



# PHTY8205

## Physiotherapy in Workplace and Recreation

Session 1, In person-scheduled-intensive, North Ryde 2024

*Department of Health Sciences*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convenor

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Credit points

10

Prerequisites

(PHTY808 or PHTY8200) and (PHTY809 or PHTY8201) and (PHTY810 or PHTY8202)

Corequisites

Co-badged status

Unit description

This unit will focus on the delivery of physiotherapy services in the areas of occupational health, sport and recreation, within the context of the governance frameworks of these settings. You will become adept at identifying risk factors for injury, managing recovery and optimising performance in a workplace and sports setting. You will also engage in discussion of contemporary topical issues and the impact of these to physiotherapists working in these areas. An integrated clinical component is incorporated within the unit allowing you an opportunity to apply your knowledge and skills to real world scenarios.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

**ULO1:** Analyse the Work, Health and Safety (WHS) regulatory framework, medico-legal issues, and the role of consultant physiotherapists in occupational health and return to work. (Professional)

**ULO2:** Plan, conduct and analyse assessments of people participating in recreation (including sport) or workplace activities using evidence-based screening tools and validated assessments. (Clinical Practitioner)

**ULO3:** Plan and conduct risk assessments of environments where recreation (including sport) or work activities occur in order to prioritise risk avoidance, minimisation, or acceptance strategies. (Clinical Practitioner)

**ULO4:** Utilise surveillance tools to identify internal and external risk factors for injury in recreation (including sport) and workplace contexts. (Scientist & Scholar)

**ULO5:** Plan and implement a patient-centred management strategy, including acute and long-term management, that addresses the individual's goals and requirements of the recreation (including sport) or workplace tasks, and supports the individual to return and recover at work or recreation. (Clinical Practitioner)

**ULO6:** Explain the implications of improving or enhancing recreation (including sport) or workplace performance through physical training, dietary supplementation and external aids. (Scientist & Scholar)

**ULO7:** Analyse topical issues affecting workplace or recreational (including sporting) cultural diversity, performance and safety, including their implications for physiotherapy practice (Engaged Global Citizen)

## General Assessment Information

To pass this unit, you must have demonstrated sufficient evidence of achievement of the unit learning outcomes and obtained a minimum pass grade for the clinical placement logbook assessment as this is a hurdle assessment.

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

### Grading of Assessments

You will receive a grade for each assessment within this unit. Please consult the rubrics specific to each assessment item for an explanation of grading.

### Hurdle Assessment

The PHTY8205 Clinical Placement logbook is a hurdle assessment task. A hurdle requirement is an activity for which a minimum level of performance or participation is a condition of passing the unit in which it occurs. A student who has obtained a SNG over 50, yet failed the hurdle assessment, fails the unit. Please see Macquarie University's [assessment policy](#) for more information about hurdle assessment tasks.

### Extensions for Assessment Tasks

Applications for assessment task extensions may be considered for short-term, unexpected, serious, and unavoidable circumstances affecting assessment. Applications must be submitted via [www.ask.mq.edu.au](http://www.ask.mq.edu.au). For further details please refer to the [Special Considerations Policy](#). You can also find out more on the MQ Student Portal at the following link: <https://students.mq.edu.au/study/assessment-exams/special-consideration>

Should you encounter any personal issues or concerns in regard to health and wellbeing during your studies you can also gain personal support and advice on campus. Please see the following link for further information: <https://students.mq.edu.au/support/personal>

### Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. However, failure to submit an assessment task may reduce your ability to demonstrate sufficient evidence of achievement of the unit learning outcomes. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65

3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled vivas, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Case Study</u></a>	30%	No	Week 9
<a href="#"><u>Viva examination</u></a>	20%	No	Week 13
<a href="#"><u>Sports-based clinical performance</u></a>	25%	No	Last day of Sports Placement
<a href="#"><u>Workplace based clinical performance</u></a>	25%	No	Last day of Workplace Placement
<a href="#"><u>Placement log book</u></a>	0%	Yes	Week 14

### Case Study

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 18 hours

Due: **Week 9**

Weighting: **30%**

In small groups you will be provided with a case scenario which will be used as the basis to develop patient-centred management strategies related to workplace and recreation including return to sport and / or work.

