## General Information

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<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Convener (Physical)</td>
<td>Rosemary Giuriato</td>
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<td></td>
<td><a href="mailto:rosemary.giuriato@mq.edu.au">rosemary.giuriato@mq.edu.au</a></td>
</tr>
<tr>
<td>Contact via 9850 6992</td>
<td>C5C 345</td>
</tr>
<tr>
<td>By appointment</td>
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<tr>
<td>Convener (Functional)</td>
<td>Curtis Rigney</td>
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<tr>
<td></td>
<td><a href="mailto:curtis.rigney@mq.edu.au">curtis.rigney@mq.edu.au</a></td>
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<tr>
<td>Contact via 9850 9381</td>
<td>C5C 367</td>
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<td>By appointment</td>
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<tr>
<td>Lecturer (Physical)</td>
<td>Suzanne Saks</td>
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<tr>
<td></td>
<td><a href="mailto:suzanne.saks@mq.edu.au">suzanne.saks@mq.edu.au</a></td>
</tr>
<tr>
<td>Lead Rehab Tutor</td>
<td>Kym Abbott</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kym.abbott@mq.edu.au">kym.abbott@mq.edu.au</a></td>
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| Credit points               | 4 |

| Prerequisites               | Admission to MChiro and (CHIR311 or CHIR316 or (CHIR602 and CHIR603 and CHIR604 and CHIR605 and CHIR606 and CHIR607)) |

| Corequisites                | CHIR873 |

| Co-badged status            |  |
Unit description
This unit concerns itself with gathering clinically relevant information about a patient through interview, observation, and palpation. The students will gain theoretical knowledge and practical skills for history taking, physical examination, and functional analysis. Clinical reasoning will be facilitated through integration and interpretation of the diagnostic findings. Additionally, the students are exposed to paradigms related to active care, the biopsychosocial model, and the use of outcome measures.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
1. Conduct an efficient and meaningful patient history
2. Define functional rehabilitation and compare passive from active care
3. Know how to perform physical examination procedures for each System of the body
4. Perform functional postural and movement assessments
5. Interpret the findings from physical examination findings
6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
7. Rationalize the use of each physical and functional examination procedure
8. Describe the Biopsychosocial model and explain how it affects patient management
9. Explain the role of outcome measures; describe their use and interpretation

General Assessment Information
The Physical assignment will be submitted through the "turnitin" link within the unit's iLearn page.
The Functional assignment will be submitted during your enrolled tutorial 1 in week 7.
Late submissions will be addressed through the "Disruption of Study" process and may result in a reduction of marks.

Examination(s)
The University Examination period in for First Half Year 2016 is from Tuesday 14th June to Friday 1st of July 2016.
You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. http://www.timetables.mq.edu.au/exam
The only exception to not sitting an examination at the designated time is because of
Assessment Feedback:

Feedback on practical skills will occur throughout the semester both informally (continual feedback) and formally (mock tests). Feedback from the Functional assignment task will occur throughout the semester. The final mark will be posted on iLearn in week 13. Feedback from the Physical assignment will occur by the 11th week of the semester via iLearn. The final practicals and the final theory exams are summative whose results will not be posted.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>History Assignment (Physical)</td>
<td>10%</td>
<td>Week 5</td>
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<tr>
<td>Rehab Workbook Assignment</td>
<td>10%</td>
<td>week 7</td>
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<tr>
<td>Vitals Physical Examination</td>
<td>5%</td>
<td>Week 8</td>
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<tr>
<td>Physical Examination Practical</td>
<td>15%</td>
<td>week 13</td>
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<tr>
<td>Functional Practical</td>
<td>20%</td>
<td>Week 13</td>
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<tr>
<td>Physical Theory Exam</td>
<td>20%</td>
<td>Exam Period</td>
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<tr>
<td>Functional Theory Exam</td>
<td>20%</td>
<td>Exam period</td>
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History Assignment (Physical)

Due: **Week 5**

Weighting: **10%**

An essay that outlines the role of a comprehensive history while comparing and contrasting with a focused history.

