PHTY8102

Fundamentals of Physiotherapy Practice

Session 2, In person-scheduled-weekday, North Ryde 2026

School of Health Sciences and Nursing

Contents

General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
Admission to DPT

Corequisites

Co-badged status

Unit description
This unit will provide a theoretical framework and build fundamental skills for physiotherapy practice. You will gain an overview of the scope of physiotherapy as a science and evidenced-based health profession providing high quality person-centred health care within a biopsychosocial framework. You will develop fundamental physiotherapy assessment and evidenced-based management skills through the application of the World Health Organisation's International Classification of Functioning, Disability and Health as a model of clinical reasoning.

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 a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization's International Classification of Functioning, Disability and Health to facilitate physiotherapy assessment and treatment. (Scientist & Scholar)
ULO2: Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries. (Scientist & Scholar)
ULO3: Explain the rationale for use of selected physiotherapy interventions that incorporates an understanding of the physiological effects and current evidence of efficacy, as well as an individual's impairments, preferences and goals. (Scientist & Scholar)
ULO4: Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)
ULO5: Describe the key principles and demonstrate skill in selecting and applying appropriate interventions to address different impairments, activity limitations and participation restrictions, including education and manual therapies (Clinical Practitioner).
ULO6: Competently apply common clinical tools used in physiotherapy practice to measure impairments, activity limitations and participation restrictions. (Clinical Practitioner)
ULO7: Work effectively both independently and collaboratively to facilitate skill development in assessment and management (Professional)

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.

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.

Hurdle Assessment

The PHTY8102 Mastery Register is a hurdle assessment task. A hurdle assessment is defined as an assessment task mandating a minimum level of performance as a condition of passing the unit in which it occurs. **Students are required to achieve a 60% completion of the Mastery Register for both the 5 physiotherapy assessment and 5 physiotherapy management items (i.e. 3/5 items completed for assessment and management content) by the due date to successfully complete the unit**. A student who has obtained a standardised numerical grade (SNG) over 50 yet failed the hurdle assessment fails the unit. Please see Macquarie University's assessment policy for more information about hurdle assessment tasks. Should you fail to meet the requirements of the Mastery Register by the assessment due date, one supplementary opportunity will be provided to demonstrate that you meet the minimum requirements for this assessment. Should you still not meet a pass standard, a Fail (Hurdle) grade will be awarded, as indicated by a FH grade upon your transcript.

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 11.55 pm. 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 must submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Integrated clinical simulation examination	30%	No	Week 7	Individual	No	Observed
Quiz	30%	No	Week 13	Individual	No	Observed
Mastery register	0%	Yes	Week 13	Individual	No	Observed
Clinical Simulation Exam	40%	No	Exam Period	Individual	No	Observed

Integrated clinical simulation examination

Assessment Type [1]: Professional task
Indicative Time on Task [2]: 18 hours
Due: **Week 7**
Weighting: **30%**
Groupwork/Individual: Individual
Short extension [3]: No
AI Approach: Observed

You will complete an integrated clinical simulation exam involves practical skill application and viva. The assessment is related to content delivered up to the end of the week prior to the assessment.

On successful completion you will be able to:

- Apply a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization's International Classification of Functioning, Disability and Health to facilitate physiotherapy assessment and treatment. (Scientist & Scholar)
- Explain the contemporary scientific understanding and epidemiology of pain and other

common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries. (Scientist & Scholar)
- Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)
- Competently apply common clinical tools used in physiotherapy practice to measure impairments, activity limitations and participation restrictions. (Clinical Practitioner)
- Work effectively both independently and collaboratively to facilitate skill development in assessment and management (Professional)

Quiz

Assessment Type [1]: Examination
Indicative Time on Task [2]: 14 hours
Due: **Week 13**
Weighting: **30%**
Groupwork/Individual: Individual
Short extension [3]: No
AI Approach: Observed

You will complete a quiz assessment including content delivered up to the end of the week prior with a focus on physiotherapy assessment and management.

On successful completion you will be able to:

- Apply a model of biopsychosocial physiotherapy clinical reasoning based on The World Health Organization's International Classification of Functioning, Disability and Health to facilitate physiotherapy assessment and treatment. (Scientist & Scholar)
- Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries. (Scientist & Scholar)
- Explain the rationale for use of selected physiotherapy interventions that incorporates an understanding of the physiological effects and current evidence of efficacy, as well as an individual's impairments, preferences and goals. (Scientist & Scholar)
- Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)
- Describe the key principles and demonstrate skill in selecting and applying appropriate interventions to address different impairments, activity limitations and participation restrictions, including education and manual therapies (Clinical Practitioner).

