

PTY302 Musculoskeletal Physiotherapy A

School: School of Health - Physiotherapy

2027 | Trimester 1

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 unisc.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

This course will equip you to assess and treat physiotherapy clients with peripheral musculoskeletal disorders of the upper and lower limbs in a safe, effective and evidence-based manner within an outpatient and private practice context. You will refine and extend musculoskeletal knowledge and skills to diagnose and assess common pathologies and develop client-centred and evidence-based treatment plans that include manual therapy, exercise, and education. You will also be expected to monitor, progress, and support clients in their recovery and self-management of their condition.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online resources for students to review before practical laboratory sessions	3hrs	Week 1	12 times
Laboratory 1 – Lab classes will support students in applying learning to clinical contexts and practical skill development. These will take place within physiotherapy practice laboratories on a biweekly basis.	4hrs	Week 1	12 times
Tutorial/Workshop 1 – Workshops will be scheduled to orientate the full student cohort to the course, enable guest presentations, briefing and support with regards to assessment items.	2hrs	Week 1	6 times

1.3. Course Topics

- Physiotherapy assessment and treatment of peripheral musculoskeletal disorders in private practice and outpatient settings
- Planning, conducting, and interpreting findings from subjective and objective examinations of the upper and lower limb
- Screening for red and yellow flags and referral for imaging and for review by other health professionals
- Conducting valid and reliable objective examination assessments, including palpation, special tests, and passive accessory movements
- Clinical reasoning through assessment findings to generate a diagnosis and prioritised problem list, and to select and justify treatment and reassessment
- Planning and applying evidence-based treatments to the upper and lower limb, including manual therapy, exercise, and education
- Providing client-centred self management advice, and identifying other interventions that may assist client recovery or return to function
- Monitoring client response and outcomes to treatment, and modifying and progressing/regressing treatments as required

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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 Demonstrate ethical, legal and professional behaviour, critical reflection and a commitment to continuing education and improvement	Creative and critical thinker Empowered Ethical Engaged	2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 6.1
2 Apply effective communication, interprofessional collaboration and documentation skills within clinical contexts	Empowered Ethical Engaged	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1, 5.2, 6.1
3 Conduct subjective and objective assessments of clients with peripheral musculoskeletal disorders in a safe, effective, and client-centred manner	Knowledgeable Creative and critical thinker Empowered	1.1, 1.3, 3.1, 3.2, 4.4, 4.5, 5.1
4 Clinically reason through peripheral musculoskeletal assessments to generate a diagnosis and problem list, and to plan and justify treatment and reassessment	Knowledgeable Creative and critical thinker Empowered	1.1, 1.2, 1.3, 1.4, 4.3, 4.4, 4.5, 5.1, 5.2
5 Apply evidence-based physiotherapy treatments for peripheral musculoskeletal disorders in a safe, effective and client-centred manner	Knowledgeable Creative and critical thinker Empowered	1.2, 1.3, 1.4, 3.1, 4.3, 4.4, 5.1, 5.2, 6.1
6 Monitor client response and outcomes to peripheral musculoskeletal assessment and treatment and adjust approach or refer to other health professionals as indicated	Knowledgeable Creative and critical thinker Empowered Ethical	1.1, 1.2, 1.3, 1.4, 3.1, 4.3, 4.4, 4.5, 5.1, 5.2

* Competencies by Professional Body

CODE	COMPETENCY
PHYSIOTHERAPY BOARD OF AUSTRALIA	
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
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

PTY201 and SPX211 and enrolled in BH001

5.2. Co-requisites

PTY301

5.3. Anti-requisites

Not applicable

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

Not applicable

5.5. Microcredential Information

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

Formative feedback is regularly given during laboratory classes regarding clinical reasoning and practical skills. Providing feedback is a primary focus during peer simulations and revision sessions. The first part of the OSCE will focus on assessing knowledge and skills relating to weeks 1-5, and so will provide feedback on learning that can be applied in preparation for subsequent assessments.

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	2	Practical / Laboratory Skills, and Written Piece	Individual	40%	75 minutes (plus 15 minutes reading time)	Week 7	Exam Venue
All	3	Practical / Laboratory Skills, and Written Piece	Individual	40%	75 minutes (plus 15 minutes reading time)	Exam Period	Exam Venue

