



# PHTY808

## Clinical Physiotherapy Placement I

S2 Placement 2017

*Department of Health Professions*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

PHTY804 and PHTY805 and PHTY806 and PHTY807

Corequisites

PHTY811

Co-badged status

Unit description

This unit involves a five week full-time clinical placement in a hospital and/or community setting covering one of the three following areas: acute care, rehabilitation or primary care. Students will be required to demonstrate competence in specific clinical skills for each area as well as the generic skills and attributes of physiotherapy professionals. During clinical placements there will be opportunities for inter-professional learning and students may also be responsible for individual and group training sessions. Clinical placements may be in a rural or regional setting.

## 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:

Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.

Demonstrate effective and appropriate communication when interacting with clients, clinical educators, other health professionals and the host organisation.

Perform an appropriate assessment of clients' problems through interview and physical assessment and select and implement appropriate measurement of health indicators and outcomes.

Analyse and plan an appropriate intervention based on interpretation of assessment findings, current evidence, formulation of a problem list and goals set with the client.

Demonstrate an appropriate and effective intervention including education of the client and progression of the intervention based on reassessment findings.

Demonstrate practice of evidence-based person-centred health care.

Demonstrate safe practice with identification of adverse events/near misses and minimisation of risk associated with physiotherapy practice.

Accurately self-evaluate their own knowledge and performance including strengths and areas for improvement.

Compile evidence outlining progression of attainment towards roles and competencies of the Physiotherapy Practice Thresholds for Australia and Aotearoa New Zealand

## 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

Information concerning Macquarie University's assessment policy is available at <http://mq.edu.a>

[u/policy/docs/assessment/policy\\_2016.html](https://www.mq.edu.au/policy/docs/assessment/policy_2016.html). Grade descriptors and other information concerning grading requirements are contained in Schedule 1 of the Macquarie University Assessment Policy.

To pass this unit, students must demonstrate sufficient evidence of achievement of the learning outcomes and attempt all assessment tasks. In addition, it is mandatory that each student meets a satisfactory level of Clinical Performance in order to successfully pass the unit. For this unit, a satisfactory level of Clinical Performance is scoring > 1 on at least 17 items of the Assessment of Physiotherapy Practice Instrument (APP).

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 Schedule 1 of the Assessment 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 <https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies>

#### 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	Date received	Days Late	Raw Mark	Deduction	Final Mark
Friday, 14th	Monday, 17 <sup>th</sup>	3	75%	30%	45%

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Educator Assessment</a>	0%	No	Week 3
<a href="#">Student Self-Assessment</a>	0%	No	Week 3
<a href="#">Student Self-Assessment</a>	30%	No	Week 5
<a href="#">Educator Assessment</a>	60%	No	Week 5
<a href="#">Clinical Placement Logbook</a>	10%	No	Week 5

## Educator Assessment

Due: **Week 3**

Weighting: **0%**

Clinical Educator assesses performance and behaviour of student in the clinical setting at the midpoint of the placement.

On successful completion you will be able to:

- Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.
- Demonstrate effective and appropriate communication when interacting with clients, clinical educators, other health professionals and the host organisation.
- Perform an appropriate assessment of clients' problems through interview and physical assessment and select and implement appropriate measurement of health indicators and outcomes.
- Analyse and plan an appropriate intervention based on interpretation of assessment findings, current evidence, formulation of a problem list and goals set with the client.
- Demonstrate an appropriate and effective intervention including education of the client and progression of the intervention based on reassessment findings.
- Demonstrate practice of evidence-based person-centred health care.
- Demonstrate safe practice with identification of adverse events/near misses and minimisation of risk associated with physiotherapy practice.
- Compile evidence outlining progression of attainment towards roles and competencies of the Physiotherapy Practice Thresholds for Australia and Aotearoa New Zealand

## Student Self-Assessment

Due: **Week 3**

Weighting: **0%**

Student's self-assessment will be compared with the assessment of the Clinical Educator at the midpoint of the placement.

