



# PHTY8101

## Applied Sciences for Physiotherapy B

Session 2, In person-scheduled-weekday, North Ryde 2023

*Department of Health Sciences*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	4
<a href="#"><u>Delivery and Resources</u></a>	7
<a href="#"><u>Unit Schedule</u></a>	8
<a href="#"><u>Policies and Procedures</u></a>	8
<a href="#"><u>Changes from Previous Offering</u></a>	10
<a href="#"><u>Inclusion and diversity</u></a>	10
<a href="#"><u>Professionalism</u></a>	10

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convener

Joanne Glinsky

[joanne.glinsky@mq.edu.au](mailto:joanne.glinsky@mq.edu.au)

Kate Scrivener

[kate.scrivener@mq.edu.au](mailto:kate.scrivener@mq.edu.au)

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 movement science in the context of physiotherapy. You will utilise skills in clinical observation and measurement of human performance to analyse the biomechanical and anatomical characteristics of everyday activities in healthy persons and those with health conditions. Using the World Health Organisation's International Classification of Functioning, Disability and Health as a model of clinical reasoning you will apply strategies to manage common impairments, and promote skill acquisition within the context of motor learning, to optimise human movement and participation.

## 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:** Apply proficient knowledge of anatomy to accurately describe and analyse everyday activities. (Scientist & Scholar)

**ULO2:** Describe the biomechanical characteristics of performance of common everyday activities in healthy persons across the lifespan. (Scientist & Scholar)

**ULO3:** Utilise clinical observation and measurement skills to identify adaptive behaviours during the performance of everyday activities, and apply sound clinical reasoning and assessment skills to determine the underlying impairments. (Clinical Practitioner)

**ULO4:** Competently select, perform and interpret tests commonly used in physiotherapy practice to assess human performance, applying strategies to enhance the reliability and validity of specific measurement procedures. (Clinical Practitioner)

**ULO5:** Design and progress an evidence-based exercise program to enhance motor learning and performance that considers impairments, goals and preferences, as well as social and behavioural factors alongside cultural background. (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

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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Quiz 1</a>	30%	No	Week 7
<a href="#">Quiz 2</a>	30%	No	Week 12
<a href="#">Mastery register</a>	0%	Yes	Week 13
<a href="#">Practical skills examination and viva</a>	40%	No	Week 14-16

### Quiz 1

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

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

Due: **Week 7**

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:

- Apply proficient knowledge of anatomy to accurately describe and analyse everyday activities. (Scientist & Scholar)
- Describe the biomechanical characteristics of performance of common everyday activities in healthy persons across the lifespan. (Scientist & Scholar)
- Utilise clinical observation and measurement skills to identify adaptive behaviours during the performance of everyday activities, and apply sound clinical reasoning and assessment skills to determine the underlying impairments. (Clinical Practitioner)
- Competently select, perform and interpret tests commonly used in physiotherapy practice to assess human performance, applying strategies to enhance the reliability and validity of specific measurement procedures. (Clinical Practitioner)
- Design and progress an evidence-based exercise program to enhance motor learning and performance that considers impairments, goals and preferences, as well as social and behavioural factors alongside cultural background. (Clinical Practitioner)

## Quiz 2

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

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

Due: **Week 12**

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:

- Apply proficient knowledge of anatomy to accurately describe and analyse everyday activities. (Scientist & Scholar)
- Describe the biomechanical characteristics of performance of common everyday activities in healthy persons across the lifespan. (Scientist & Scholar)
- Utilise clinical observation and measurement skills to identify adaptive behaviours during the performance of everyday activities, and apply sound clinical reasoning and assessment skills to determine the underlying impairments. (Clinical Practitioner)
- Competently select, perform and interpret tests commonly used in physiotherapy practice to assess human performance, applying strategies to enhance the reliability and validity of specific measurement procedures. (Clinical Practitioner)
- Design and progress an evidence-based exercise program to enhance motor learning and performance that considers impairments, goals and preferences, as well as social and behavioural factors alongside cultural background. (Clinical Practitioner)

## Mastery register

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

Indicative Time on Task <sup>2</sup>: 12 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 PHTY8101 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:

- Apply proficient knowledge of anatomy to accurately describe and analyse everyday activities. (Scientist & Scholar)
- Competently select, perform and interpret tests commonly used in physiotherapy practice to assess human performance, applying strategies to enhance the reliability and validity of specific measurement procedures. (Clinical Practitioner)
- Design and progress an evidence-based exercise program to enhance motor learning and performance that considers impairments, goals and preferences, as well as social and behavioural factors alongside cultural background. (Clinical Practitioner)

## Practical skills examination and viva

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

Indicative Time on Task <sup>2</sup>: 26 hours

Due: **Week 14-16**

Weighting: **40%**

You will demonstrate selected practical skills and clinical reasoning based on case scenarios. The exam will include practical and viva components.

On successful completion you will be able to:

- Apply proficient knowledge of anatomy to accurately describe and analyse everyday activities. (Scientist & Scholar)
- Describe the biomechanical characteristics of performance of common everyday activities in healthy persons across the lifespan. (Scientist & Scholar)
- Utilise clinical observation and measurement skills to identify adaptive behaviours during the performance of everyday activities, and apply sound clinical reasoning and assessment skills to determine the underlying impairments. (Clinical Practitioner)
- Competently select, perform and interpret tests commonly used in physiotherapy practice to assess human performance, applying strategies to enhance the reliability and validity of specific measurement procedures. (Clinical Practitioner)
- Design and progress an evidence-based exercise program to enhance motor learning and performance that considers impairments, goals and preferences, as well as social and behavioural factors alongside cultural background. (Clinical Practitioner)

<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.

### Teaching and Learning Strategy

This unit encompasses an active learning approach where you will be expected to engage in enhancing your own learning experience. The teaching and learning approach will be based on students developing 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). Practical sessions will focus on the development of technical skills and clinical reasoning. Practical content will be based on clinical skills and case studies. It will be situated in authentic learning environments to optimally prepare students for their future clinical placements.

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

### Textbooks & Readings

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

Recommended: The following texts will be useful resources and available in the library reserve. Recommendations about specific readings from these and other resources (such as research papers, books, websites and videos) will be listed on iLearn.

- Carr JH and Shepherd RB (2010) *Neurological rehabilitation: Optimizing motor performance (2nd Ed)*. Elsevier Health Sciences.
- Carr JH and Shepherd RB (2003) *Stroke rehabilitation: Guidelines for exercise and training to optimize motor skill*. Oxford: Butterworth Heinemann.
- Magill RA (2017) *Motor Learning and Control: Concepts and Applications (11th Ed)*. New York: McGraw Hill.
- Oatis CA (2009) *Kinesiology: The Mechanics & Pathomechanics of Human Movement (2nd Ed)*. Baltimore: Lippincott Williams and Wilkins.
- Carr JH and Shepherd RB (2000) *Movement Science: Foundations in Physical Therapy*

*Rehabilitation Apsen Publishers.*

## 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.

## 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 are no changes from the previous offering.

## 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, 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 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.

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 turned off 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.