



# PSIO13007 Musculoskeletal Physiotherapy 3

## Term 1 - 2017

Profile information current as at 03/05/2024 03:58 pm

All details in this unit profile for PSIO13007 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 aims to advance the students' client assessment and management skills dealing with complex cases within the musculoskeletal physiotherapy domain. A client centred approach is fostered through the exploration of contextual and environmental injury, illness and degenerative factors that are encountered in musculoskeletal and rheumatological practice including persisting pain and chronic disease conditions. Common and valid outcome measures used in rehabilitation will be integrated and evaluated throughout the unit.

### 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

Pre-requisites PSIO12001 Musculoskeletal Physiotherapy 1 PSIO12005 Musculoskeletal Physiotherapy 2 ALLH12008 Functional Anatomy and Biomechanics

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2017

- Bundaberg
- Rockhampton

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 30%

#### 2. **Group Work**

Weighting: 20%

#### 3. **On-campus Activity**

Weighting: Pass/Fail

#### 4. **Practical Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have Your Say

##### Feedback

Students would prefer access to a permanent staff member on both campus sites.

##### Recommendation

Staffing commitments will be reviewed in 2017 to see if there is a potential resolution.

##### Action

There is now a permanent staff member for this unit based at each campus.

## Unit Learning Outcomes

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

1. Summarise the pathological processes, symptomatology, medical and pharmacological management, clinical course and prognosis for complex musculoskeletal conditions.
2. Assess complex cases involving musculoskeletal conditions, and interpret and analyse findings.
3. Develop, implement and evaluate interventions for clients with complex musculoskeletal conditions, based on contemporary evidence.
4. Explain how personal, social, and environmental factors inform a physiotherapy intervention plan for clients with complex musculoskeletal conditions.
5. Relate the role of the physiotherapist to that of the interdisciplinary team, family members and carers of clients with complex musculoskeletal conditions and comorbidities.
6. Critically appraise contemporary evidence to inform interventions for common, but complex, musculoskeletal and rheumatological conditions and pathologies.
7. Integrate the use of clinical outcome measures and demonstrate critical awareness of their psychometric properties.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
<b>1 - Online Quiz(zes) - 30%</b>	•		•			•	•
<b>2 - Group Work - 20%</b>	•	•	•	•	•	•	
<b>3 - On-campus Activity - 0%</b>	•	•	•	•	•	•	•
<b>4 - Practical Assessment - 50%</b>		•	•			•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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) - 30%	•	•	•	•		•	•	•		
2 - Group Work - 20%	•	•	•	•	•	•	•	•		
3 - On-campus Activity - 0%	•									
4 - Practical Assessment - 50%	•	•	•	•			•	•		

## Textbooks and Resources

### Textbooks

PSIO13007

#### Prescribed

##### **Clinical sports medicine: Injuries, volume 1**

5th Edition (2016)

Authors: Brukner, P. & Khan, K.

McGraw Hill

Australia

ISBN: 9781743761380

Binding: Hardcover

PSIO13007

#### Prescribed

##### **Neuromusculoskeletal examination and assessment**

4th edition (2013)

Authors: Petty, N. J. & Moore, K. L.

Churchill Livingstone

Edinburgh , UK

ISBN: 978-0-7020-5504-1

Binding: Paperback

#### Additional Textbook Information

Students who currently own Clinical Sports Medicine, 4th Edition will be able to utilise this text in PSIO13007.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Clinics in Motion

## 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

**Steven Obst** Unit Coordinator

[s.obst@cqu.edu.au](mailto:s.obst@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Musculoskeletal  
Physiotherapy 3.  
Occupational Health Physiotherapy.

Brokner, P. & Khan, K. (2016). *Clinical sports medicine* (5th ed.). Australia: McGraw Hill.  
Petty, N. J. & Moore, K. L. (2013). *Neuromusculoskeletal examination and assessment* (4th ed.). Edinburgh: Churchill Livingstone.  
Refer to Moodle page for prescribed textbook chapters and additional resources.

#### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Overuse Syndromes (OOS).	Brokner, P. & Khan, K. (2016). <i>Clinical sports medicine</i> (5th ed.). Australia: McGraw Hill. Petty, N. J. & Moore, K. L. (2013). <i>Neuromusculoskeletal examination and assessment</i> (4th ed.). Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

#### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Rheumatological conditions. Exercise prescription in Physiotherapy.	Brokner, P. & Khan, K. (2016). <i>Clinical sports medicine</i> (5th ed.). Australia: McGraw Hill. Petty, N. J. & Moore, K. L. (2013). <i>Neuromusculoskeletal examination and assessment</i> (4th ed.). Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	Group Work Assessment topic finalised in Week 3.

#### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Complex multifactorial/multicomponent musculoskeletal conditions.	Brokner, P. & Khan, K. (2016). <i>Clinical sports medicine</i> (5th ed.). Australia: McGraw Hill. Petty, N. J. & Moore, K. L. (2013). <i>Neuromusculoskeletal examination and assessment</i> (4th ed.). Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	

#### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Soft tissue therapy.	Brokner, P. & Khan, K. (2016). <i>Clinical sports medicine</i> (5th ed.). Australia: McGraw Hill. Petty, N. J. & Moore, K. L. (2013). <i>Neuromusculoskeletal examination and assessment</i> (4th ed.). Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	Summative assessment: Online Quiz 1.

#### Vacation Week - 10 Apr 2017

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

Module/Topic	Chapter	Events and Submissions/Topic
Manipulation including HVT indications, contraindications and precautions.	<p>Brukner, P. &amp; Khan, K. (2016). <i>Clinical sports medicine</i> (5th ed.). Australia: McGraw Hill.</p> <p>Petty, N. J. &amp; Moore, K. L. (2013). <i>Neuromusculoskeletal examination and assessment</i> (4th ed.). Edinburgh: Churchill Livingstone.</p> <p>Refer to Moodle page for prescribed textbook chapters and additional resources.</p>	

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Differentiation of hip, pelvis and groin injuries.	<p>Brukner, P. &amp; Khan, K. (2016). <i>Clinical sports medicine</i> (5th ed.). Australia: McGraw Hill.</p> <p>Petty, N. J. &amp; Moore, K. L. (2013). <i>Neuromusculoskeletal examination and assessment</i> (4th ed.). Edinburgh: Churchill Livingstone.</p> <p>Refer to Moodle page for prescribed textbook chapters and additional resources.</p>	Summative assessment: Group Work Assessment - Submission of written component, abstract and presentation copy.

**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Physiotherapy management of sports injuries including prevention.	<p>Brukner, P. &amp; Khan, K. (2016). <i>Clinical sports medicine</i> (5th ed.). Australia: McGraw Hill.</p> <p>Petty, N. J. &amp; Moore, K. L. (2013). <i>Neuromusculoskeletal examination and assessment</i> (4th ed.). Edinburgh: Churchill Livingstone.</p> <p>Refer to Moodle page for prescribed textbook chapters and additional resources.</p>	Summative assessment: Group Work Assessment - formal group presentations.

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Musculoskeletal orthopaedics.	<p>Brukner, P. &amp; Khan, K. (2016). <i>Clinical sports medicine</i> (5th ed.). Australia: McGraw Hill.</p> <p>Petty, N. J. &amp; Moore, K. L. (2013). <i>Neuromusculoskeletal examination and assessment</i> (4th ed.). Edinburgh: Churchill Livingstone.</p> <p>Refer to Moodle page for prescribed textbook chapters and additional resources.</p>	

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Common paediatric musculoskeletal conditions, including paediatric fractures.	<p>Brukner, P. &amp; Khan, K. (2016). <i>Clinical sports medicine</i> (5th ed.). Australia: McGraw Hill.</p> <p>Petty, N. J. &amp; Moore, K. L. (2013). <i>Neuromusculoskeletal examination and assessment</i> (4th ed.). Edinburgh: Churchill Livingstone.</p> <p>Refer to Moodle page for prescribed textbook chapters and additional resources.</p>	

## Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Pharmacology and musculoskeletal conditions. Persisting pain and chronic musculoskeletal conditions.	Brukner, P. & Khan, K. (2016). <i>Clinical sports medicine</i> (5th ed.). Australia: McGraw Hill. Petty, N. J. & Moore, K. L. (2013). <i>Neuromusculoskeletal examination and assessment</i> (4th ed.). Edinburgh: Churchill Livingstone. Refer to Moodle page for prescribed textbook chapters and additional resources.	Summative assessment: Online Quiz 2.

## Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision.	Refer to Moodle page for any additional resources.	

## Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Practical Examination (OSCE) - may be scheduled within Week 1 or Week 2 of the CQUniversity Examination period. Have Your Say - Course Evaluation

## Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Practical Examination (OSCE) - may be scheduled within Week 1 or Week 2 of the CQUniversity Examination period. Have Your Say - Course Evaluation

## Term Specific Information

## Assessment Tasks

### 1 Online Quiz(zes)

#### Assessment Type

Online Quiz(zes)

#### Task Description

#### Online Quiz(zes) Information

There will be two online quizzes:

- **Quiz 1** (15%) will occur in Week 5. It will assess content from weeks 1-4.
- **Quiz 2** (15%) will occur in Week 11. It will assess content from weeks 1-10.

Both quizzes will each consist of up to 20 questions and will have a time limit of 40 minutes. Questions may be randomly generated from a question bank so that the quizzes may appear differently for each student. The quizzes are closed-book assessments. Access to books, notes, websites (other than the quiz) and the use of other electronic devices are prohibited during the quiz. Quiz 1 and Quiz 2 may be scheduled outside regular timetabled sessions.

The quizzes will consist of some or all of the following categories:

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

#### Policies and Procedures



The CQUniversity *Assessment of Coursework Procedures* policy (for centrally timetabled examinations) applies to all assessment items in this unit.

**Number of Quizzes**

2

**Frequency of Quizzes**

Other

**Assessment Due Date**

Online Quiz 1 in Week 5 and Online Quiz 2 in Week 11.

**Return Date to Students**

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

**Weighting**

30%

**Assessment Criteria**

Multiple choice, fill in the missing word(s) questions, questions relating to multimedia material (e.g. images, videos) and short answer questions will be marked numerically and awarded a percentage mark.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Students must submit this item to be eligible to pass the unit.

**Learning Outcomes Assessed**

- Summarise the pathological processes, symptomatology, medical and pharmacological management, clinical course and prognosis for complex musculoskeletal conditions.
- Develop, implement and evaluate interventions for clients with complex musculoskeletal conditions, based on contemporary evidence.
- Critically appraise contemporary evidence to inform interventions for common, but complex, musculoskeletal and rheumatological conditions and pathologies.
- Integrate the use of clinical outcome measures and demonstrate critical awareness of their psychometric properties.

**Graduate Attributes**

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

## 2 Group Work Assessment

**Assessment Type**

Group Work

**Task Description****Group Work Assessment Information**

Students will be assigned to small groups. In the first week of term, students will be provided with a list of complex musculoskeletal clinical conditions from which groups will be able to nominate their choice(s) of a topic. All group topics will be finalised by Week 3. Once topics have been designated, in their respective groups, students will be required to research their complex musculoskeletal clinical condition. The Group Work Assessment will be comprised of both a written component and a formal presentation.

The written component will be 1000 words *or less* providing a comprehensive treatment program that would be prescribed to a patient experiencing the designated clinical condition. This written component will support the formal presentation and be informed by evidence based practice and current literature.

The formal presentation will involve each group completing a 10-minute presentation followed by 5 minutes of question

time. Sections of the presentation may include but are not limited to, Introduction and Background, Goals, Evidence Based Practice (EBP), Intervention and Management, and Conclusions. All groups will be required to submit a copy of their presentation prior to the formal presentation. In addition, all groups are required to submit an abstract relating to their formal presentation.

The written component, abstract and presentation copy will be submitted in Week 7 with the presentations to be completed in Week 8. The formal presentations will be scheduled on a day outside of regular timetabled sessions. Referencing will follow the APA format.

Assessment of the formal presentations will include both peer assessment by the other groups as well as educator assessment.

### **Policies and Procedures:**

The CQUniversity *Assessment of Coursework Procedures* policy (for centrally timetabled examinations) applies to all assessment items in this unit.

### **Assessment Due Date**

The Group Work Assessment written component will be due in Week 7 with presentations to take place in Week 8. A detailed timetable will be made available on Moodle by Week 6.

### **Return Date to Students**

Results and feedback will be provided within two weeks of the submission date.

### **Weighting**

20%

### **Assessment Criteria**

Refer to the PSIO13007 Assessment Rubric Form: Group Work.

The assessment rubric for this assessment 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.

### **Referencing Style**

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

### **Submission**

Offline Online Group

### **Submission Instructions**

Students must submit this item to be eligible to pass the unit.

### **Learning Outcomes Assessed**

- Summarise the pathological processes, symptomatology, medical and pharmacological management, clinical course and prognosis for complex musculoskeletal conditions.
- Assess complex cases involving musculoskeletal conditions, and interpret and analyse findings.
- Develop, implement and evaluate interventions for clients with complex musculoskeletal conditions, based on contemporary evidence.
- Explain how personal, social, and environmental factors inform a physiotherapy intervention plan for clients with complex musculoskeletal conditions.
- Relate the role of the physiotherapist to that of the interdisciplinary team, family members and carers of clients with complex musculoskeletal conditions and comorbidities.
- Critically appraise contemporary evidence to inform interventions for common, but complex, musculoskeletal and rheumatological conditions and pathologies.