On successful completion you will be able to:

- Analyse the Work, Health and Safety (WHS) regulatory framework, medico-legal issues, and the role of consultant physiotherapists in occupational health and return to work. (Professional)

- Plan, conduct and analyse assessments of people participating in recreation (including sport) or workplace activities using evidence-based screening tools and validated assessments. (Clinical Practitioner)
- Plan and conduct risk assessments of environments where recreation (including sport) or work activities occur in order to prioritise risk avoidance, minimisation, or acceptance strategies. (Clinical Practitioner)
- Utilise surveillance tools to identify internal and external risk factors for injury in recreation (including sport) and workplace contexts. (Scientist & Scholar)
- Plan and implement a patient-centred management strategy, including acute and long-term management, that addresses the individual's goals and requirements of the recreation (including sport) or workplace tasks, and supports the individual to return and recover at work or recreation. (Clinical Practitioner)
- Explain the implications of improving or enhancing recreation (including sport) or workplace performance through physical training, dietary supplementation and external aids. (Scientist & Scholar)
- Analyse topical issues affecting workplace or recreational (including sporting) cultural diversity, performance and safety, including their implications for physiotherapy practice (Engaged Global Citizen)

## Viva examination

Assessment Type <sup>1</sup>: Viva/oral examination

Indicative Time on Task <sup>2</sup>: 12 hours

Due: **Week 13**

Weighting: **20%**

You will be required to describe and justify person-centred and collaborative physiotherapy management supporting individuals in recreation (including sport) and / or the workplace.

On successful completion you will be able to:

- Analyse the Work, Health and Safety (WHS) regulatory framework, medico-legal issues, and the role of consultant physiotherapists in occupational health and return to work. (Professional)
- Plan, conduct and analyse assessments of people participating in recreation (including sport) or workplace activities using evidence-based screening tools and validated assessments. (Clinical Practitioner)

- Plan and conduct risk assessments of environments where recreation (including sport) or work activities occur in order to prioritise risk avoidance, minimisation, or acceptance strategies. (Clinical Practitioner)
- Explain the implications of improving or enhancing recreation (including sport) or workplace performance through physical training, dietary supplementation and external aids. (Scientist & Scholar)
- Analyse topical issues affecting workplace or recreational (including sporting) cultural diversity, performance and safety, including their implications for physiotherapy practice (Engaged Global Citizen)

## Sports-based clinical performance

Assessment Type <sup>1</sup>: Clinical performance evaluation

Indicative Time on Task <sup>2</sup>: 2 hours

Due: **Last day of Sports Placement**

Weighting: **25%**

Your performance on sports placements will be assessed via the Integrated Clinical Placement Assessment (ICPA).

On successful completion you will be able to:

- Plan, conduct and analyse assessments of people participating in recreation (including sport) or workplace activities using evidence-based screening tools and validated assessments. (Clinical Practitioner)
- Plan and conduct risk assessments of environments where recreation (including sport) or work activities occur in order to prioritise risk avoidance, minimisation, or acceptance strategies. (Clinical Practitioner)
- Utilise surveillance tools to identify internal and external risk factors for injury in recreation (including sport) and workplace contexts. (Scientist & Scholar)
- Plan and implement a patient-centred management strategy, including acute and long-term management, that addresses the individual's goals and requirements of the recreation (including sport) or workplace tasks, and supports the individual to return and recover at work or recreation. (Clinical Practitioner)
- Explain the implications of improving or enhancing recreation (including sport) or workplace performance through physical training, dietary supplementation and external aids. (Scientist & Scholar)

- Analyse topical issues affecting workplace or recreational (including sporting) cultural diversity, performance and safety, including their implications for physiotherapy practice (Engaged Global Citizen)

## Workplace based clinical performance

Assessment Type <sup>1</sup>: Clinical performance evaluation

Indicative Time on Task <sup>2</sup>: 2 hours

Due: **Last day of Workplace Placement**

Weighting: **25%**

Your performance on WHS placements will be assessed via the Integrated Clinical Placement Assessment (ICPA).

On successful completion you will be able to:

- Analyse the Work, Health and Safety (WHS) regulatory framework, medico-legal issues, and the role of consultant physiotherapists in occupational health and return to work. (Professional)
- Plan, conduct and analyse assessments of people participating in recreation (including sport) or workplace activities using evidence-based screening tools and validated assessments. (Clinical Practitioner)
- Plan and conduct risk assessments of environments where recreation (including sport) or work activities occur in order to prioritise risk avoidance, minimisation, or acceptance strategies. (Clinical Practitioner)
- Utilise surveillance tools to identify internal and external risk factors for injury in recreation (including sport) and workplace contexts. (Scientist & Scholar)
- Plan and implement a patient-centred management strategy, including acute and long-term management, that addresses the individual's goals and requirements of the recreation (including sport) or workplace tasks, and supports the individual to return and recover at work or recreation. (Clinical Practitioner)
- Explain the implications of improving or enhancing recreation (including sport) or workplace performance through physical training, dietary supplementation and external aids. (Scientist & Scholar)
- Analyse topical issues affecting workplace or recreational (including sporting) cultural diversity, performance and safety, including their implications for physiotherapy practice



(Engaged Global Citizen)

## Placement log book

Assessment Type <sup>1</sup>: Log book

Indicative Time on Task <sup>2</sup>: 2 hours

Due: **Week 14**

Weighting: **0%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

You will submit a logbook describing your experiences and hours accrued during clinical placements.

