"><li>• Pre and Post-surgical Assessment (recap)</li></ul>		
<b>Session B: 12:00 - 15:00</b> <ul style="list-style-type: none"><li>• Orthopaedic Imaging: Lower Limb</li></ul>		

### Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> <ul style="list-style-type: none"><li>• Orthopaedics: Management of the Lower Limb (Elective and Trauma)</li></ul>	Refer to Moodle page for prescribed readings and additional resources.	
<b>Session B: 12:00 - 15:00</b> <ul style="list-style-type: none"><li>• Orthopaedic Imaging: Upper Limb and Spine</li></ul>		

### Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> <ul style="list-style-type: none"><li>• Orthopaedics: Management of the Upper Limb (Elective and Trauma)</li></ul>	Refer to Moodle page for prescribed readings and additional resources.	
<b>Session B: 12:00 - 15:00</b> <ul style="list-style-type: none"><li>• Orthopaedics: Management of the Spine (Elective and Trauma)</li></ul>		

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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**Session A: 08:00 - 11:00**

- Management of Amputation

**Session B: 12:00 - 15:00**

- Case Scenarios: Orthopaedic Elective/Trauma/Amputee

Refer to Moodle page for prescribed readings and additional resources.

**Week 5 - 06 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> <ul style="list-style-type: none"> <li>• Revision of Management of Orthopaedic and Amputee Patients (Clinical Skills Session)</li> </ul> <b>Session B: 12:00 - 15:00</b> <ul style="list-style-type: none"> <li>• Mental Health</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	

**Vacation Week - 13 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> <ul style="list-style-type: none"> <li>• Women's Health Physiotherapy</li> </ul> <b>Session B: 12:00 - 15:00</b> <ul style="list-style-type: none"> <li>• Men's Health Physiotherapy</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	<b>Friday: In-class Test (20%)</b>  <b>Mid-term In-class Test: Case scenarios, MCQ and short-answer questions</b> Due: Week 6 Friday (24 Apr 2020) 8:00 am AEST

**Week 7 - 27 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> <ul style="list-style-type: none"> <li>• Management of Acute Burns</li> </ul> <b>Session B: 12:00 - 15:00</b> <ul style="list-style-type: none"> <li>• Management of Chronic Burns</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	

**Week 8 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> <ul style="list-style-type: none"> <li>• Oncology: Management of Lymphoedema and Breast Cancer</li> </ul> <b>Session B: 12:00 - 15:00</b> <ul style="list-style-type: none"> <li>• Oncology: Management of Lung Cancer</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	

**Week 9 - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> <ul style="list-style-type: none"> <li>• Respiratory: Management of Complications in Neuromuscular Disorders</li> </ul> <b>Session B: 12:00 - 15:00</b> <ul style="list-style-type: none"> <li>• Respiratory: Sepsis, ARDS and Complex V/Q</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	

**Week 10 - 18 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> <ul style="list-style-type: none"> <li>• Respiratory: On Call</li> </ul> <b>Session B: 12:00 - 15:00</b> <ul style="list-style-type: none"> <li>• End of Life Management (Stepping out of Patient Care)*</li> </ul>	Refer to Moodle page for prescribed readings and additional resources.	<b>Preparation:</b> Palliative Care Focus Topic Modules (on-line): Workbook and Group Presentation  <b>Hurdle</b> Due: Week 10 Wednesday (20 May 2020) 12:00 pm AEST

**Week 11 - 25 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> • Complex Case Scenarios <b>Session B: 12:00 - 15:00</b> • Complex Case Scenarios	Refer to Moodle page for prescribed readings and additional resources.	
<b>Week 12 - 01 Jun 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Session A: 08:00 - 11:00</b> • Revision Session <b>Session B: 12:00 - 15:00</b> • Mock OSCE	Refer to Moodle page for prescribed readings and additional resources.	<b>Thursday:</b> In-class test 40%  <b>End of Term In-class Test: Case scenarios, MCQ and short-answer questions</b> Due: Week 12 Thursday (4 June 2020) 8:00 am AEST
<b>Review/Exam Week - 08 Jun 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		OSCE (40%) Have Your Say - Unit Evaluation
<b>Exam Week - 15 Jun 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
		OSCE (40%) Have Your Say - Unit Evaluation  <b>OSCE</b> Due: Exam Week Monday (15 June 2020) 11:45 pm AEST

## Assessment Tasks

### 1 Mid-term In-class Test: Case scenarios, MCQ and short-answer questions

#### Assessment Type

In-class Test(s)

#### Task Description

This in-class test has been designed to assess your knowledge and ability to manage orthopaedic, amputation and mental health patients. This assessment will be based on all topics covered in Weeks 1-5 and will consist of short-answer questions and multiple choice questions based on clinical case studies and x-ray images.