This Assessment Task relates to the following Learning Outcomes:

- 1. Conduct an efficient and meaningful patient history
Rehab Workbook Assignment

Due: week 7
Weighting: 10%

Will assess a student's ability to document procedures, perform and interpret functional assessments, and diagram a rational aetiology. The assignment will also assess a student's knowledge of anatomy and muscle function. The practical activity will occur throughout the tutorials and will conclude in week 7.

This Assessment Task relates to the following Learning Outcomes:

1. Conduct an efficient and meaningful patient history
4. Perform functional postural and movement assessments
7. Rationalize the use of each physical and functional examination procedure
9. Explain the role of outcome measures; describe their use and interpretation

Vitals Physical Examination

Due: Week 8
Weighting: 5%

Students will be required to show competency in the taking of VITALS in the simulation mannequin in week 8 tutorial classes.

This Assessment Task relates to the following Learning Outcomes:

3. Know how to perform physical examination procedures for each System of the body
5. Interpret the findings from physical examination findings
6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure

Physical Examination Practical

Due: week 13
Weighting: 15%

Will consist of preforming procedures as taught in the unit and will have a component that assesses clinical decision making skills.

This Assessment Task relates to the following Learning Outcomes:

3. Know how to perform physical examination procedures for each System of the body
5. Interpret the findings from physical examination findings
6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
• 7. Rationalize the use of each physical and functional examination procedure

**Functional Practical**

**Due:** Week 13  
**Weighting:** 20%

Final practical for rehab/functional component of the unit and will consist of performing procedures as taught in the unit and will have a component that assesses clinical decision making skills.

This Assessment Task relates to the following Learning Outcomes:

• 4. Perform functional postural and movement assessments  
• 7. Rationalize the use of each physical and functional examination procedure

**Physical Theory Exam**

**Due:** Exam Period  
**Weighting:** 20%

This will cover the discipline specific content of the entire semester. Question format will be mixed and may include Multiple choice, True and False, Matching, and short answer questions.

This Assessment Task relates to the following Learning Outcomes:

• 1. Conduct an efficient and meaningful patient history  
• 3. Know how to perform physical examination procedures for each System of the body  
• 5. Interpret the findings from physical examination findings  
• 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure  
• 7. Rationalize the use of each physical and functional examination procedure

**Functional Theory Exam**

**Due:** Exam period  
**Weighting:** 20%

This will cover the discipline specific content of the entire semester. Question format will be mixed and may include Multiple choice, True and False, Matching, and short answer questions.

This Assessment Task relates to the following Learning Outcomes:

• 2. Define functional rehabilitation and compare passive from active care  
• 4. Perform functional postural and movement assessments  
• 8. Describe the Biopsychosocial model and explain how it affects patient management  
• 9. Explain the role of outcome measures; describe their use and interpretation
Delivery and Resources

Delivery mode

Will be comprised of a combination of face-to-face lectures, pre-recorded lectures, self-directed learning, and hands-on tutorials:

1. 1 two hour functional assessment lecture per week
2. 1 one hour physical assessment lecture per week
3. 2 two hour tutorials/practicals per week; 1 tutorial for physical assessment, 1 tutorial for functional assessment
4. 2-3 hours per week self instructional learning

Class times and locations

**Lectures:** will be held in C5C T2

**Tutorials:** will be held in E5A 330

NB: Check with the University’s timetable webpage to confirm room locations

Required and recommended resources

- Required texts:

- Required Course Notes: (available in co-op)

- CHIR918 Workbook

- Recommended texts:
  - Bougie. Ageing Body. Appleton Lange (limited stock)
  - Kendall F, McCreary E, Provance P. Muscle testing and function, 4th ed. Williams & Wilkins, Baltimore