On successful completion you will be able to:

- Plan, conduct and analyse assessments of people participating in recreation (including sport) or workplace activities using evidence-based screening tools and validated assessments. (Clinical Practitioner)
- Plan and conduct risk assessments of environments where recreation (including sport) or work activities occur in order to prioritise risk avoidance, minimisation, or acceptance strategies. (Clinical Practitioner)
- Plan and implement a patient-centred management strategy, including acute and long-term management, that addresses the individual's goals and requirements of the recreation (including sport) or workplace tasks, and supports the individual to return and recover at work or recreation. (Clinical Practitioner)
- Analyse topical issues affecting workplace or recreational (including sporting) cultural diversity, performance and safety, including their implications for physiotherapy practice (Engaged Global Citizen)

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

### Teaching and Learning Strategy

As a student enrolled in this unit, you will engage in a range of online, face-to-face and clinical learning activities, including readings, online modules, videos, practical classes and clinical placements. Details can be found on the iLearn site for this unit. The blended learning and teaching approach in this unit aims to help students develop a deep understanding of principles and the ability to independently solve problems, with the expectation that students can then translate this knowledge to different clinical settings (e.g., clinics, sporting fields and workplaces). All content is provided in learning modules covering different aspects of workplace and sports governance, risk reduction, management and topical issues. The modules do not follow a week-to-week program and students will be advised which modules are required to fully participate in each on-campus session. There are also moderated clinical discussion forums and in-class preparation time for students to work on their case-study series.

A selection of additional "out of interest" mini-lectures and resources are available on the iLearn site covering aspects of sports physiotherapy. Engagement with the additional materials is optional and may prove useful on clinical placement and fuel further interest in sports physiotherapy. This optional content is not directly assessable.

### Unit materials and readings

It is recommended that you obtain the following textbook for this unit. Electronic and physical copies of this textbook and older editions are available via the MQ library.

[Brokner P, Khan K, Clarsen B, Cook J, Cools A, Crossley K, Hutchinson M, McCrory P, Bahr R, eds. Brokner & Khan's clinical sports medicine. Volume 1: injuries. 5th ed. Sydney: McGraw-Hill; 2017.](#)

Additional resources enhancing the content of this unit will be referred to throughout the unit and will come from a range of sources, journal articles, and multimedia sources. The following texts will also be useful references for this unit are:

- [Magee DJ. Orthopedic Physical Assessment. 7th ed. London: Elsevier Health Sciences; 2021.](#)
- [Cook CE, Hegedus EJ. Orthopedic physical examination tests: an evidence-based approach. 2nd ed. Boston: Pearson; 2013.](#)

### Technology and equipment

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

### Consultation with staff

All staff will be available for individual consultation. See iLearn for contact details.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Changes from Previous Offering

An oral viva assessment has been added to the current assessment scheduled. The weighting of all other assessments has been adjusted to cater for the overall unit weight allocated to the viva assessment. The parameters and time on task of the case study has been adjusted to cater for

the time on task required for the viva.

## Inclusivity and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone. For PHTY8205, these principles are expected not only while on campus but also while on placement. A module has been containing content specific to promoting inclusivity and diversity in recreational and sporting settings. This will provide some guidance on how to implement inclusivity and diversity principles in highly gendered environments that can exist in sport and workplace settings.

## Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all on-campus practical sessions and clinical placement days. Clinical placements, particularly sports placements, are likely to require travel. It is expected that you will plan your travel so that you are punctual and prepared for all clinical activities. Should a situation arise where you are not able to attend (or a running late) to an on-campus session or clinical placement, it is expected that you will communicate this with your tutor or supervisor in a timely manner, preferably in advance.

As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success. By not engaging in these activities, you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join the activity as quietly as possible to minimise disruption. Where your own device (e.g., laptop, phones) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know. In workplace and sporting settings (including practical classes), it is sometimes appropriate to film the athlete/participant for various purposes, including providing feedback and recording notes. In such cases, ensure that you have appropriate permissions prior to recording and that the footage

is only used for its original purpose.

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Unit information based on version 2024.02 of the [Handbook](#)