

# PTY201 Core Physiotherapy Skills B

School: School of Health - Physiotherapy

2026 | Semester 2

UniSC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course you will be orientated to additional orthopaedic conditions, common orthopaedic surgeries, and physiotherapy roles. You will extend skills in assessing balance, posture, and gait, and be taught how to apply electrophysical agents, prescribe gait aids, and educate and assist a client to mobilise and exercise in a safe, efficient, and effective manner. You will also undertake interprofessional clinical simulations related to discharge planning and handovers/referral. Approximately 60 hours of work-integrated learning is embedded in this course.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Students need to engage with online learning resources before practical laboratory sessions.	2hrs	Week 1	13 times
<b>Laboratory 1</b> – Physiotherapy Laboratory	2hrs	Week 1	13 times
<b>Laboratory 2</b> – Physiotherapy Laboratory	2hrs	Week 1	13 times
<b>Placement</b> – As per allocation	60hrs	Refer to Format	Once Only

### 1.3. Course Topics

- Screening client for suitability and safety to apply electrophysical agents
- Applying heat, ice, therapeutic ultrasound, and electrotherapy in a safe and effective manner
- Assessment and management of common orthopaedic conditions by physiotherapists and other health professions
- Common orthopaedic surgeries, post operative precautions/restrictions, mobilisation with gait aids and exercise prescription
- Screening client for suitability and safety to mobilise and assisting client mobilisation with appropriate gait aids after surgery, injury, or due to pain
- Prescribing gait aids and educating clients regarding safe and efficient ways of mobilising and negotiating different tasks and environments
- Assessing balance, posture, movement and gait, and improving function and reducing risk of falls with education, exercise and gait aids
- Interprofessional collaboration with regards to handovers/referrals and planning safe discharge from hospital
- Orientation to community based exercise rehabilitation environments and equipment (e.g. hydrotherapy, pilates, gym)

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Physiotherapy Board of Australia
1 Explain the role of physiotherapists and other health professionals in the assessment and management of common orthopaedic disorders	Knowledgeable Creative and critical thinker Empowered	1.1, 1.2, 1.3, 1.4, 4.5, 5.2
2 Assess the balance, posture and gait of clients with orthopaedic conditions, and provide education and treatments to reduce the risk of falls and injury	Knowledgeable Empowered	1.1, 1.2, 1.3, 1.4, 4.4
3 Assist a client to safely mobilise after orthopaedic surgery or injury in a safe and effective manner and prescribe suitable gait aids and exercises	Knowledgeable Empowered	1.1, 1.2, 1.3, 3.1, 4.4, 5.1, 6.1
4 Demonstrate safe, ethical and professional behaviour and a commitment to evidence-based practice, client-centred care, and lifelong learning	Creative and critical thinker Empowered Ethical Engaged	2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 4.4, 5.1
5 Work within scope of practice and demonstrate effective communication, documentation, and interprofessional collaboration skills in clinical contexts	Empowered Ethical Engaged Sustainability-focused	1.1, 1.2, 1.4, 3.1, 3.2, 5.1, 5.2
6 Screen client suitability, and safely apply and justify the use of electrophysical agents in different clinical contexts	Creative and critical thinker Empowered	1.1, 1.2, 4.3, 4.4, 5.1

### \* Competencies by Professional Body

CODE	COMPETENCY
<b>PHYSIOTHERAPY BOARD OF AUSTRALIA</b>	
1.1	Plan and implement an efficient, effective, culturally responsive and client-centred physiotherapy assessment
1.2	Involve the client and relevant others in the planning and implementation of safe and effective physiotherapy using evidence-based practice to inform decision-making
1.3	Review the continuation of physiotherapy and facilitate the client's optimal participation in their everyday life
1.4	Advocate for clients and their rights to health care
2.1	Comply with legal, professional, ethical and other relevant standards, codes and guidelines
2.2	Make and act on informed and appropriate decisions about acceptable professional and ethical behaviours

