PHTY8100
Applied Sciences for Physiotherapy A
Session 2, In person-scheduled-weekday, North Ryde 2023
Department of Health Sciences

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Disclaimer
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General Information

Unit convenor and teaching staff
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Kelly Gray
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Credit points
10

Prerequisites
Admission to DPT

Corequisites

Co-badged status

Unit description
This unit will build upon your prerequisite and assumed knowledge with a focus on exercise science and the cardiorespiratory system in the context of physiotherapy. You will examine the physiological responses and adaptations to inactivity, physical activity and exercise training. Comparisons in exercise response and adaptations to training will be made in healthy individuals and those with impairments in cardiorespiratory fitness. You will acquire skills in exercise testing and exercise prescription required for physiotherapy practice. Additionally, this unit will provide you with an introduction to physiotherapy assessment and management of cardiorespiratory impairments.

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 range of physiological responses to exercise and exercise training in different population groups including healthy individuals and those with common health conditions. (Scientist and Scholar)
ULO2: Discuss the principles of exercise testing and a person-centred approach to exercise prescription including strategies to promote participation that considers an
individual’s impairments, goals and preferences, as well as their social, behavioural and cultural background. (Clinical Practitioner)

**ULO3:** Competently select, perform and interpret tests commonly used in physiotherapy practice to assess exercise capacity and cardiorespiratory fitness in individuals who are either active or sedentary as well as those with common health conditions. (Clinical Practitioner)

**ULO4:** Design and progress an evidence-based exercise program to optimise an individual’s health and wellbeing that considers their impairments, goals and preferences, as well as their social, behavioural and cultural background. (Clinical Practitioner)

**ULO5:** Competently assess breathing and provide safe and effective treatment for common cardiorespiratory impairments. (Clinical Practitioner)

### 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 and 129).

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 an 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:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total Possible Marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
</tr>
</tbody>
</table>
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.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery register</td>
<td>0%</td>
<td>Yes</td>
<td>Continuous</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>30%</td>
<td>No</td>
<td>Week 6</td>
</tr>
<tr>
<td>Clinical simulation exam</td>
<td>40%</td>
<td>No</td>
<td>Exam Period</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>30%</td>
<td>No</td>
<td>Week 11</td>
</tr>
</tbody>
</table>

**Mastery register**

Assessment Type 1: Clinical performance evaluation  
Indicative Time on Task 2: 10 hours  
Due: Continuous  
Weighting: 0%  
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

The mastery register for PHTY8100 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:

- Discuss the principles of exercise testing and a person-centred approach to exercise prescription including strategies to promote participation that considers an individual's impairments, goals and preferences, as well as their social, behavioural and cultural background. (Clinical Practitioner)
- Competently select, perform and interpret tests commonly used in physiotherapy
practice to assess exercise capacity and cardiorespiratory fitness in individuals who are either active or sedentary as well as those with common health conditions. (Clinical Practitioner)

- Competently assess breathing and provide safe and effective treatment for common cardiorespiratory impairments. (Clinical Practitioner)

**Quiz 1**

**Assessment Type**: Quiz/Test  
**Indicative Time on Task**: 15 hours  
**Due**: Week 6  
**Weighting**: 30%

The quiz will include short-answer questions on unit content delivered up to the end of the week prior to the quiz.

On successful completion you will be able to:

- Explain the range of physiological responses to exercise and exercise training in different population groups including healthy individuals and those with common health conditions. (Scientist and Scholar)
- Discuss the principles of exercise testing and a person-centred approach to exercise prescription including strategies to promote participation that considers an individual's impairments, goals and preferences, as well as their social, behavioural and cultural background. (Clinical Practitioner)

**Clinical simulation exam**

**Assessment Type**: Clinical performance evaluation  
**Indicative Time on Task**: 30 hours  
**Due**: Exam Period  
**Weighting**: 40%

The clinical simulation exam involves both practical demonstration of cardiorespiratory assessment and treatment, as well as a viva component.

On successful completion you will be able to:

- Explain the range of physiological responses to exercise and exercise training in different population groups including healthy individuals and those with common health conditions. (Scientist and Scholar)
- Discuss the principles of exercise testing and a person-centred approach to exercise prescription including strategies to promote participation that considers an individual's impairments, goals and preferences, as well as their social, behavioural and cultural background.
background. (Clinical Practitioner)

- Competently select, perform and interpret tests commonly used in physiotherapy practice to assess exercise capacity and cardiorespiratory fitness in individuals who are either active or sedentary as well as those with common health conditions. (Clinical Practitioner)
- Design and progress an evidence-based exercise program to optimise an individual's health and wellbeing that considers their impairments, goals and preferences, as well as their social, behavioural and cultural background. (Clinical Practitioner)
- Competently assess breathing and provide safe and effective treatment for common cardiorespiratory impairments. (Clinical Practitioner)

**Quiz 2**

**Assessment Type**: Quiz/Test

**Indicative Time on Task**: 17 hours

**Due**: Week 11

**Weighting**: 30%

The quiz will include short-answer questions on unit content delivered up to the end of the week prior to the quiz.

On successful completion you will be able to:

- Explain the range of physiological responses to exercise and exercise training in different population groups including healthy individuals and those with common health conditions. (Scientist and Scholar)
- Discuss the principles of exercise testing and a person-centred approach to exercise prescription including strategies to promote participation that considers an individual's impairments, goals and preferences, as well as their social, behavioural and cultural background. (Clinical Practitioner)
- Competently select, perform and interpret tests commonly used in physiotherapy practice to assess exercise capacity and cardiorespiratory fitness in individuals who are either active or sedentary as well as those with common health conditions. (Clinical Practitioner)
- Design and progress an evidence-based exercise program to optimise an individual's health and wellbeing that considers their impairments, goals and preferences, as well as their social, behavioural and cultural background. (Clinical Practitioner)
- Competently assess breathing and provide safe and effective treatment for common cardiorespiratory impairments. (Clinical Practitioner)
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.

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**

As a student enrolled in this unit, you will engage in a range of online and face to face learning activities, including readings, online modules, videos, lectures, simulation and small group tutorials. Details can be found on the iLearn site for this unit.

**Recommended Readings**

**Essential**

This unit does not have any textbooks that are essential for you to purchase.

**Recommended**

Recommended readings for this unit are accessible through Leganto.

The following text will be a useful resource and available in the library reserve and as an e-book. Recommendations about specific readings from these and other resources (such as research papers, books, websites and videos) will be listed on iLearn.

Main and Denehy (2016) Cardiorespiratory Physiotherapy: Adults and Paediatrics (5th Ed). Elsevier Health Sciences. The following exercise physiology text is strongly recommended, however if you have a similar text from previous studies that is fine. Copies will be held in library reserve and also available as an e-book.


**Technology Used**

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.

**Unit Schedule**

A detailed outline of the topics covered on a weekly basis can be found in the Unit Timetable available on the iLearn website within the Unit Information section.

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](https://policy.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). 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) 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 or if you are a Global MBA student contact 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.
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/.

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.

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, laboratory, work-integrated learning (e.g., PACE placements), 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
SECTION 8: 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, and when on external/clinical placement representing Macquarie University, 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, including when on external/clinical placement activities.