



PHTY8107

Physiotherapy Practice C

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

Department of Health Sciences

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General Information

Unit convenor and teaching staff

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Joanne Glinsky

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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: Apply knowledge of the cardiorespiratory and neurological systems to describe common conditions, including 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 prioritised list of impairments, activity limitations and participation restrictions (Clinical Practitioner)

ULO4: Communicate effectively with people with cardiorespiratory and neurological disorders to provide appropriate, culturally sensitive information about their diagnosis, treatment and prognosis. (Clinical Practitioner)

ULO5: Apply clinical reasoning to competently develop and implement an evidence based, person-centered physiotherapy plan that considers the individual's social and cultural background, as well as their goals and preferences, and is evaluated using appropriate outcome measures. (Clinical Practitioner)

General Assessment Information

PHTY8107

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.

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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Open-book Quiz: Module 2</u>	10%	No	Week 11
<u>Open-book Quiz: Module 2</u>	15%	No	Week 14-16
<u>Open-book Quiz: Module 1</u>	25%	No	Week 14-16
<u>Clinical Simulation Exam: Module 1</u>	25%	No	Week 7
<u>Clinical Simulation Exam: Module 2</u>	25%	No	Week 14-16
<u>Mastery register: Modules 1 and 2</u>	0%	Yes	Week 7 and Week 13

Open-book Quiz: Module 2

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 8 hours

Due: **Week 11**

Weighting: **10%**

The Quiz includes short and long answer questions based on application of content presented the second half of the semester to this point (Module 2). The quiz will require application of knowledge to case scenarios.

On successful completion you will be able to:

- Apply knowledge of the cardiorespiratory and neurological systems to describe common conditions, including 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)
- Analyse assessment findings to form a prioritised list of impairments, activity limitations and participation restrictions (Clinical Practitioner)
- Apply clinical reasoning to competently develop and implement an evidence based, person-centered physiotherapy plan that considers the individual's social and cultural background, as well as their goals and preferences, and is evaluated using appropriate outcome measures. (Clinical Practitioner)

Open-book Quiz: Module 2

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 9 hours

Due: **Week 14-16**

Weighting: **15%**

The Quiz includes short and long answer questions based on application of content presented the second half of the semester (Module 2). The quiz will require application of knowledge to case scenarios.

On successful completion you will be able to:

- Apply knowledge of the cardiorespiratory and neurological systems to describe common conditions, including 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)
- Analyse assessment findings to form a prioritised list of impairments, activity limitations

and participation restrictions (Clinical Practitioner)

- Apply clinical reasoning to competently develop and implement an evidence based, person-centered physiotherapy plan that considers the individual's social and cultural background, as well as their goals and preferences, and is evaluated using appropriate outcome measures. (Clinical Practitioner)

Open-book Quiz: Module 1

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 17 hours

Due: **Week 14-16**

Weighting: **25%**

The Quiz includes short and long answer questions based on application of content presented the first half of the semester (Module 1). The quiz will require application of knowledge to case scenarios.

On successful completion you will be able to:

- Apply knowledge of the cardiorespiratory and neurological systems to describe common conditions, including 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)
- Analyse assessment findings to form a prioritised list of impairments, activity limitations and participation restrictions (Clinical Practitioner)
- Apply clinical reasoning to competently develop and implement an evidence based, person-centered physiotherapy plan that considers the individual's social and cultural background, as well as their goals and preferences, and is evaluated using appropriate outcome measures. (Clinical Practitioner)

Clinical Simulation Exam: Module 1

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 14 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 semester to this point, using a case-based scenario.

On successful completion you will be able to:

- Apply knowledge of the cardiorespiratory and neurological systems to describe common conditions, including 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 prioritised list of impairments, activity limitations and participation restrictions (Clinical Practitioner)
- Communicate effectively with people with cardiorespiratory and neurological disorders to provide appropriate, culturally sensitive information about their diagnosis, treatment and prognosis. (Clinical Practitioner)
- Apply clinical reasoning to competently develop and implement an evidence based, person-centered physiotherapy plan that considers the individual's social and cultural background, as well as their goals and preferences, and is evaluated using appropriate outcome measures. (Clinical Practitioner)

Clinical Simulation Exam: Module 2

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 14 hours

Due: **Week 14-16**

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 semester (module 2), using a case-based scenario.

On successful completion you will be able to:

- Apply knowledge of the cardiorespiratory and neurological systems to describe common conditions, including 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 prioritised list of impairments, activity limitations and participation restrictions (Clinical Practitioner)
- Communicate effectively with people with cardiorespiratory and neurological disorders to provide appropriate, culturally sensitive information about their diagnosis, treatment and prognosis. (Clinical Practitioner)
- Apply clinical reasoning to competently develop and implement an evidence based, person-centered physiotherapy plan that considers the individual's social and cultural background, as well as their goals and preferences, and is evaluated using appropriate outcome measures. (Clinical Practitioner)

Mastery register: Modules 1 and 2

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 10 hours

Due: **Week 7 and Week 13**

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)
- Communicate effectively with people with cardiorespiratory and neurological disorders to provide appropriate, culturally sensitive information about their diagnosis, treatment and prognosis. (Clinical Practitioner)

- Apply clinical reasoning to competently develop and implement an evidence based, person-centered physiotherapy plan that considers the individual's social and cultural background, as well as their goals and preferences, and is evaluated using appropriate outcome measures. (Clinical Practitioner)
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¹ 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.

² 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 tutorials, readings, online modules, videos, recorded lectures. Details can be found on the iLearn site for this unit.

Recommended Readings can be found in the Leganto reading list and will be clearly indicated to you in your weekly materials.

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.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.s.mq.edu.au\)](https://policies.s.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 \(https://students.mq.edu.au/su\)](https://students.mq.edu.au/su)

[pport/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.

- [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/.

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.

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 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 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.