CODE	COMPETENCY
3.1	Use clear, accurate, sensitive and effective communication to support the development of trust and rapport in professional relationships with the client and relevant others
3.2	Record and effectively communicate physiotherapy assessment findings, outcomes and decisions
4.1	Assess their practice against relevant professional benchmarks and take action to continually improve their practice
4.2	Evaluate their learning needs, engage in relevant continuing professional development and recognise when to seek professional support, including peer review
4.3	Efficiently consume and effectively apply research and commit to practice informed by best available research evidence and new knowledge
4.4	Proactively apply principles of quality improvement and risk management to practice
4.5	Recognise situations that are outside their scope of expertise or competence and take appropriate and timely action
5.1	Engage in an inclusive, collaborative, consultative, culturally responsive and client-centred model of practice
5.2	Engage in safe, effective and collaborative interprofessional practice
6.1	Use education to empower themselves and others

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

PTY200 and enrolment in BH001

### 5.2. Co-requisites

SPX202 and SPX211

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Students receive early feedback after completion of online quizzes - the first quiz will take place in week 2. Students also receive formative feedback on knowledge and skills in practical laboratory sessions and simulations.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	25%	75 minutes in total (15 minutes per quiz)	Refer to Format	Online Test (Quiz)
All	2a	Practical / Laboratory Skills, and Written Piece	Individual	15%	40 minutes (including 10 minutes reading time),	Week 5	Exam Venue
All	2b	Practical / Laboratory Skills, and Written Piece	Individual	25%	40 minutes (including 10 minutes reading time).	Exam Period	Exam Venue
All	3	Examination - Centrally Scheduled	Individual	25%	60 minutes	Exam Period	Online Test (Quiz)
All	4	Placement performance	Individual	10%	<p>A minimum of 60 hours of clinical placement will be scheduled in association with this course.            * Clinical educators will complete a one page assessment at the end of a placement.</p> <p>Students will also need to complete and submit a clinical experience log and reflective survey at the end of placement to meet accreditation and program requirements.</p>	Refer to Format	Online Submission

**All - Assessment Task 1:** Revision Quizzes

<b>GOAL:</b>	To assess student understanding of common orthopaedic conditions and clinical reasoning with regards to physiotherapy assessment and treatment. Students will also need to demonstrate clinical assessment skills in observing, describing, and correcting posture, movement, gait and in prescription and education of the safe use of gait aids. Quizzes also provide students with immediate feedback on learning, which may assist students to applying this learning in subsequent classes, assessments, and clinical placement.													
<b>PRODUCT:</b>	Quizzes													
<b>FORMAT:</b>	Online Multiple Choice Quiz via Canvas. Questions are case study based, and will include photo and video content. There are 5 quizzes in total scheduled across the semester (Week 2, 3, 7, 8, 10). Each quiz will contribute 5% towards course grade. The topic of each quiz relates to the learning in the week prior to the quiz, i.e. Week 2: Fractures & Bone Disorders Week 3: Soft Tissue Injuries Week 7: Arthritis & Rheumatology Week 8: Balance, Posture & Motor Control Week 10: Gait Analyses & Gait Aid Prescription													
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Explain the role of physiotherapists and other health professionals in the assessment and management of common orthopaedic disorders</td> <td>1</td> </tr> <tr> <td>2</td> <td>Assess the balance, posture and gait of clients with orthopaedic conditions, and provide education and treatments to reduce the risk of falls and injury</td> <td>2</td> </tr> <tr> <td>3</td> <td>Assist a client to safely mobilise after orthopaedic surgery or injury in a safe and effective manner and prescribe suitable gait aids and exercises</td> <td>3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Explain the role of physiotherapists and other health professionals in the assessment and management of common orthopaedic disorders	1	2	Assess the balance, posture and gait of clients with orthopaedic conditions, and provide education and treatments to reduce the risk of falls and injury	2	3	Assist a client to safely mobilise after orthopaedic surgery or injury in a safe and effective manner and prescribe suitable gait aids and exercises	3	
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy													