**Weighting:** This in-class test will contribute to 20% of the total unit grade.

**Conditions:** This in-class test will consist of up to 30 questions worth a total 60 marks, and will have a time limit of 90 minutes (including case scenario preparation time). It will be a written test under closed-book assessment conditions, therefore access to books, notes, external websites and use of other electronic devices is strictly prohibited during the test. Students will not be allowed to exit the room until after all students have finished.

Students must complete this in-class test on either the Bundaberg or Rockhampton campuses to be eligible to pass the course overall.

#### Assessment Due Date

Week 6 Friday (24 Apr 2020) 8:00 am AEST



## Week 6: In-class Test

### Return Date to Students

Week 8 Friday (8 May 2020)

Results will be returned to students no later than two weeks after the completion of the in-class test.

### Weighting

20%

### Assessment Criteria

**Students are required to complete this assessment to be eligible to pass the unit. No minimum grade is required to be achieved to be eligible to pass the unit.**

**Late Arrivals:** 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 assessment 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 online application for deferred assessment (which may or may not be granted in line with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item.

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Offline

### Learning Outcomes Assessed

- Discuss pathological processes, symptomology, medical and pharmacological management, clinical course and prognosis for complex clinical conditions and pathologies

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 2 End of Term In-class Test: Case scenarios, MCQ and short-answer questions

### Assessment Type

In-class Test(s)

### Task Description

**This in-class test has been designed to assess your clinical reasoning processes and evidence based knowledge. This assessment will consist of mostly short-answer questions and multiple choice questions based on clinical case studies related to all content covered in this unit from Weeks 1-11, including lectures, tutorials, practicals and readings.**

**Weighting:** This in-class test will contribute to 40% of the total unit grade.

**Conditions:** This in-class test will consist of up to 60 questions worth a total 120 marks, and will have a time limit of 3-hours. It will be a written test under closed-book assessment conditions, therefore access to books, notes, external websites and use of other electronic devices is strictly prohibited during the test. Students will not be allowed to exit the room until after all students have finished.

Students must complete this in-class test on either the Bundaberg or Rockhampton campuses.

### Assessment Due Date

Week 12 Thursday (4 June 2020) 8:00 am AEST

Week 12: In-class Test

### Return Date to Students

Results will be returned to students no later than one week after the completion of the in-class test.

### Weighting

40%

### Minimum mark or grade

Students must receive a minimum of 50% in this in-class test to be eligible to pass the course overall.

### Assessment Criteria

Students must receive a minimum of 50% in this in-class test to be eligible to pass the course overall.

**Late Arrivals:** 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 assessment 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 online application for deferred assessment (which may or may not be granted in line with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item and will not be eligible for a re-sit but may be eligible for a supplementary assessment in line with CQU policy.

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Offline

### Learning Outcomes Assessed

- Discuss pathological processes, symptomology, medical and pharmacological management, clinical course and prognosis for complex clinical conditions and pathologies
- Develop, demonstrate and evaluate an evidence-based assessment and treatment for clients with complex clinical conditions and pathologies across all domains of the International Classification of Functioning, Disability, and Health (ICF) framework
- Design and demonstrate a safe rehabilitation program for a specific clinical scenario that applies a variety of exercise techniques with appropriate progression and modification for that scenario
- Relate the role of physiotherapy to the management of complex conditions and pathologies using both an inter-professional and client-centred approach

### Graduate Attributes

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

## 3 OSCE

### Assessment Type

Objective Structured Clinical Examinations (OSCEs)

### Task Description

The Objective Structured Clinical Examination (OSCE) will consist of a 40-minute oral examination based on two clinical case scenarios (20-minutes per simulated patient). You will discuss and perform aspects of assessment, treatment, clinical reasoning and overall management of the conditions presented.

Your assessment time will include up to 30-minutes of preparation time to read the instructions and plan the physical examination and treatment of both clinical case scenarios. You will then have 40-minutes with an examiner.

You may be video recorded for moderation purposes. Students should be prepared to model for other examinees after completing their own assessment and students from other year groups may also act as models during the assessment as required. This requires attendance in the examination for a minimum of 60-minutes.

### **Assessment Due Date**

Exam Week Monday (15 June 2020) 11:45 pm AEST

The Practical Examination will take place during the exam period. An individual assessment timetable will be published prior to the end of Week 12.