On successful completion you will be able to:

- Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.
- Demonstrate effective and appropriate communication when interacting with clients,

clinical educators, other health professionals and the host organisation.

- Perform an appropriate assessment of clients' problems through interview and physical assessment and select and implement appropriate measurement of health indicators and outcomes.
- Analyse and plan an appropriate intervention based on interpretation of assessment findings, current evidence, formulation of a problem list and goals set with the client.
- Demonstrate an appropriate and effective intervention including education of the client and progression of the intervention based on reassessment findings.
- Demonstrate practice of evidence-based person-centred health care.
- Demonstrate safe practice with identification of adverse events/near misses and minimisation of risk associated with physiotherapy practice.
- Accurately self-evaluate their own knowledge and performance including strengths and areas for improvement.
- Compile evidence outlining progression of attainment towards roles and competencies of the Physiotherapy Practice Thresholds for Australia and Aotearoa New Zealand

## Student Self-Assessment

Due: **Week 5**

Weighting: **30%**

Student's self-assessment will be compared with the assessment of the Clinical Educator at the completion of the unit.

On successful completion you will be able to:

- Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.
- Demonstrate effective and appropriate communication when interacting with clients, clinical educators, other health professionals and the host organisation.
- Perform an appropriate assessment of clients' problems through interview and physical assessment and select and implement appropriate measurement of health indicators and outcomes.
- Analyse and plan an appropriate intervention based on interpretation of assessment findings, current evidence, formulation of a problem list and goals set with the client.
- Demonstrate an appropriate and effective intervention including education of the client and progression of the intervention based on reassessment findings.
- Demonstrate practice of evidence-based person-centred health care.

- Demonstrate safe practice with identification of adverse events/near misses and minimisation of risk associated with physiotherapy practice.
- Accurately self-evaluate their own knowledge and performance including strengths and areas for improvement.
- Compile evidence outlining progression of attainment towards roles and competencies of the Physiotherapy Practice Thresholds for Australia and Aotearoa New Zealand

## Educator Assessment

Due: **Week 5**

Weighting: **60%**

Clinical Educator assesses performance and behaviour of student in clinical setting at the completion of the unit.

On successful completion you will be able to:

- Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.
- Demonstrate effective and appropriate communication when interacting with clients, clinical educators, other health professionals and the host organisation.
- Perform an appropriate assessment of clients' problems through interview and physical assessment and select and implement appropriate measurement of health indicators and outcomes.
- Analyse and plan an appropriate intervention based on interpretation of assessment findings, current evidence, formulation of a problem list and goals set with the client.
- Demonstrate an appropriate and effective intervention including education of the client and progression of the intervention based on reassessment findings.
- Demonstrate practice of evidence-based person-centred health care.
- Demonstrate safe practice with identification of adverse events/near misses and minimisation of risk associated with physiotherapy practice.
- Compile evidence outlining progression of attainment towards roles and competencies of the Physiotherapy Practice Thresholds for Australia and Aotearoa New Zealand

## Clinical Placement Logbook

Due: **Week 5**

Weighting: **10%**

Students will submit a Clinical Placement Logbook along with a Logbook Summary at the completion of this clinical placement. More details, along with templates for each document, can

be found on the Physiotherapy Clinical Education iLearn site.

On successful completion you will be able to:

- Compile evidence outlining progression of attainment towards roles and competencies of the Physiotherapy Practice Thresholds for Australia and Aotearoa New Zealand

## **Delivery and Resources**

### **Unit Organisation**

This is a four credit point unit that runs as a 5-week block clinical placement. Further information is available via the PCE: Physiotherapy Clinical Education Learning Management System (LMS) iLearn for your cohort. <http://ilearn.mq.edu.au>

### **Assumed knowledge**

This unit builds on your learning in the previous two semesters and assumes you have a sound basic knowledge in all core areas of physiotherapy including pre-requisite knowledge areas such as musculoskeletal anatomy.

