



# PHTY802

## Foundations of Physiotherapy Practice

S2 Day 2015

*Department of Health Professions*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

### Unit convenor and teaching staff

Unit Convenor

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Credit points

4

Prerequisites

Admission to DPT

Corequisites

Co-badged status

Unit description

This unit will provide a theoretical framework and foundation skills for physiotherapy practice. The unit will provide an overview of the scope of physiotherapy as a science- and evidenced-based health profession providing high quality person-centred health care within a biopsychosocial framework. The World Health Organisation's International Classification of Functioning, Disability and Health will underpin a model of clinical reasoning and the development of fundamental physiotherapy assessment and treatment skills. Students will also acquire foundation knowledge and skills in manual techniques, taping, and electrophysical agents.

## 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:

Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries.

Outline a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization (WHO)'s, International Classification of Functioning, Disability and Health and explain how the model can facilitate physiotherapy assessment and treatment.

Perform and interpret results from a standard physiotherapy assessment including the history and physical examination, including observation, movement testing and palpation.

Demonstrate competency in the use of clinical tools commonly used in physiotherapy practice to measure impairment, activity limitation and participation restriction.

Describe the key principles and demonstrate skill in selecting and applying appropriate interventions to address different impairments, activity limitations and participation restrictions, including education and manual therapies.

Explain the rationale for use of electrophysical agents in physiotherapy practice, demonstrating an understanding of not only the physiological effects but also current evidence of efficacy.

Demonstrate competency in the selection and application of electrophysical agents (including cryotherapy, heat, ultrasound and electrical stimulation)

Demonstrate competency in the application of selected physiotherapy treatments including prescription of bandaging, slings, taping and pressure therapy.

## General Assessment Information

### Assessment/Standards

Macquarie University uses the following grades in coursework units of study:

|    |                  |        |
|----|------------------|--------|
| HD | High Distinction | 85-100 |
| D  | Distinction      | 75-84  |
| CR | Credit           | 65-74  |
| P  | Pass             | 50-64  |

|   |      |      |
|---|------|------|
| F | Fail | 0-49 |
|---|------|------|

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy, which is available at: <http://www.mq.edu.au/policy/docs/grading/policy.html>

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes and complete all assessment tasks.

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

All final grades in the Department of Health Professions are determined by a grading committee and are not the sole responsibility of the Unit Convenor.

Students will be awarded one of these grades plus a Standardised Numerical Grade (SNG). The SNG is not necessarily a summation of the individual assessment components. The final grade and SNG that are awarded reflect the corresponding grade descriptor in the Grading Policy.

### **Extensions for Assessment Tasks**

Applications for assessment task extensions must be submitted via [www.ask.mq.edu.au](http://www.ask.mq.edu.au). For further details please refer to the Disruption to Studies Policy available at [http://mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://mq.edu.au/policy/docs/disruption_studies/policy.html)

### **Late Submission of Work**

All assignments which are officially received after the due date, and where no extension has been granted by the course convenor or tutor, will incur a deduction of 10% for the first day, and 10% for each subsequent day including the actual day on which the work is received. Weekends and public holidays are included. For example:

| Due Date    | Received    | Days Late | Deduction | Raw Mark | Final Mark |
|-------------|-------------|-----------|-----------|----------|------------|
| Friday 14th | Monday 17th | 3         | 30%       | 75%      | 45%        |

## **Assessment Tasks**

| Name  | Weighting | Due           |
|---|-----------|---------------|
| <a href="#"><u>Written assignment</u></a>           | 15%       | Week 7        |
| <a href="#"><u>Written examination 1</u></a>        | 20%       | Week 14/15/16 |
| <a href="#"><u>Written examination 2</u></a>        | 20%       | Week 14/15/16 |
| <a href="#"><u>Practical skills examination</u></a> | 45%       | Week 14/15/16 |

## Written assignment

Due: **Week 7**

Weighting: **15%**

In this assignment, students will interpret a case study to identify key clinical features, using the biopsychosocial model of pain and identify contributory neurobiological mechanisms.

On successful completion you will be able to:

- Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries.
- Outline a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization (WHO)'s, International Classification of Functioning, Disability and Health and explain how the model can facilitate physiotherapy assessment and treatment.
- Demonstrate competency in the application of selected physiotherapy treatments including prescription of bandaging, slings, taping and pressure therapy.

## Written examination 1

Due: **Week 14/15/16**

Weighting: **20%**

This 3 hour examination is an integrated examination for PHTY 800, PHTY 801 and PHTY 802. The purpose of this approach is to help students to see how the content of the 3 units integrate together to achieve the broad aims of semester A. The PHTY 802 component is worth 20% and questions contributing to the PHTY802 component of the examination will be clearly labelled. The questions will test students' understanding of all content delivered in this unit of study. The focus of this exam will be the understanding and application of basic knowledge and principles.

On successful completion you will be able to:

- Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries.
- Outline a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization (WHO)'s, International Classification of Functioning, Disability and Health and explain how the model can facilitate physiotherapy assessment and treatment.
- Perform and interpret results from a standard physiotherapy assessment including the history and physical examination, including observation, movement testing and

palpation.