**All - Assessment Task 2a:** Practical OSCE - Electrophysical Agents

<b>GOAL:</b>	To assess student competency to apply electrophysical agents (e.g. ultrasound, electrotherapy) in a safe and effective manner, to justify application and parameters within case scenarios, and to document treatment sessions. Students must achieve at least 50% in this assessment to pass the course, as EPA competency with applying electrophysical agents is required to meet accreditation requirements and ensure students/graduates can safely apply electrophysical agents in clinical practice.	
<b>PRODUCT:</b>	Practical / Laboratory Skills, and Written Piece	
<b>FORMAT:</b>	<p>Objective structured clinical examination with 4 stations (10 minutes each) including:</p> <ol style="list-style-type: none"> <li>1. Reading station</li> <li>2. Therapeutic ultrasound</li> <li>3. Electrotherapy</li> <li>4. Clinical Documentation</li> </ol> <p>Students will act as simulated clients for each other, and so will need to take note of their therapist time slot, as well as client time slot. Students need to wear their clinical uniform when they are the therapist, and be prepared to disrobe to shorts/singlet or suitable underwear as a client. The OSCE will take place in week 5 - please see schedule provided on CANVAS.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	1
	2	4
	3	5
	4	6
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies	

**All - Assessment Task 2b:** Practical OSCE - Mobilisation with gait aids

<b>GOAL:</b>	<p>To assess student competency to screen a client for suitability to mobilise after orthopaedic surgery or injury, to assist and educate the client to mobilise safely and effectively with a suitable gait aid, to justify clinical decision-making within case scenarios, and complete clinical documentation.</p> <p>Students must achieve 50% in this assessment to progress to clinical placement and pass the course. In Year 3 and 4 courses this will be an assumed competency students can apply in future clinical placements. Failing this assessment may mean you place a client at risk of harm, and so we need to confirm your safety in completing these tasks.</p>	
<b>PRODUCT:</b>	Practical / Laboratory Skills, and Written Piece	
<b>FORMAT:</b>	<p>Objective structured clinical examination with 4 stations (10 minutes each) including:</p> <ol style="list-style-type: none"> <li>1. Reading station</li> <li>2. Screening station</li> <li>3. Mobility station</li> <li>4. Documentation station</li> </ol> <p>The OSCE - Mobilisation with Gait Aids - will be scheduled in the formal examination session around centrally scheduled examinations. Please see CANVAS for the OSCE schedule.</p> <p>Please note:</p> <ul style="list-style-type: none"> <li>- Students will act as simulated clients for each other, and so will need to take note of their therapist time slot, as well as client time slot.</li> <li>- Students need to wear their clinical uniform when they are the therapist, and be prepared to disrobe to shorts/singlet or suitable underwear as a client.</li> </ul>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	1
	2	2
	3	3
	4	4
	5	5
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy	

### All - Assessment Task 3: Written Examination

<b>GOAL:</b>	To evaluate student knowledge and clinical reasoning regarding common orthopaedic conditions and physiotherapy assessment and treatment before and after surgery, including discharge planning and collaboration with other health professionals. Students will need to interpret clinical findings, plan assessments and treatments, and observe, describe, and analyse client balance, posture, movement and gait (including the use of gait aids) from photos/videos, and discuss implications.	
<b>PRODUCT:</b>	Examination - Centrally Scheduled	
<b>FORMAT:</b>	Online written exam with multiple choice, short answer and extended response questions related to case studies.  This examination will be scheduled in the formal examination period. Please see schedule on CANVAS.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Explain the role of physiotherapists and other health professionals in the assessment and management of common orthopaedic disorders. ①
	2	Assess the balance, posture and gait of clients with orthopaedic conditions, and provide education and treatments to reduce the risk of falls and injury. ②
	3	Assist a client to safely mobilise after orthopaedic surgery or injury in a safe and effective manner and prescribe suitable gait aids and exercise. ③
	4	Demonstrate safe, ethical and professional behaviour and a commitment to evidence-based practice, client centred care and lifelong learning. ④
	5	Work within scope of practice and demonstrate effective communication, documentation and interprofessional collaboration skills in clinical contexts. ⑤
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy	