Unit Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TUTORIAL 1 (Tue)</th>
<th>LECTURE 1 (Mon)</th>
<th>Bates chptr</th>
<th>TUTORIAL 2 (Fri)</th>
<th>LECTURE 2 (Mon)</th>
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https://unitguides.mq.edu.au/unit_offerings/55108/unit_guide/print
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<tr>
<th>Week 1</th>
<th>Group Formations</th>
<th>Introduction to unit; History taking</th>
<th>Postural Analysis</th>
<th>History taking</th>
<th>Rehabilitation in Chiropractic (review posture)</th>
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<th>Posture &amp; Gait Analysis</th>
<th>History taking</th>
<th>Posture &amp; Gait Analysis</th>
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<th>The Functional Approach</th>
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<th>Functional Assessment/ MP</th>
<th>In-Class Assessment task</th>
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<th>Assessing the lymphatic and haematopoietic systems</th>
<th>Assessment/ Documentation/</th>
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<th>Functional Assessment/ MP</th>
<th>Assessing the lymphatic and haematopoietic systems</th>
<th>Functional Assessment/ MP</th>
<th>Assessing the lymphatic and haematopoietic systems</th>
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<th>Easter Monday</th>
<th>Assessing the cardiovascular system</th>
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<th>Outcomes</th>
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<th>Week 6</th>
<th>Functional Assessment/ MP</th>
<th>Assessing the respiratory system</th>
<th>Activity 11</th>
<th>Assessing the respiratory system</th>
<th>Acute vs Chronic</th>
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<th>Week 7</th>
<th>ANZAC Day</th>
<th>Assessing the integumentary system</th>
<th>Vitals Assessment (Competency)</th>
<th>Neurological Development/ Respiration</th>
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<td>Week</td>
<td>Objective Functional Assessments / Respiration Assessment</td>
<td>Assessing the digestive system</td>
<td>Vitals Assessment on simulation mannequin</td>
<td>Muscle Pathologies &amp; Myofascial Pain Syndrome</td>
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<td>7 (231-235) 11 (415-443, 448-451)</td>
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<tr>
<td>Week</td>
<td>Muscle Length / Upper Quarter Functional Assessment</td>
<td>Assessing the urinary and reproductive systems</td>
<td>Assessing the digestive systems</td>
<td>Biopsychosocial</td>
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<td>Upper Quarter Functional Assessment</td>
<td>Case studies</td>
<td>Assessing the urinary and reproductive systems and Revision</td>
<td>Clinical Decision Making/ Dx</td>
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<tr>
<td>Week</td>
<td>Revision</td>
<td>Revision/ Prep for next semester</td>
<td>Practical examination</td>
<td>Management Plan</td>
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**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Unit guide CHIR918 Physical and Functional Assessment


Disruption to Studies Policy  http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct:  https://students.mq.edu.au/support/student_conduct/

**Results**

Results shown in iLearn, 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.

**Student Support**

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

**Learning Skills**

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

**Student Enquiry Service**

For all student enquiries, visit Student Connect at ask.mq.edu.au

**Equity Support**

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

**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.

**Graduate Capabilities**

**PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- 1. Conduct an efficient and meaningful patient history
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 7. Rationalize the use of each physical and functional examination procedure
- 9. Explain the role of outcome measures; describe their use and interpretation

**Assessment tasks**

- History Assignment (Physical)
- Rehab Workbook Assignment
- Vitals Physical Examination
- Physical Examination Practical
- Functional Practical
- Physical Theory Exam
- Functional Theory Exam

**PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
• 5. Interpret the findings from physical examination findings
• 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
• 7. Rationalize the use of each physical and functional examination procedure
• 8. Describe the Biopsychosocial model and explain how it affects patient management
• 9. Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

• History Assignment (Physical)
• Rehab Workbook Assignment
• Vitals Physical Examination
• Physical Examination Practical
• Functional Practical
• Physical Theory Exam
• Functional Theory Exam

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

• 1. Conduct an efficient and meaningful patient history
• 2. Define functional rehabilitation and compare passive from active care
• 3. Know how to perform physical examination procedures for each System of the body
• 4. Perform functional postural and movement assessments
• 5. Interpret the findings from physical examination findings
• 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
• 7. Rationalize the use of each physical and functional examination procedure
• 8. Describe the Biopsychosocial model and explain how it affects patient management
• 9. Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

• History Assignment (Physical)
PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

• 2. Define functional rehabilitation and compare passive from active care
• 3. Know how to perform physical examination procedures for each System of the body
• 4. Perform functional postural and movement assessments
• 5. Interpret the findings from physical examination findings
• 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
• 7. Rationalize the use of each physical and functional examination procedure
• 9. Explain the role of outcome measures; describe their use and interpretation