- Demonstrate competency in the use of clinical tools commonly used in physiotherapy practice to measure impairment, activity limitation and participation restriction.
- Describe the key principles and demonstrate skill in selecting and applying appropriate interventions to address different impairments, activity limitations and participation restrictions, including education and manual therapies.
- Explain the rationale for use of electrophysical agents in physiotherapy practice, demonstrating an understanding of not only the physiological effects but also current evidence of efficacy.

## Written examination 2

Due: **Week 14/15/16**

Weighting: **20%**

This 3 hour examination is also an integrated examination for PHTY 800, PHTY 801 and PHTY 802. The purpose of this approach is to help students to see how the content of the 3 units integrate together to achieve the broad aims of semester A. The PHTY 802 component is worth 20% and the questions related to this component will be clearly labelled. This exam will test students' understanding of all content delivered in this unit of study. It will rely heavily on case studies and the application of knowledge to simple cases.

On successful completion you will be able to:

- Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries.
- Outline a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization (WHO)'s, International Classification of Functioning, Disability and Health and explain how the model can facilitate physiotherapy assessment and treatment.
- Perform and interpret results from a standard physiotherapy assessment including the history and physical examination, including observation, movement testing and palpation.
- Demonstrate competency in the use of clinical tools commonly used in physiotherapy practice to measure impairment, activity limitation and participation restriction.
- Describe the key principles and demonstrate skill in selecting and applying appropriate interventions to address different impairments, activity limitations and participation restrictions, including education and manual therapies.
- Explain the rationale for use of electrophysical agents in physiotherapy practice,

demonstrating an understanding of not only the physiological effects but also current evidence of efficacy.

## Practical skills examination

Due: **Week 14/15/16**

Weighting: **45%**

Students will demonstrate selected practical skills and clinical reasoning based on case scenarios.

On successful completion you will be able to:

- Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries.
- Outline a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization (WHO)'s, International Classification of Functioning, Disability and Health and explain how the model can facilitate physiotherapy assessment and treatment.
- Demonstrate competency in the use of clinical tools commonly used in physiotherapy practice to measure impairment, activity limitation and participation restriction.
- Explain the rationale for use of electrophysical agents in physiotherapy practice, demonstrating an understanding of not only the physiological effects but also current evidence of efficacy.
- Demonstrate competency in the selection and application of electrophysical agents (including cryotherapy, heat, ultrasound and electrical stimulation)
- Demonstrate competency in the application of selected physiotherapy treatments including prescription of bandaging, slings, taping and pressure therapy.

## Delivery and Resources

### Unit Organisation

This is a four credit point unit run over a 13 week session. Each week there is a one lecture and 2 two hour tutorial. Further information is available via the PHTY802 online Learning Management System (LMS) iLearn <http://ilearn.mq.edu.au>

### Assumed knowledge

This unit assumes that you have comprehensive knowledge of anatomy. You should compare your knowledge against the 3 independent learning modules for functional anatomy available on iLearn. If you do not have adequate knowledge in this area you should work through these independent learning modules as a high priority. The learning modules suggest helpful

resources.

## Teaching and Learning Strategy

This unit will have one 1 hour lecture and two 2 hour tutorials every week. Lectures will provide foundation knowledge and also use large group demonstrations and discussion, enabling students to use tutorial time efficiently to practice fundamental skills in assessment and treatment of patients. The teaching approach will be based on students developing a deep understanding of principles and the ability to independently solve problems, with the expectation that students can then translate this knowledge to a range of different clinical scenarios.

## Textbooks and Readings

There are no essential texts for this unit. The following texts will be useful resources and available in the library reserve. Recommendations about specific readings from these and other resources (such as research papers, books, websites and videos) will be listed on iLearn.

- **The Physiotherapist's Pocketbook: Essential Facts at Your Fingertips.** 2nd Edition. Kenyon K and Kenyon J. 2009 Churchill Livingston.
- **Electrotherapy Explained: Principles and Practice.** 4th Edition. Robertson V, Ward A, Low J and Reed A. Elsevier 2006
- **Orthopedic Physical Examination** by David Magee. 5th Edition. Saunders

## Attendance

All lectures and tutorials are scheduled in your individual timetable. You may make a request to your tutor to attend a different tutorial on a one-off basis for extenuating circumstances. In most cases lectures are recorded however, attendance is expected at both lectures and tutorials, as this is where the majority of learning occurs. Failure to attend may impact your final results. It is the responsibility of the student to contact their tutor by email to inform tutors if they are going to be absent. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

## Technology and equipment

### On-campus

Teaching rooms are equipped with state of art audio-visual and ICT equipment including iPads, internet connection, high quality video cameras and multiple LCD screens. Students will use a range of physiotherapy specific equipment typically used in the assessment and management of people with a range of health conditions.

### Off-campus

Should you choose to work off campus you will need to have access to a reliable internet connection in order to retrieve unit information & at times to submit assessment tasks via iLearn.

## Policies and Procedures

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



Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, 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).