#### All - Assessment Task 4: Placement Assessment

<b>GOAL:</b>	<p>Placements provide students with practical work experience as an allied health assistant, sports trainer, and physiotherapy student. Placements will give students the opportunity to be orientated to clinical practice and different workplace settings and roles, and apply knowledge and skills they have learnt so far with clients under supervision of a physiotherapist or suitably qualified health professional.</p> <p>The placement assessment will provide students with feedback from their clinical educator/supervisor on their performance and give guidance for how they can improve and prepare for future clinical placements. The clinical experience log and reflective survey will assist students to track clinical experiences and performance on placement, and to assist with learning, preparation and performance on their next placement. Accrediting bodies also require evidence that students have diverse clinical placement experiences in core areas (musculoskeletal, neurological, cardiorespiratory, and across the lifespan), and so the clinical experience log contributes to this evidence and will be used to inform future placement allocations.</p>														
<b>PRODUCT:</b>	Placement performance														
<b>FORMAT:</b>	<p>Placement timing, location, and hours will be variable according to individual allocation. Students will receive allocations at least 6 weeks before placements are scheduled to commence via SONIA.</p> <p>The clinical educator will complete the placement assessment at the end of the placement. The marking schema is available on CANVAS, and a copy of the clinical educator assessment can be downloaded from SONIA.</p> <p>Students must achieve at least 50% on this assessment item to pass the course and progress to graduate-level clinical placements in years 3 and 4. The placement assessment will contribute 10% towards the course grade.</p> <p>Students also need to complete and submit a clinical experience log and reflective survey within one week of clinical placement to meet program and accreditation requirements.</p>														
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies														

#### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>PHYSIOTHERAPY PRACTICE THRESHOLDS IN AUSTRALIA AND AOTEAROA NEW ZEALAND</b>				
			1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			2.1	Assessed
			3.1	Assessed
			3.2	Assessed
			4.3	Assessed

PROGRAMME DELIVERY MODE	Examination - Centrally Scheduled	Written Examination	COMPETENCY	TEACHING METHODS
	ASSESSMENT TYPE	TITLE		
All delivery modes			4.4	Assessed
			4.5	Assessed
			5.1	Assessed
			5.2	Assessed
			7.1	Assessed
	Placement performance	Placement Assessment	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			2.1	Assessed
			2.2	Assessed
			3.1	Assessed
			3.2	Assessed
			4.1	Assessed
			4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			4.5	Assessed
			5.1	Assessed
			5.2	Assessed
			6.1	Assessed
	7.1	Assessed		
	Practical / Laboratory Skills, and Written Piece	Practical OSCE - Electrophysical Agents	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			2.1	Assessed
			3.1	Assessed
			3.2	Assessed
			4.3	Assessed
			4.4	Assessed
			4.5	Assessed
			5.1	Assessed
		5.2	Assessed	
		7.1	Assessed	
		Practical OSCE - Mobilisation with gait aids	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
	2.1		Assessed	
	3.1		Assessed	
	Quiz/zes	Revision Quizzes	3.2	Assessed
			4.3	Assessed
			4.4	Assessed
			4.5	Assessed
			1.1	Assessed
			1.2	Assessed
			1.3	Assessed
2.1			Assessed	
3.1			Assessed	
3.2			Assessed	
4.3			Assessed	
4.4			Assessed	
4.5			Assessed	

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			5.1	Assessed
			5.2	Assessed
			7.1	Assessed

