



# PHTY8102

## Fundamentals of Physiotherapy Practice

Session 2, Weekday attendance, North Ryde 2021

*Archive (Pre-2022) - Department of Health Professions*

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#### **Disclaimer**

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#### **Session 2 Learning and Teaching Update**

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

## General Information

### Unit convenor and teaching staff

Unit Convenor

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75T, Ground Floor

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Tutor

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Credit points

10

Prerequisites

Admission to DPT

Corequisites

Co-badged status

Unit description

This unit will provide a theoretical framework and build fundamental skills for physiotherapy practice. You will gain 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. You will develop fundamental physiotherapy assessment and evidenced-based management skills through the application of the World Health Organisation's International Classification of Functioning, Disability and Health as a model of clinical reasoning.

## 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:** 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. (Scientist & Scholar)

**ULO2:** Apply a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization's, International Classification of Functioning, Disability and Health to facilitate physiotherapy assessment and treatment. (Scientist & Scholar)

**ULO4:** Competently apply common clinical tools used in physiotherapy practice to measure impairments, activity limitations and participation restrictions. (Clinical Practitioner)

**ULO5:** 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. (Clinical Practitioner)

**ULO3:** Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)

**ULO6:** Explain the rationale for use of selected physiotherapy interventions that incorporates an understanding of the physiological effects and current evidence of efficacy, as well as an individual's impairments, preferences and goals. (Scientist & Scholar)

**ULO7:** Work effectively both independently and collaboratively to facilitate skill development in assessment and management. (Professional)

## General Assessment Information

Information concerning Macquarie University's [Assessment Policy](https://policies.mq.edu.au) is available at [policies.mq.edu.au](https://policies.mq.edu.au). Grade descriptors and other information concerning grading requirements are contained in [Schedule 1](#) of the Macquarie University Assessment Policy.

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 Mastery Register assessment as this is a hurdle assessment.

All final grades in the Department of Health Professions are determined by the Faculty of

Medicine, Health and Human Sciences Assessment Committee, and are approved by the Faculty Board. They are not the sole responsibility of the Unit Convenors. You will be awarded an Assessment Grade 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.

### Continuous Adaptive Assessment

The PHTY8102 Quiz 1 and Quiz 2 use a continuous adaptive assessment format. They are continuous because you will be able to have multiple attempts at each quiz over a defined time period. They are adaptive because they are broken into different levels of difficulty with each successive level providing you with an opportunity to demonstrate a higher level of performance. Feedback will be provided to you after each attempt. A summary of the quiz attempts, difficulty, marks and requirements to progress between levels is provided below. Marks for each level will be based on the highest mark achieved across attempts.

Level	No. attempts	Difficulty	Marks	Mark required to progress level
1	3	Pass	0-50%	100%
2	2	Pass/Credit	51-74%	100%
3	1	Distinction/High-Distinction	75-100%	N/A

### Hurdle Assessment

The PHTY8102 Mastery Register is a hurdle assessment task. A hurdle assessment is defined as an assessment task mandating a minimum level of performance as a condition of passing the unit in which it occurs. **Students are required to achieve 60% completion of the Mastery Register for both the 5 physiotherapy assessment and 5 physiotherapy management items (i.e. 3/5 items completed for assessment and management content) by the due date to successfully complete the unit.** 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. Should you fail to meet the requirements of the Mastery Register by the assessment due date, one supplementary opportunity will be provided to demonstrate that you meet the minimum requirements for this assessment. Should you still not meet a pass standard a Fail (Hurdle) grade will be awarded, as indicated by a FH grade upon your transcript.

### 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 Submission of Work

All assignments which are officially received after the due date, and where no extension has been granted by the Unit Convenor, will incur a deduction of 5% of the overall assessment weighting for the first day, and 5% for each subsequent day, including the actual day on which the work is received. Assessments received 5 days or more beyond the due date, without an approved extension, will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included. For example:

Due Date	Received	Days Late	Deduction	Raw Mark	Final Mark
Friday, 14th	Monday 17th	3	15%	75	60

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Quiz 1</a>	20%	No	Week 6-9
<a href="#">Quiz 2</a>	20%	No	Week 11-13
<a href="#">Mastery register</a>	0%	Yes	Week 13
<a href="#">Viva Exam</a>	30%	No	Week 14-16
<a href="#">Clinical Simulation Exam</a>	30%	No	Week 14-16

### Quiz 1

Assessment Type <sup>1</sup>: Quiz/Test

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

Due: **Week 6-9**

Weighting: **20%**

Quiz 1 is a continuous adaptive assessment. Students will be able to have multiple attempts and it will be broken into different levels of difficulty. The quiz will include multiple-choice and short-answer questions on unit content delivered up to the end of the week prior to the quiz with a focus on physiotherapy assessment.

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. (Scientist & Scholar)

- Apply a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization's, International Classification of Functioning, Disability and Health to facilitate physiotherapy assessment and treatment. (Scientist & Scholar)
- Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)

## Quiz 2

Assessment Type <sup>1</sup>: Quiz/Test

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

Due: **Week 11-13**

Weighting: **20%**

Quiz 2 is a continuous adaptive assessment. Students will be able to have multiple attempts and it will be broken into different levels of difficulty. The quiz will include multiple-choice and short-answer questions on unit content delivered up to the end of the week prior to the quiz with a focus on physiotherapy management.