### **Teaching and Learning Strategy**

In this unit students spend 5 weeks at clinical sites, including hospitals and private practices, in order to integrate their theoretical knowledge in clinical settings of each of the core areas of (cardiorespiratory, neurological and musculoskeletal) physiotherapy.

### **Textbooks and Readings**

The texts and other resources used during the previous two semesters will be useful when completing this unit. In addition, resources specific to clinical education and to specific areas of clinical physiotherapy are available on the Physiotherapy Clinical Education iLearn site in the Resources section.

### **Technology and Equipment**

Equipment has been purchased with the use of Health Workforce Australia establishment funding and is available for use at each clinical site. This will include iPads, laptops and other patient/education-related equipment such as textbooks and anatomical models.

### **Attendance**

Individual clinic descriptors and clinical calendars should be used to confirm dates and times of attendance for your clinical placement.

This information is available via the PCE: Physiotherapy Clinical Education Learning Management System (LMS) iLearn for your cohort. <http://ilearn.mq.edu.au>

## **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\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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://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.

## 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

- Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.
- Demonstrate effective and appropriate communication when interacting with clients, clinical educators, other health professionals and the host organisation.
- Perform an appropriate assessment of clients' problems through interview and physical assessment and select and implement appropriate measurement of health indicators and outcomes.

#### Assessment tasks

- Educator Assessment
- Student Self-Assessment
- Student Self-Assessment
- Educator Assessment
- Clinical Placement Logbook

### 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

- Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.
- Demonstrate effective and appropriate communication when interacting with clients, clinical educators, other health professionals and the host organisation.
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## Assessment tasks

- Educator Assessment
- Student Self-Assessment
- Student Self-Assessment
- Educator Assessment
- Clinical Placement Logbook

## 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

- Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.
- Demonstrate effective and appropriate communication when interacting with clients,

clinical educators, other health professionals and the host organisation.

- Perform an appropriate assessment of clients' problems through interview and physical assessment and select and implement appropriate measurement of health indicators and outcomes.
- Analyse and plan an appropriate intervention based on interpretation of assessment findings, current evidence, formulation of a problem list and goals set with the client.
- Demonstrate practice of evidence-based person-centred health care.
- Demonstrate safe practice with identification of adverse events/near misses and minimisation of risk associated with physiotherapy practice.
- Accurately self-evaluate their own knowledge and performance including strengths and areas for improvement.

### **Assessment tasks**

- Educator Assessment
- Student Self-Assessment
- Student Self-Assessment
- Educator Assessment
- Clinical Placement Logbook

## **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**

- Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.
- Demonstrate effective and appropriate communication when interacting with clients, clinical educators, other health professionals and the host organisation.
- Perform an appropriate assessment of clients' problems through interview and physical assessment and select and implement appropriate measurement of health indicators and outcomes.

### **Assessment tasks**

- Educator Assessment

- Student Self-Assessment
- Student Self-Assessment
- Educator Assessment
- Clinical Placement Logbook

## 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

- Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.
- Demonstrate effective and appropriate communication when interacting with clients, clinical educators, other health professionals and the host organisation.
- Perform an appropriate assessment of clients' problems through interview and physical assessment and select and implement appropriate measurement of health indicators and outcomes.
- Demonstrate an appropriate and effective intervention including education of the client and progression of the intervention based on reassessment findings.

### Assessment tasks

- Educator Assessment
- Student Self-Assessment
- Student Self-Assessment
- Educator Assessment
- Clinical Placement Logbook

## 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

- Demonstrate professional behaviour in accordance with ethical, legal and professional standards of care when interacting with clients, clinical educators, other health professionals and the host organisation.
- Demonstrate effective and appropriate communication when interacting with clients, clinical educators, other health professionals and the host organisation.
- Perform an appropriate assessment of clients' problems through interview and physical assessment and select and implement appropriate measurement of health indicators and outcomes.

## Assessment tasks

- Educator Assessment
- Student Self-Assessment
- Student Self-Assessment
- Educator Assessment
- Clinical Placement Logbook

## Changes from Previous Offering

No substantial changes are planned for this unit in 2017.