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

### 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1: Introduction to Course & Bone Disorders	<ul style="list-style-type: none"> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Includes plaster casting)</li> <li>* Laboratory 2 (Bone injuries &amp; fractures, includes exercise simulation)</li> </ul>
Week 2: Soft Tissue Injuries & Pain	<ul style="list-style-type: none"> <li>* Assessment 1a - Online Quiz 1 Due (Fractures &amp; bone disorders, contributes 5% towards course grade)</li> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Soft Tissue Injuries)</li> <li>* Laboratory 2 (Pain, including simulation education)</li> </ul>
Week 3: Electrophysical agents - Heat, Ice, Therapeutic Ultrasound	<ul style="list-style-type: none"> <li>* Assessment 1b - Online Quiz 2 Due (Soft tissue injuries &amp; pain, contributes 5% towards course grade)</li> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Heat, ice, therapeutic ultrasound)</li> <li>* Laboratory 2 (EBP, Practice for OSCE, documentation)</li> </ul>
Week 4: Electrophysical agents - TENS, Interferential Therapy, FES	<ul style="list-style-type: none"> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (TENS, Interferential, FES)</li> <li>* Laboratory 2 (EBP, Practice for OSCE, documentation)</li> </ul>
Week 5: EPA OSCE only	<p>Assessment Item 2a Practical OSCE - EPA as per schedule on CANVAS</p> <ul style="list-style-type: none"> <li>* Contributes 15% towards your course grade. You must achieve 50% to pass this course and progress to clinical placement (i.e. required competency for registered physiotherapists)</li> <li>* Please wear your clinical uniform to your EPA OSCE exam. You also will be required to be a simulated client for your peer, so be prepared to disrobe to singlet/shorts/suitable underwear .</li> </ul>
Week 6: Arthritis and Rheumatology	<ul style="list-style-type: none"> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Different types of arthritis - clinical reasoning, treatment plan and simulation)</li> <li>* Laboratory 2 (Orthopaedic spinal disorders, connective tissue &amp; autoimmune conditions - clinical reasoning, additional assessment)</li> </ul>
Week 7: Balance, Falls, Posture & Motor Control	<ul style="list-style-type: none"> <li>* Assessment 1c - Online Quiz 3 Due (Arthritis &amp; Rheumatology, contributes 5% towards course grade)</li> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Balance, Falls Risk, Exercise)</li> <li>* Laboratory 2 (Posture, Motor Control, EMG &amp; RTUS feedback)</li> </ul>
Week 8: Gait analyses and prescription of gait aids	<ul style="list-style-type: none"> <li>* Assessment 1d - Online Quiz 4 Due (Balance &amp; Falls, Motor Control &amp; Posture, contributes 5% towards course grade)</li> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Abnormal Gait Patterns, Re-education &amp; Feedback)</li> <li>* Laboratory 2 (Gait aids - Frames, walking sticks - PWB, WBAT)</li> </ul>

PERIOD AND TOPIC	ACTIVITIES
Week 9: Prescription of gait aids & orthopaedic surgery	<ul style="list-style-type: none"> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Crutches and frames - NWB/PWB)</li> <li>* Laboratory 2 (Pre &amp; Post Orthopaedic Surgery)</li> </ul>
Week 10: Lower limb surgeries and post-operative care	<ul style="list-style-type: none"> <li>* Assessment 1e - Online Quiz 5 Due (Gait Analyses &amp; Gait Aids), contributes 5% towards course grade)</li> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Hip Surgery Case Studies - includes simulation)</li> <li>* Laboratory 2 (Knee &amp; Ankle Surgery Case Studies - includes simulation)</li> </ul>
Week 11: Upper limb surgeries and post operative care	<ul style="list-style-type: none"> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Shoulder surgery case studies - includes simulation)</li> <li>* Laboratory 2 (Elbow, wrist &amp; hand case studies - includes simulation)</li> </ul>
Week 12: Spinal surgeries and post operative care & interprofessional collaboration	<ul style="list-style-type: none"> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Spinal Surgery Case Studies - includes simulations)</li> <li>* Laboratory 2 (Interprofessional Collaboration - discharge planning, handovers/referral)</li> </ul>
Week 13: Community-based rehabilitation for orthopaedic clients	<ul style="list-style-type: none"> <li>* Online preparation for laboratory classes</li> <li>* Laboratory 1 (Hydrotherapy &amp; pool exercises)</li> <li>* Laboratory 2 (Pilates, Yoga, Tai Chi &amp; Gym Exercise)</li> </ul>
Examination Period	<p>1. Assessment 2b. Practical OSCE - Mobilisation With Gait Aids</p> <ul style="list-style-type: none"> <li>* Contributes 25% towards course grade</li> <li>* Need to achieve 50% to pass the course and progress to clinical placement.</li> <li>* Students will need to act as simulated clients for peers, so need to note therapist and client times.</li> <li>* Physiotherapy clinical uniform required for therapist roles, and ability to disrobe to singlet/shorts/suitable underwear to simulate client roles</li> <li>* Will be scheduled around other centrally scheduled examinations. See schedule on Canvas.</li> </ul> <p>2. Assessment 3. Online Written Examination (1 hour)</p> <ul style="list-style-type: none"> <li>* Contributes 25% towards course grade</li> <li>* Centrally Scheduled examination (online)</li> </ul>
Clinical Placement	<ul style="list-style-type: none"> <li>- Placement timing, location hours as per allocation via SONIA. Placement is likely to be scheduled outside of semester in second year clinical blocks C, D, E or F.</li> <li>- Assessment 4. Placement assessment will contribute 10% towards course grade. You will need to achieve at least 50% to pass the course and progress to graduate-level clinical placements in years 3 and 4.</li> <li>- Clinical experience log and reflective survey need to be submitted within one week of clinical placement to meet program and accreditation requirements.</li> </ul>
Please note	<p>This teaching schedule is a guide only, and topics, timing and activities may vary slightly from this document. Changes may be due to efforts to enhance learning &amp; experiences, to meet professional accreditation requirements, and/or due to timetabling/space/teaching clashes. Any changes will be communicated via CANVAS course site.</p>

