PHTY8107
Physiotherapy Practice C
Session 1, In person-scheduled-weekday, North Ryde 2024

Department of Health Sciences

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General Information

Unit convenor and teaching staff
Unit Convenor - Cardiorespiratory Physiotherapy
Michael Doumit
michael.doumit@mq.edu.au

Unit Convenor - Neurological Physiotherapy
Kate Scrivener
kate.scrivener@mq.edu.au

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**

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:

<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>
<tr>
<td>3 days (48-72 hours)</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>7 days (144-168 hours)</td>
<td>100</td>
<td>35</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>&gt;7 days (&gt;168 hours)</td>
<td>100</td>
<td>-</td>
<td>75</td>
<td>0</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>Clinical Simulation Exam: Module 2</td>
<td>25%</td>
<td>No</td>
<td>Week 7</td>
</tr>
<tr>
<td>Module 2: Examination A</td>
<td>10%</td>
<td>No</td>
<td>Week 11</td>
</tr>
<tr>
<td>Mastery register: Modules 1 and 2</td>
<td>0%</td>
<td>Yes</td>
<td>Week 6 (neurological). Week 13 (cardiorespiratory)</td>
</tr>
<tr>
<td>Clinical Simulation Exam: Module 1</td>
<td>25%</td>
<td>No</td>
<td>Exam Period</td>
</tr>
<tr>
<td>Module 1: Examination</td>
<td>25%</td>
<td>No</td>
<td>Exam Period</td>
</tr>
<tr>
<td>Module 2: Examination B</td>
<td>15%</td>
<td>No</td>
<td>Exam Period</td>
</tr>
</tbody>
</table>

**Clinical Simulation Exam: Module 2**

Assessment Type 1: Clinical performance evaluation
Indicative Time on Task 2: 14 hours
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)

Module 2: Examination A

Assessment Type: Examination
Indicative Time on Task: 8 hours
Due: Week 11
Weighting: 10%

The Exam includes short and long answer questions based on application of content presented the second half of the semester to this point (Module 2). The exam 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)

**Mastery register: Modules 1 and 2**

Assessment Type 1: Clinical performance evaluation  
Indicative Time on Task 2: 10 hours  
Due: **Week 6 (neurological). Week 13 (cardiorespiratory)**  
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)

Clinical Simulation Exam: Module 1

Assessment Type 1: Clinical performance evaluation
Indicative Time on Task 2: 14 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 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)

Module 1: Examination

Assessment Type 1: Examination
Indicative Time on Task 2: 17 hours
Due: Exam Period
Weighting: 25%
The Exam includes short and long answer questions based on application of content presented the first half of the semester (Module 1). The exam 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)

Module 2: Examination B

Assessment Type: Examination
Indicative Time on Task: 9 hours
Due: Exam Period
Weighting: 15%

The Exam includes short and long answer questions based on application of content presented the second half of the semester (Module 2). The exam 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)
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)

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.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.

- **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.