



# PHTY8205

## Physiotherapy in Workplace and Recreation

Session 1, In person-scheduled-intensive, North Ryde 2023

*Department of Health Sciences*

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## General Information

### Unit convenor and teaching staff

Unit Convenor

Kathryn Mills

[kathryn.mills@mq.edu.au](mailto:kathryn.mills@mq.edu.au)

Tuesdays, Thursday, Fridays

### Practical Convenor/Course Convenor

Tim Foulcher

[tim.foulcher@mq.edu.au](mailto:tim.foulcher@mq.edu.au)

Tutor

Lauren Cain

[lauren.cain@mq.edu.au](mailto:lauren.cain@mq.edu.au)

Thursdays

### Credit points

10

### Prerequisites

(PHTY808 or PHTY8200) and (PHTY809 or PHTY8201) and (PHTY810 or PHTY8202) and (PHTY811 or PHTY8203)

### Corequisites

### Co-badged status

### Unit description

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

## Important Academic Dates

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

## Learning Outcomes

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

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

**ULO2:** Plan, conduct and analyse assessments of people participating in sporting or workplace activities using evidence-led screening tools and movement analysis technology. (Clinical Practitioner)

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

**ULO4:** Build and implement surveillance tools to identify internal and external risk factors for injury in sporting and workplace contexts. (Scientist & Scholar)

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

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

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

## General Assessment Information

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

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

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

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

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

## Late Submissions

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

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

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

## Late Completion of Clinical Placement

PHTY8205 includes 70 hours of clinical placement. At times, sports placements are effected by unexpected events including inclement weather or postponements of games/trainings. Similarly, workplace placement may be effected by public health orders. If a situation arises where you are unable to complete all placement hours by the end of session 1, you will be awarded a K grade for this unit until your placement can be completed and your grade is finalised.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Webinar series</a>	40%	No	Monday, Week 8 to Monday, Week 10
<a href="#">Placement log book</a>	0%	Yes	Week 14

Name	Weighting	Hurdle	Due
<a href="#"><u>Sports-based clinical performance</u></a>	30%	No	Week 16
<a href="#"><u>Workplace based clinical performance</u></a>	30%	No	Week 16

## Webinar series

Assessment Type <sup>1</sup>: Media presentation

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

Due: **Monday, Week 8 to Monday, Week 10**

Weighting: **40%**

In small groups you will submit a series of webinars based off a provided case scenario from a workplace or sporting context. Each webinar will present a different subtopic relating to the case scenario, such as assessment, early management or secondary prevention. Each group member will be responsible for their own subtopic and webinar. Each webinar will be marked individually. The group will be responsible for developing the case study and working together to ensure all subtopics fit together for an overall group mark.

On successful completion you will be able to:

- Demonstrate sound knowledge of the Work, Health and Safety (WHS) regulatory framework, medico-legal issues, and the role of consultant physiotherapists in occupational health and return to work. (Professional)
- Plan, conduct and analyse assessments of people participating in sporting or workplace activities using evidence-led screening tools and movement analysis technology. (Clinical Practitioner)
- Plan and conduct risk assessments of environments where sporting or work activities occur in order to prioritise risk avoidance, minimisation, or acceptance strategies. (Clinical Practitioner)
- Build and implement surveillance tools to identify internal and external risk factors for injury in sporting and workplace contexts. (Scientist & Scholar)
- Plan and implement a patient-centred management strategy, including on-field emergency management, that addresses the individual's goals and requirements of the sporting or workplace tasks, and supports the individual to recover at work or return to sport. (Clinical Practitioner)
- Discuss the implications of improving or enhancing sporting or workplace performance

through physical training, dietary supplementation and external aids. (Scientist & Scholar)

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

## Placement log book

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

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

Due: **Week 14**

Weighting: **0%**

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

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

On successful completion you will be able to:

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

## Sports-based clinical performance

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

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

Due: **Week 16**

Weighting: **30%**

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

On successful completion you will be able to:

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

## Workplace based clinical performance

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

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

Due: **Week 16**

Weighting: **30%**

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

On successful completion you will be able to:

- Demonstrate sound knowledge of the Work, Health and Safety (WHS) regulatory

framework, medico-legal issues, and the role of consultant physiotherapists in occupational health and return to work. (Professional)

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

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

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

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

## Delivery and Resources

### Teaching and Learning Strategy

As a student enrolled in this unit, you will engage in a range of online, face-to-face and clinical learning activities, including readings, online modules, videos, practical classes and clinical placements. Details can be found on the iLearn site for this unit. The blended learning and teaching approach in this unit aims to help students develop a deep understanding of principles and the ability to independently solve problems, with the expectation that students can then translate this knowledge to different clinical settings (e.g., clinics, sporting fields and workplaces). All content is provided in learning modules covering different aspects of workplace and sports



governance, risk reduction, management and topical issues. The modules do not follow a week-to-week program and students will be advised which modules need to be covered in order to fully participate in the on-campus sessions. There are also moderated clinical discussion forums and in-class preparation time for students to work on their webinar series.

A selection of additional "out of interest" mini-lectures and resources are available on the iLearn site covering aspects of sports physiotherapy not directly related to the unit outcomes. Engagement with the additional materials is optional and may prove useful on clinical placement, peripheral aspects of the media presentation assessment and fuel further interest in sports physiotherapy.

### **Unit materials and readings**

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

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

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

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

### **Technology and equipment**

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

### **Consultation with staff**

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

## **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](#)
- [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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

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

## IT Help

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

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

## Changes from Previous Offering

There have been no changes since the previous offering of this unit.

## Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based

on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

## Professionalism

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

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be silenced prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.