Assessment tasks

• History Assignment (Physical)
• Rehab Workbook Assignment
• Vitals Physical Examinaton
• Physical Examination Practical
• Functional Practical
• Physical Theory Exam
• Functional Theory Exam

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

https://unitguides.mq.edu.au/unit_offerings/55108/unit_guide/print
This graduate capability is supported by:

**Learning outcomes**

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each examination procedure
- 7. Rationalize the use of each physical and functional examination procedure
- 8. Describe the Biopsychosocial model and explain how it affects patient management
- 9. Explain the role of outcome measures; describe their use and interpretation

**Assessment tasks**

- History Assignment (Physical)
- Rehab Workbook Assignment
- Vitals Physical Examination
- Physical Examination Practical
- Functional Practical
- Physical Theory Exam
- Functional Theory Exam

**PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcomes**

- 1. Conduct an efficient and meaningful patient history
- 2. Define functional rehabilitation and compare passive from active care
- 3. Know how to perform physical examination procedures for each System of the body
- 4. Perform functional postural and movement assessments
- 5. Interpret the findings from physical examination findings
- 6. Describe the underlying pathological or dysfunctional condition as related to each
examination procedure
• 7. Rationalize the use of each physical and functional examination procedure
• 8. Describe the Biopsychosocial model and explain how it affects patient management
• 9. Explain the role of outcome measures; describe their use and interpretation

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• History Assignment (Physical)
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Changes from Previous Offering
No changes from previous offering

Attendance Policy
Attendance Requirements
You are to attend the tutorial in which you are enrolled. Permission to attend an alternative tutorial requires permission from the unit’s convener. CREA requires 85% attendance. Failing to meet this minimum attendance will have a negative impact on your grade.

Disruption to Study
Serious and unavoidable disruption: The University classifies a disruption as serious and unavoidable if it:

• could not have reasonably been anticipated, avoided or guarded against by the student; and
• was beyond the student’s control; and
• caused substantial disruption to the student’s capacity for effective study and/or completion of required work; and
• occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
• prevented completion of a final examination.

Students with a pre-existing disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support. Such support is governed by other policies and may be sought and coordinated through Campus Wellbeing and Support Services.
If a supplementary examination is granted as a result of the disruption to studies process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculty Supplementary exams are normally scheduled.)

If you are granted a supplementary exam via the Disruption to Studies process, you will be required to write a supplementary exam in the supplementary exam period. In this scenario, only your supplementary exam mark will count towards your final exam mark, irrespective of whether or not you attended the final exam in the normal examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. You are expected to ensure that you are available until the end of the teaching semester that is the final day of the official examination period.

Grading Policy

Grades

Achievement of grades will be based on the following criteria:

IMPORTANT: This unit is comprised of two components: 1) Physical Examination and 2) Functional Assessment. In order to pass the unit a student must earn 60% of available marks for each unit component as well as 60% of total marks for the unit over all. That is, 60% of Physical Examination marks (Physical), 60% of Functional Assessment marks (Functional), and 60% of the total unit’s marks.

High Distinction: provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application.

Distinction: provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Credit: provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; plus communication of ideas fluently and clearly in terms of the conventions of the discipline.
**Pass**: provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; and communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

**Fail**: does not provide evidence of attainment of all learning outcomes.

There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Sometimes it helps to ‘translate’ these descriptions into numbers. So, what we expect from you in this unit, in order for you to attain a specific grade, is outlined below:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EXPECTATION</th>
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<tbody>
<tr>
<td>Pass</td>
<td>A minimum of 60% in each unit component (Physical &amp; Functional); PLUS a minimum 60% total raw mark</td>
</tr>
<tr>
<td>Credit</td>
<td>A minimum of 60% in each unit component (Physical &amp; Functional); PLUS a minimum 70% total raw mark</td>
</tr>
<tr>
<td>Distinction</td>
<td>A minimum of 60% in each unit component (Physical &amp; Functional); PLUS a minimum 80% total raw mark</td>
</tr>
<tr>
<td>High Distinction</td>
<td>A minimum of 60% in each unit component (Physical &amp; Functional); PLUS a minimum 85% total raw mark</td>
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**Changes since First Published**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>19/02/2016</td>
<td>Confirmation of Week Schedule</td>
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