### **Graduate Attributes**

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

## 3 Hurdle

### Assessment Type

On-campus Activity

### Task Description

#### Hurdle Requirement Information

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

#### Policies and Procedures

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.

#### Assessment Due Date

End of Term 1.

#### Return Date to Students

End of Term 1.

#### Weighting

Pass/Fail

#### Minimum mark or grade

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

#### Assessment Criteria

The Hurdle Requirement is a PASS/FAIL formative assessment task.

#### Referencing Style

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

#### Submission

Offline

#### Submission Instructions

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

#### Learning Outcomes Assessed

- Summarise the pathological processes, symptomatology, medical and pharmacological management, clinical course and prognosis for complex musculoskeletal conditions.
- Assess complex cases involving musculoskeletal conditions, and interpret and analyse findings.
- Develop, implement and evaluate interventions for clients with complex musculoskeletal conditions, based on contemporary evidence.
- Explain how personal, social, and environmental factors inform a physiotherapy intervention plan for clients with complex musculoskeletal conditions.
- Relate the role of the physiotherapist to that of the interdisciplinary team, family members and carers of clients with complex musculoskeletal conditions and comorbidities.
- Critically appraise contemporary evidence to inform interventions for common, but complex, musculoskeletal and rheumatological conditions and pathologies.
- Integrate the use of clinical outcome measures and demonstrate critical awareness of their psychometric properties.

#### Graduate Attributes

- Communication

## 4 Practical Assessment (OSCE)

### Assessment Type

Practical Assessment

### Task Description

#### Practical Assessment (OSCE) Information

The Practical Assessment (OSCE) will be based on a minimum of two (2) written clinical case scenarios (simulated

patients).

**Description:** Based on written clinical case scenarios each student will be required to discuss and perform aspects of relevant assessment, treatment and overall management of the condition presented and complete relevant patient documentation.

**Process:** The assessment starts at the time designated in the detailed schedule provided at the end of Term 1. On commencement, students will be provided with the clinical case scenarios and will have up to 30 minutes to read the instructions and plan their physical examination and treatment. They will then proceed to perform the formal OSCE. This section will last for up to 40 minutes.

On completion of the formal OSCE (including modeling for the subsequent student\*), students will be required to complete patient notes outlining the assessment and treatment undertaken for one of the clinical scenarios completed in the OSCE. Students will have up to 30 minutes to complete their patient notes/documentation.

\*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 for the assessment as required.

All assessments will be video and audio-recorded for moderation purposes.

### **Policies and Procedures**

The CQUniversity *Assessment of Coursework Procedures* policy (for centrally timetabled examinations) applies to all assessment items in this unit.

### **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 Grade date for Term 1. All Supplementary Assessments will be granted in accordance with the *Grades and Results Procedures* policy.

Supplementary Assessments will be required to be completed within the two weeks following Certification of Grades.

### **Assessment Due Date**

The Practical Assessment (OSCE) will take place during the CQUniversity Examination Period. A detailed individual examination timetable will be made available on Moodle towards the end of Term 1.

### **Return Date to Students**

Results and feedback will become available with the official release of final unit grades, as determined by the CQUniversity Certification of Grades Term 1 date.

### **Weighting**

50%

### **Minimum mark or grade**

A minimum mark of 50% in BOTH clinical case scenarios in the OSCE is required to pass the unit.

### **Assessment Criteria**

Refer to the PSIO13007 Assessment Rubric Form: Practical Assessment - OSCE.

The assessment rubric for this assessment 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.

### **Referencing Style**

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

### **Submission**

Offline

### **Submission Instructions**

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

### **Learning Outcomes Assessed**

- Assess complex cases involving musculoskeletal conditions, and interpret and analyse findings.
- Develop, implement and evaluate interventions for clients with complex musculoskeletal conditions, based on contemporary evidence.
- Critically appraise contemporary evidence to inform interventions for common, but complex, musculoskeletal and rheumatological conditions and pathologies.
- Integrate the use of clinical outcome measures and demonstrate critical awareness of their psychometric properties.

### **Graduate Attributes**

- Communication

- Problem Solving
- Critical Thinking
- Information Literacy
- 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