### **Return Date to Students**

At the end of term

### **Weighting**

40%

### **Minimum mark or grade**

A minimum grade of 50% in EACH clinical case scenarios in the OSCE is required in order to pass this unit.

### **Assessment Criteria**

In order 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 that have been completed and graded at the time of the OSCE.

### **OSCE re-sit conditions:**

1) If you meet the eligibility criteria for a re-sit, you will be given only one re-sit 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) The re-sit will be conducted within the university vacation period between Term 1 and Term 2.

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.

If you do not meet the requirements to be offered a re-sit, you will receive your original grade and may be offered a supplementary assessment in line with CQUniversity Policy.

If you do not PASS the re-sit, you will receive a grade equal to your resit OSCE grade and may be offered a supplementary assessment in line with CQUniversity Policy.

**Late Arrivals:** 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 assessment 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 online application for deferred assessment (which may or may not be granted in line with CQU policy). If your application for deferred assessment is denied, you will receive a score of zero percent (0%) for your assessment item and will not be eligible for a re-sit but may be eligible for a supplementary assessment in line with CQU policy.

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Offline

## Learning Outcomes Assessed

- Develop, demonstrate and evaluate an evidence-based assessment and treatment for clients with complex clinical conditions and pathologies across all domains of the International Classification of Functioning, Disability, and Health (ICF) framework
- Design and demonstrate a safe rehabilitation program for a specific clinical scenario that applies a variety of exercise techniques with appropriate progression and modification for that scenario
- Relate the role of physiotherapy to the management of complex conditions and pathologies using both an inter-professional and client-centred approach
- Demonstrate acceptable professional and ethical behaviours consistent with a physiotherapy practitioner.

## Graduate Attributes

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

## 4 Hurdle

### Assessment Type

On-campus Activity

### Task Description

#### Hurdle 1

At least 85% attendance of tutorial/practical sessions is required for a PASS grade. If there is a genuine reason for being absent, students need to inform the Unit Coordinator as soon as possible. A minimum attendance requirement of 85% is recommended from the Australian Physiotherapy Council for all tutorials and practical sessions. The monitoring of attendance will take into consideration legitimate reasons for absence, such as those outline in the Assessment of Coursework Procedures (1.21, 1.23 and 1.24) and these will not be counted as absence for the purpose of this attendance requirement.

#### Hurdle 2

You are required to complete a Focus Topic module on the Palliative Care Curriculum for Undergraduates website (<http://www.pcc4u.org/learning-modules/focus-topics/>.) You will work in groups of 3-5 students and complete a workbook on one of the following 4 focus topics (groups will be allocated a topic). As a group, you will complete the Workbook (by due date in Week 10) and then present a 15-minute in-class slide presentation inclass on the focus topic.

- Topic 1: A multidisciplinary approach in palliative care
- Topic 2: Caring for Aboriginal people with life-limiting conditions
- Topic 3: Caring for children with life-limiting conditions
- Topic 4: Culture-centred care of people with life-limiting conditions

### **Assessment Due Date**

Week 10 Wednesday (20 May 2020) 12:00 pm AEST

Hurdle 2: Due date

### **Return Date to Students**

Hurdle 1: Attendance will be graded at the End of Term 1. Hurdle 2: Students will receive feedback and comments in Week 10 presentation session.

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

A PASS grade is required in order to pass the unit.

### **Assessment Criteria**

The Hurdle Requirement is a Pass/Fail formative assessment task.

#### **Policies and Procedures:**

1. The CQUniversity [Assessment of Coursework Procedures](#) policy (for centrally timetabled examinations) applies to all assessment items in this unit. The monitoring of attendance will take into consideration legitimate reasons for absence, as outlined in the aforementioned CQUniversity Assessment of Coursework Procedures policy, and these will not be counted as an absence for the purpose of this attendance requirement.

2. Supplementary Assessments: As per the CQU [Assessment of Coursework Procedures](#) policy, students will be notified regarding final unit grades, including the provision of Supplementary Assessments, prior to the official Certification of Grades date for Term 1. All Supplementary Assessments will be granted in accordance with the [Grades and Results Procedures](#) policy, Supplementary Assessments will be required to be completed within the two weeks following Certification of Grades.

### **Referencing Style**

- [Harvard \(author-date\)](#)

### **Submission**

Offline Group

### **Submission Instructions**

As a group, you will have completed the workbook (by 12:00PM on the due date in Week 10) and then present an in-class 15-minute slide presentation on the focus topic.

### **Learning Outcomes Assessed**

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

### **Graduate Attributes**

- 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