



# PHTY8107

## Physiotherapy Practice C

Session 1, In person-scheduled-weekday, North Ryde 2022

*Department of Health Sciences*

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#### **Disclaimer**

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## General Information

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Credit points

10

Prerequisites

(PHTY800 or PHTY8100) and (PHTY801 or PHTY8101) and (PHTY802 or PHTY8102) and (MEDI915 or MEDI8105 or PHTY803 or PHTY8103)

Corequisites

Co-badged status

Unit description

This unit will develop your knowledge and skills to assess and treat individuals of all ages with disorders of the cardiorespiratory and neurological systems. Delivered in two modules - a neurological physiotherapy module and a cardiorespiratory physiotherapy module, you will engage in a focused exploration of the common conditions affecting each of these specific body systems, whilst considering these in the context of holistic person-centred care. You will develop the ability to select and implement evidence-based interventions based on advanced clinical reasoning and skill application, and considering the individual's social and cultural background, preferences and expectations. At the completion of the unit you will be expected to have demonstrated sufficient evidence that you meet the unit learning outcomes for both modules independently.

## 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:** Describe common disorders of the cardiorespiratory and neurological systems and the principles of, and efficacy for, medical and physiotherapy treatment of these

conditions, as well as the role of other health professionals involved in the assessment and/or management of individuals with these conditions. (Scientist and Scholar)

**ULO2:** Apply the biopsychosocial model to effectively and efficiently assess people with cardiorespiratory and neurological disorders including a comprehensive history and physical examination. (Clinical Practitioner)

**ULO3:** Analyse assessment findings to form a diagnosis and a prioritised list of impairments, activity limitations and participation restrictions. (Clinical Practitioner)

**ULO4:** Communicate effectively with people with cardiorespiratory and neurological disorders to provide appropriate information about their diagnosis and prognosis, and to select a treatment which considers the individual's social and cultural background, preferences and expectations. (Clinical Practitioner)

**ULO5:** Competently develop and implement a culturally sensitive, person-centred physiotherapy plan that addresses the individual's goals, utilises evidence-based treatment and is evaluated using appropriate outcome measures. (Clinical Practitioner)

## General Assessment Information

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

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, which corresponds to the grade descriptors specified in the [Assessment Procedure](#) (clause 128). The final grade awarded is not necessarily a summation of the individual assessment components.

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

This unit consists of two distinct modules: cardiorespiratory physiotherapy and neurological physiotherapy. To pass this unit, students must demonstrate sufficient evidence of achievement of learning outcomes for both the neurological physiotherapy and cardiorespiratory physiotherapy modules. If there is a lack of sufficient evidence demonstrating that a student has met the required level of achievement in all learning outcomes in one or both of the modules, they will be awarded a Fail grading with an assigned mark of 49 or less.

### 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 available at <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

## Mastery - Hurdle Requirement

In this unit mastery is a hurdle requirement. A hurdle requirement is an assessment task mandating a minimum level of performance as a condition of passing a unit of study. The mastery register for PHTY8107 PPC is a list of 10 skills in which competence is considered to be a requirement for the assurance of quality physiotherapy practice for registration. Students 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 (that is to achieve completion of **6/10 items**) by 5pm on Friday in week 13 in order to successfully complete the unit. For PHTY8107 PPC there are 5 mastery items related to the neurological module and 5 items related to the cardiorespiratory module. Students are required to achieve **60% completion of the mastery register within each of these modules** (that is to achieve completion of a minimum of **3/5 items for each module**) in order to successfully complete the unit.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Clinical Simulation Exam 1</a>	25%	No	Week 7
<a href="#">Clinical Simulation Exam 2</a>	25%	No	Exam Period
<a href="#">Open-book Written Examination</a>	50%	No	Exam Period
<a href="#">Mastery register</a>	0%	Yes	Ongoing

### Clinical Simulation Exam 1

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

Indicative Time on Task <sup>2</sup>: 16 hours

Due: **Week 7**

Weighting: **25%**

You will perform a practical examination which involves a simulated assessment and treatment of a person with a condition covered in the first half of the session using a case-based scenario.

On successful completion you will be able to:

- Describe common disorders of the cardiorespiratory and neurological systems and the principles of, and efficacy for, medical and physiotherapy treatment of these conditions, as well as the role of other health professionals involved in the assessment and/or management of individuals with these conditions. (Scientist and Scholar)
- Apply the biopsychosocial model to effectively and efficiently assess people with

cardiorespiratory and neurological disorders including a comprehensive history and physical examination. (Clinical Practitioner)

- Analyse assessment findings to form a diagnosis and a prioritised list of impairments, activity limitations and participation restrictions. (Clinical Practitioner)
- Communicate effectively with people with cardiorespiratory and neurological disorders to provide appropriate information about their diagnosis and prognosis, and to select a treatment which considers the individual's social and cultural background, preferences and expectations. (Clinical Practitioner)
- Competently develop and implement a culturally sensitive, person-centred physiotherapy plan that addresses the individual's goals, utilises evidence-based treatment and is evaluated using appropriate outcome measures. (Clinical Practitioner)

## Clinical Simulation Exam 2

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

Indicative Time on Task <sup>2</sup>: 16 hours

Due: **Exam Period**

Weighting: **25%**

You will perform a practical examination which involves a simulated assessment and treatment of a person with a condition covered in the second half of the session using a case-based scenario.