## Student Support

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

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### Learning outcomes

- Outline a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization (WHO)'s, International Classification of Functioning, Disability and Health and explain how the model can facilitate physiotherapy assessment and treatment.
- Perform and interpret results from a standard physiotherapy assessment including the history and physical examination, including observation, movement testing and palpation.
- Demonstrate competency in the use of clinical tools commonly used in physiotherapy practice to measure impairment, activity limitation and participation restriction.
- Describe the key principles and demonstrate skill in selecting and applying appropriate interventions to address different impairments, activity limitations and participation restrictions, including education and manual therapies.
- Explain the rationale for use of electrophysical agents in physiotherapy practice, demonstrating an understanding of not only the physiological effects but also current evidence of efficacy.
- Demonstrate competency in the selection and application of electrophysical agents (including cryotherapy, heat, ultrasound and electrical stimulation)
- Demonstrate competency in the application of selected physiotherapy treatments including prescription of bandaging, slings, taping and pressure therapy.

#### Assessment tasks

- Written examination 1

- Written examination 2
- Practical skills examination

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries.
- Outline a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization (WHO)'s, International Classification of Functioning, Disability and Health and explain how the model can facilitate physiotherapy assessment and treatment.
- Perform and interpret results from a standard physiotherapy assessment including the history and physical examination, including observation, movement testing and palpation.
- Demonstrate competency in the use of clinical tools commonly used in physiotherapy practice to measure impairment, activity limitation and participation restriction.
- Describe the key principles and demonstrate skill in selecting and applying appropriate interventions to address different impairments, activity limitations and participation restrictions, including education and manual therapies.
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- Demonstrate competency in the selection and application of electrophysical agents (including cryotherapy, heat, ultrasound and electrical stimulation)
- Demonstrate competency in the application of selected physiotherapy treatments including prescription of bandaging, slings, taping and pressure therapy.

### Assessment tasks

- Written assignment
- Written examination 1
- Written examination 2

- Practical skills examination

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcomes

- Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries.
- Outline a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization (WHO)'s, International Classification of Functioning, Disability and Health and explain how the model can facilitate physiotherapy assessment and treatment.
- Demonstrate competency in the use of clinical tools commonly used in physiotherapy practice to measure impairment, activity limitation and participation restriction.
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- Explain the rationale for use of electrophysical agents in physiotherapy practice, demonstrating an understanding of not only the physiological effects but also current evidence of efficacy.
- Demonstrate competency in the application of selected physiotherapy treatments including prescription of bandaging, slings, taping and pressure therapy.

### Assessment tasks

- Written assignment
- Written examination 1
- Written examination 2
- Practical skills examination

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or

practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## **Learning outcomes**

- Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries.
- Describe the key principles and demonstrate skill in selecting and applying appropriate interventions to address different impairments, activity limitations and participation restrictions, including education and manual therapies.
- Explain the rationale for use of electrophysical agents in physiotherapy practice, demonstrating an understanding of not only the physiological effects but also current evidence of efficacy.
- Demonstrate competency in the selection and application of electrophysical agents (including cryotherapy, heat, ultrasound and electrical stimulation)
- Demonstrate competency in the application of selected physiotherapy treatments including prescription of bandaging, slings, taping and pressure therapy.

## **Assessment tasks**

- Written assignment
- Written examination 1
- Written examination 2
- Practical skills examination

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries.
- Outline a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization (WHO)'s, International Classification of Functioning, Disability and

Health and explain how the model can facilitate physiotherapy assessment and treatment.

- Perform and interpret results from a standard physiotherapy assessment including the history and physical examination, including observation, movement testing and palpation.
- Demonstrate competency in the use of clinical tools commonly used in physiotherapy practice to measure impairment, activity limitation and participation restriction.
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- Demonstrate competency in the selection and application of electrophysical agents (including cryotherapy, heat, ultrasound and electrical stimulation)
- Demonstrate competency in the application of selected physiotherapy treatments including prescription of bandaging, slings, taping and pressure therapy.

## Assessment tasks

- Written examination 1
- Written examination 2
- Practical skills examination

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## Learning outcomes

- Outline a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization (WHO)'s, International Classification of Functioning, Disability and Health and explain how the model can facilitate physiotherapy assessment and treatment.
- Perform and interpret results from a standard physiotherapy assessment including the history and physical examination, including observation, movement testing and

palpation.

- Demonstrate competency in the use of clinical tools commonly used in physiotherapy practice to measure impairment, activity limitation and participation restriction.
- Explain the rationale for use of electrophysical agents in physiotherapy practice, demonstrating an understanding of not only the physiological effects but also current evidence of efficacy.
- Demonstrate competency in the selection and application of electrophysical agents (including cryotherapy, heat, ultrasound and electrical stimulation)
- Demonstrate competency in the application of selected physiotherapy treatments including prescription of bandaging, slings, taping and pressure therapy.

### **Assessment tasks**

- Written assignment
- Written examination 1
- Written examination 2
- Practical skills examination

### **Changes from Previous Offering**

No changes to 2015 offering.