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. (Scientist & Scholar)
- Apply a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization's, International Classification of Functioning, Disability and Health to facilitate physiotherapy assessment and treatment. (Scientist & Scholar)
- 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. (Clinical Practitioner)
- Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)
- Explain the rationale for use of selected physiotherapy interventions that incorporates an understanding of the physiological effects and current evidence of efficacy, as well as an individual's impairments, preferences and goals. (Scientist & Scholar)

## Mastery register

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

Indicative Time on Task <sup>2</sup>: 8 hours

Due: **Week 13**

Weighting: **0%**

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

The mastery register for PHTY8102 is a list of key skills in which competence is considered to be a requirement for the assurance of quality physiotherapy practice for registration. You must demonstrate a minimum level of competence in these skills as a condition of passing this unit by achieving 60% completion of the mastery register in order to successfully complete the unit.

On successful completion you will be able to:

- Competently apply common clinical tools used in physiotherapy practice to measure impairments, activity limitations and participation restrictions. (Clinical Practitioner)
- 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. (Clinical Practitioner)
- Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)
- Work effectively both independently and collaboratively to facilitate skill development in assessment and management. (Professional)

## Viva Exam

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

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

Due: **Week 14-16**

Weighting: **30%**

During the viva exam you will be asked questions about your understanding and application of the fundamental knowledge related to physiotherapy assessment and management that has been covered in this unit.

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. (Scientist & Scholar)
- Apply a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization's, International Classification of Functioning, Disability and Health to facilitate physiotherapy assessment and treatment. (Scientist & Scholar)
- 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. (Clinical Practitioner)
- Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)
- Explain the rationale for use of selected physiotherapy interventions that incorporates an understanding of the physiological effects and current evidence of efficacy, as well as an individual's impairments, preferences and goals. (Scientist & Scholar)
- Work effectively both independently and collaboratively to facilitate skill development in assessment and management. (Professional)

## Clinical Simulation Exam

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

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 14-16**

Weighting: **30%**

You 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. (Scientist & Scholar)
- Apply a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization's, International Classification of Functioning, Disability and Health to facilitate physiotherapy assessment and treatment. (Scientist & Scholar)
- Competently apply common clinical tools used in physiotherapy practice to measure

- impairments, activity limitations and participation restrictions. (Clinical Practitioner)
- 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. (Clinical Practitioner)
  - Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)
  - Explain the rationale for use of selected physiotherapy interventions that incorporates an understanding of the physiological effects and current evidence of efficacy, as well as an individual's impairments, preferences and goals. (Scientist & Scholar)
  - Work effectively both independently and collaboratively to facilitate skill development in assessment and management. (Professional)
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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

### Assumed knowledge

This unit assumes that you have comprehensive knowledge of anatomy and physiology.

### Learning and teaching strategy

The teaching approach 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 scenarios (e.g. patients with similar impairments but different diagnoses). A blended learning and teaching strategy is implemented within this unit with online modules providing foundational content and interactive activities that will be complimentary to on-campus practical classes. Additional video and reading resources as well as consolidation activities will be made available to students online to further facilitate learning. Practical classes will focus on the development and application of technical skills and will take place on-campus in authentic learning environments to optimally prepare students for their future clinical placements. Large, online group discussions facilitated by the unit convenor will be provided in the lead up to assessments to help students consolidate content and ask questions.

### Unit organisation

This is a ten credit point unit run over the session. Overall, it is anticipated that you spend approximately 150 hours across the session on this unit. Within this session there will be approximately 50 hours of campus-based practical classes, with a further 30 hours of online activities and 70 hours for assessment based work.

### **Attendance**

In the Faculty of Medicine, Health & Human Sciences professionalism is a key capability embedded in all our programs. As part of developing professionalism, Faculty of Medicine, Health & Human Sciences students are expected to attend all small group interactive sessions including workshops. You should be punctual and prepared for all sessions.

All workshops are scheduled in your individual timetable. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>. You may make a request to your unit convenor to attend a different workshop on a one-off basis for extenuating circumstances.

Failure to attend any learning and teaching activities, including workshops, may impact your final results. It is your responsibility to contact the unit convenors by email to inform tutors if you are going to be absent.

**This unit involves essential on-campus learning activities which will be delivered in accordance with a COVID Safe plan. You are expected to attend campus for these activities unless the Public Health Orders and/or University advice changes, you have any symptoms of COVID or you have been identified as a contact of an individual with COVID.**

### **Unit materials and readings**

There is no compulsory textbook for this unit. 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 be useful resources and are available in the library. 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. 3rd Edition. Kenyon K and Kenyon J. 2009 Elsevier.
- Electrotherapy Explained: Principles and Practice. 4th Edition. Robertson V, Ward A, Low J and Reed A. 2006 Elsevier.
- Orthopedic Physical Examination. 6th Edition. Magee D. 2014 Elsevier.

### **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.

#### Off-campus

To study optimally when off campus you will need to have access to a reliable internet connection to retrieve unit information & at times to complete assessment tasks via iLearn.

## Consultation with staff

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

## Unit Schedule

Detailed information pertaining to the unit schedule can be found on iLearn.

## 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management 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)

## 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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [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

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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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.

## Changes from Previous Offering

Increased practical class hours will replace online tutorials to provide students with greater opportunities to develop clinical skills in an authentic clinical learning environment. Academic content previously provided through lectures will now be pre-recorded and delivered within online interactive learning modules to facilitate flexible learning hours for students. The Pain Assignment (case study) has been replaced by a Quiz to facilitate the use of a continuous adaptive assessment approach which is considered to provide students with greater opportunity to receive and engage with feedback as well as demonstrate improvement throughout this unit.

## Changes since First Published

Date	Description
13/07/2021	Update of teaching staff information to reflect changes in available staff. Update of delivery and resources section to reflect COVID related advice for on-campus requirements for this unit.