Mastery register

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 8 hours
Due: **Week 13**
Weighting: **0%**
Groupwork/Individual: Individual
Short extension [3]: No
AI Approach: Observed
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

The mastery register for PHTY8102 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:

- Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)
- Describe the key principles and demonstrate skill in selecting and applying appropriate interventions to address different impairments, activity limitations and participation restrictions, including education and manual therapies (Clinical Practitioner).
- Competently apply common clinical tools used in physiotherapy practice to measure impairments, activity limitations and participation restrictions. (Clinical Practitioner)
- Work effectively both independently and collaboratively to facilitate skill development in assessment and management (Professional)

Clinical Simulation Exam

Assessment Type [1]: Professional task
Indicative Time on Task [2]: 26 hours
Due: **Exam Period**
Weighting: **40%**
Groupwork/Individual: Individual
Short extension [3]: No
AI Approach: Observed

You will complete a clinical simulation exam involving practical demonstration of skills and viva.

On successful completion you will be able to:

- Apply a model of biopsychosocial physiotherapy clinical reasoning based on The World

Health Organization's International Classification of Functioning, Disability and Health to facilitate physiotherapy assessment and treatment. (Scientist & Scholar)

- Explain the contemporary scientific understanding and epidemiology of pain and other common impairments addressed by physiotherapists, including weakness and loss of range of motion that result from soft-tissue or bony injuries. (Scientist & Scholar)
- Explain the rationale for use of selected physiotherapy interventions that incorporates an understanding of the physiological effects and current evidence of efficacy, as well as an individual's impairments, preferences and goals. (Scientist & Scholar)
- Competently perform a physiotherapy assessment, including history and physical examination, and interpret the findings within the context of cultural and social factors. (Clinical Practitioner)
- Describe the key principles and demonstrate skill in selecting and applying appropriate interventions to address different impairments, activity limitations and participation restrictions, including education and manual therapies (Clinical Practitioner).
- Competently apply common clinical tools used in physiotherapy practice to measure impairments, activity limitations and participation restrictions. (Clinical Practitioner)
- Work effectively both independently and collaboratively to facilitate skill development in assessment and management (Professional)

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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
- Academic Success 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.

[3] An automatic short extension is available for some assessments. Apply through the Service Connect Portal.

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 online modules, video and reading resources, interactive activities, practical classes, and online group discussions. Details can be found on the iLearn site for this unit.

Recommended Readings

There is no compulsory textbook for this unit. 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 be useful resources and are available in the library.

Recommendations about specific readings from these and other resources (such as research papers, books, websites and videos) will be listed on iLearn.

- Orthopedic Physical Examination. 7th Edition. Magee D. 2021 Elsevier.
- Electrotherapy Explained: Principles and Practice. 4th Edition. Robertson V, Ward A, Low J and Reed A. 2006 Elsevier.
- The Physiotherapist's Pocketbook: Essential Facts at Your Fingertips. 3rd Edition. Kenyon K and Kenyon J. 2009 Elsevier.

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.

Assumed knowledge

This unit assumes that you have comprehensive knowledge of anatomy and physiology.

Unit Schedule

Detailed information pertaining to the unit schedule will be available on the unit iLearn site.

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 connect.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/

Academic Success

Academic Success provides resources to develop your English language proficiency, academic writing, and communication skills.

- Ask a Study Coach
- 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 the Service Connect Portal, or contact Service Connect.

IT Help

For help with University computer systems and technology, visit https://students.mq.edu.au/support/technology/service-desk.

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.

Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

AI Open assessments allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.

Observed with AI Optional assessments involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

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 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 during clinical placement activities.

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); you are encouraged to avoid relying on such material, as it does not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision about how you engage with your learning, but we would remind you that the learning opportunities we create for you have been designed to support your success, and that by not engaging, you may affect your ability to complete this unit successfully. We also expect you to show respect for the academic staff who have worked hard to develop meaningful activities, and to 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 at all learning activities on time, and if you are unavoidably detained, please join the activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise or other distractions must be turned off before 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.

Unit information based on version 2026.02 of the Handbook