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

## 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Mark Hutchinson, Peter Brukner, Karim Khan, Ben Clarsen, Paul McCrory, Ann Cools, Kay Crossley, Jill Cook, Prof Roald Bahr	2017	BRUKNER & KHANS CLINICAL SPORTS MEDICINE INJURIES	n/a	McGraw-Hill Education / Australia
Required	Peter Brukner, Karim Khan	2019	CLINICAL SPORTS MEDICINE: THE MEDICINE OF EXERCISE	n/a	McGraw-Hill Education / Australia

## 8.2. Specific requirements

To enrol in this course, students are required to meet "Fit for placement" requirements, which includes completion of Level 1 Sports Training Course. Students also will be required to wear their physiotherapy clinical uniform for OSCE examinations, clinical simulations and clinical placements. Physiotherapy students will undertake a total of 120 hours of clinical placement across year 2 which may include a range of work integrated learning experiences and contexts. For example, students may observe and assist physiotherapists in clinical practice within a hospital, private practice or community setting, as well as work as a sports trainer and allied health assistant with physiotherapists and other health professionals.

During semester, clinical placement may be scheduled on the weekend or during the week around classes and assessments, or alternatively during semester breaks. Clinical placement hours may be able to be scheduled on a casual, part time or full time basis. The university will organise placements and allocate these to students using SONIA at the start of semester. There may be some flexibility in timing of clinical placement hours at some sites and potential opportunities for students to swap placement allocations upon consultation with the clinical coordinator. Further direction and advice will be provided on the CANVAS site.

Please note:

- Students must achieve a minimum of 50% in practical OSCE assessments (i.e. electrophysical agents, and mobilisation with gait aids) and the placement assessment to pass the course and undertake graduate-level placements in years 3 and 4.
- Students also will need to achieve at least 50% in practical OSCE assessments to progress to clinical placement in this course (to ensure sufficient competency to safely apply new skills with clients on placement).
- One re-sit examination for each practical OSCE will be offered to students who do not pass their initial attempt due to the stressful nature of assessment. Students will receive a maximum of 50% for assessment items which have been passed on the student's second attempt.
- Students will also be required to complete and submit a clinical experience log and reflective survey within one week of completing clinical placement course. This is a program and accreditation requirement.

## 9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Please note: Students will also have one re-sit examination opportunity for Assessment Item 2a. OSCE - Electrophysical agents and Assessment Item 2b. OSCE - Mobilisation with gait aids. The re-sit opportunity will be offered if students fail their first attempt given the potentially stressful nature of an OSCE, and need for students to achieve a minimum of 50% to progress to clinical placement and pass the course. Students who re-sit and pass their OSCE will receive a maximum of 50% for this assessment item on their second attempt. Students will receive feedback from first attempt to guide revision and preparation for their second attempt.

## 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

## 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)