On successful completion you will be able to:

- Describe common disorders of the cardiorespiratory and neurological systems and the principles of, and efficacy for, medical and physiotherapy treatment of these conditions, as well as the role of other health professionals involved in the assessment and/or management of individuals with these conditions. (Scientist and Scholar)
- Apply the biopsychosocial model to effectively and efficiently assess people with cardiorespiratory and neurological disorders including a comprehensive history and physical examination. (Clinical Practitioner)
- Analyse assessment findings to form a diagnosis and a prioritised list of impairments, activity limitations and participation restrictions. (Clinical Practitioner)
- Communicate effectively with people with cardiorespiratory and neurological disorders to provide appropriate information about their diagnosis and prognosis, and to select a treatment which considers the individual's social and cultural background, preferences

and expectations. (Clinical Practitioner)

- Competently develop and implement a culturally sensitive, person-centred physiotherapy plan that addresses the individual's goals, utilises evidence-based treatment and is evaluated using appropriate outcome measures. (Clinical Practitioner)

## Open-book Written Examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Exam Period**

Weighting: **50%**

Final written examination covering all content from this unit. Half of the exam will be devoted to cardiorespiratory physiotherapy (25% of total unit weighting) and half to neurological physiotherapy (25% of total unit weighting). The examination will be a time-limited, open book and focussed on the application of information contained in the unit. The examination questions released on iLearn at a specified time with completed answers needing to be submitted in a document via Turnitin by a pre-specified time.

On successful completion you will be able to:

- Describe common disorders of the cardiorespiratory and neurological systems and the principles of, and efficacy for, medical and physiotherapy treatment of these conditions, as well as the role of other health professionals involved in the assessment and/or management of individuals with these conditions. (Scientist and Scholar)
- Apply the biopsychosocial model to effectively and efficiently assess people with cardiorespiratory and neurological disorders including a comprehensive history and physical examination. (Clinical Practitioner)
- Analyse assessment findings to form a diagnosis and a prioritised list of impairments, activity limitations and participation restrictions. (Clinical Practitioner)
- Communicate effectively with people with cardiorespiratory and neurological disorders to provide appropriate information about their diagnosis and prognosis, and to select a treatment which considers the individual's social and cultural background, preferences and expectations. (Clinical Practitioner)
- Competently develop and implement a culturally sensitive, person-centred physiotherapy plan that addresses the individual's goals, utilises evidence-based treatment and is evaluated using appropriate outcome measures. (Clinical Practitioner)

## Mastery register

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

Indicative Time on Task <sup>2</sup>: 13 hours

Due: **Ongoing**

Weighting: **0%**

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

The mastery register for PHTY8107 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 for each of the specific unit modules (i.e. neurological and cardiorespiratory modules) in order to successfully complete the unit.

On successful completion you will be able to:

- Apply the biopsychosocial model to effectively and efficiently assess people with cardiorespiratory and neurological disorders including a comprehensive history and physical examination. (Clinical Practitioner)
- Competently develop and implement a culturally sensitive, person-centred physiotherapy plan that addresses the individual's goals, utilises evidence-based treatment and is evaluated using appropriate outcome measures. (Clinical Practitioner)

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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

### Textbooks and Readings

The following texts are essential resources and available in the library reserve and via [Leganto](#).

- Carr and Shepherd (2010) Neurological rehabilitation: Optimizing motor performance (2nd ed). Elsevier Health Sciences
- Main and Denehey (2016) Cardiorespiratory Physiotherapy: Adults and Paediatrics

(5th Edition). Elsevier Health Sciences

Recommendations about specific readings from these and other resources (such as research papers, books, websites and videos) will be listed on iLearn and available through Leganto or the library reserve.

### **Technology and Equipment**

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 neurological and cardiorespiratory conditions. Videos of many of the assessment and treatment skills will be available on the iLearn site.

### **Consultation with staff**

All staff will be available for individual consultations, please see iLearn site for information on staff availability for consultation.

### **Teaching and Learning Strategy**

This unit will have one pre-recorded online lecture series per week and two 2 hr face to face practical class per week throughout the semester. Online prerecorded lectures will provide foundation knowledge and may include embedded consolidation activities, enabling students to use tutorial time efficiently to develop technical clinical skills and clinical decision making. Tutorials and practical classes will rely heavily on the use of case studies and authentic learning environments to assist student engagement and preparation for clinical placements in the following semester.

### **Attendance**

In the Faculty of Medicine and Health Sciences, professionalism is a key capability embedded in all our programs. As part of developing professionalism, Faculty of Medicine and Health Sciences students are expected to attend all small group interactive sessions including tutorials, clinical and laboratory practical sessions.

All lectures are pre-recorded and will be available for viewing prior to associated practical and tutorial classes. Practical classes and online tutorials 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 tutor to attend a different tutorial or practical on a oneoff basis for extenuating circumstances.

Failure to attend/complete any learning and teaching activities, including lectures and tutorials, may impact your final results. It is the responsibility of the student to contact their tutor or the unit convenor by email to inform tutors if they are going to be absent.

### **iLearn**

This unit's [iLearn site](#) will provide weekly resources for students, including:

- lecture notes



- tutorial worksheets
- preparation and consolidation material
- videos
- other teaching resources
- assessment 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](https://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 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

The Unit Code for Physiotherapy Practice C was changed to PHTY8107 in 2020. The previous unit code was PHTY807. Please consider this when searching for past examination papers. No substantial changes have been made to the content of the unit from 2021. Lecture, tutorial and practical class content has been updated from previous offerings as appropriate to reflect changes in evidence and practice. There is a planned increase in practical class hours to replace online tutorials to provide students with greater opportunities to develop skills in an authentic clinical learning environment.

## Changes since First Published

Date	Description
08/02/2022	Update to reflect current Assessment Policy