All - Assessment Task 2: OSCE 1 - Lower Limb Assessment and Treatment

GOAL:	To evaluate student knowledge and skills in assessing and treating clients with musculoskeletal disorders of the upper limb and shoulder girdle, and associated diagnostic and clinical reasoning and clinical documentation. Students will need to demonstrate competency with regards to practical skills, and sufficient knowledge and capacity to assess and treat clients safely and effectively in clinical practice under supervision.		
PRODUCT:	Practical / Laboratory Skills, and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	Station-based objective structured clinical examination (OSCE) assessment. There are 5 examination stations: 1. Reading Time - 15 minutes 2. Practical Stations - Foot & Ankle Assessment & Treatment (15 minutes) 3. Practical Stations - Knee Assessment & Treatment (15 minutes) 4. Practical Stations - Hip & Pelvis Assessment & Treatment (15 minutes) 5. Written Station - Clinical Reasoning & Evidence Based Practice (30 minutes) The scheduling of the OSCE will be arranged around other classes in week 7. Students should refer to timetable on CANVAS and note both therapist and patient times (as students will act as patients for peers). Students need to wear their clinical uniform during OSCEs, and be prepared to disrobe to suitable underwear or singlet/shorts when simulating a patient. The marking of the OSCE will be undertaken according the marking schema available on CANVAS. Students must achieve 50% on this assessment item to pass this course and progress to clinical placement.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate ethical, legal and professional behaviour, critical reflection and a commitment to continuing education and improvement	1
	2	Apply effective communication, interprofessional collaboration and documentation skills within clinical contexts	2
	3	Conduct relevant subjective and objective assessments of clients with peripheral musculoskeletal disorders in a safe, effective, and client-centred manner	3
	4	Clinically reason through peripheral musculoskeletal assessments to generate a diagnosis and problem list, and to plan and justify treatment and reassessment	4
	5	Apply evidence-based physiotherapy treatments for peripheral musculoskeletal disorders in a safe, effective and client-centred manner	5
	6	Monitor client response and outcomes to peripheral musculoskeletal assessment and treatment and adjust approach or refer to other health professionals as indicated	6
GENERIC SKILLS:	Communication, Problem solving, Organisation		

All - Assessment Task 3: OSCE 2 - Upper Limb Assessment and Treatment

GOAL:	To evaluate students knowledge and skills in assessing and treating clients with musculoskeletal disorders of the a) hip, b) shoulder, and c) elbow, wrist &/or hand relevant to musculoskeletal physiotherapy practice.		
PRODUCT:	Practical / Laboratory Skills, and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	Station-based objective structured clinical examination (OSCE) assessment. There are 5 examination stations: 1. Reading Time - 15 minutes 2. Practical Stations - Shoulder Assessment & Treatment (15 minutes) 3. Practical Stations - Elbow and Forearm Assessment & Treatment (15 minutes) 4. Practical Stations - Wrist & Hand Assessment & Treatment (15 minutes) 5. Written Station - Clinical Reasoning & Evidence Based Practice (30 minutes) The scheduling of the OSCE will be arranged around other classes in week 7. Students should refer to timetable on CANVAS and note both therapist and patient times (as students will act as patients for peers). Students need to wear their clinical uniform during OSCEs, and be prepared to disrobe to suitable underwear or singlet/shorts when simulating a patient. The marking of the OSCE will be undertaken according the marking schema available on CANVAS. Students must achieve 50% on this assessment item to pass this course and progress to clinical placement.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate ethical, legal and professional behaviour, critical reflection and a commitment to continuing education and improvement	1
	2	Apply effective communication, interprofessional collaboration and documentation skills within clinical contexts	2
	3	Conduct relevant subjective and objective assessments of clients with peripheral musculoskeletal disorders in a safe, effective, and client-centred manner	3
	4	Clinically reason through peripheral musculoskeletal assessments to generate a diagnosis and problem list, and to plan and justify treatment and reassessment	4
	5	Apply evidence-based physiotherapy treatments for peripheral musculoskeletal disorders in a safe, effective and client-centred manner	5
	6	Monitor client response and outcomes to peripheral musculoskeletal assessment and treatment and adjust approach or refer to other health professionals as indicated	6
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
PHYSIOTHERAPY PRACTICE THRESHOLDS IN AUSTRALIA AND AOTEAROA NEW ZEALAND				
All delivery modes	Practical / Laboratory Skills, and Written Piece	OSCE 1 - Lower Limb Assessment and Treatment	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.3	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.4	Taught, Practiced, Assessed
			2.1	Practiced, Assessed
			2.2	Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			4.3	Taught, Practiced, Assessed
			4.4	Taught, Practiced, Assessed
			4.5	Taught, Practiced, Assessed
			5.1	Taught, Practiced, Assessed
			5.2	Taught, Practiced, Assessed
			6.1	Taught, Practiced, Assessed
			7.1	Practiced, Assessed
		OSCE 2 - Upper Limb Assessment and Treatment	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.3	Taught, Practiced, Assessed
			1.4	Taught, Practiced, Assessed
			2.1	Practiced, Assessed
			2.2	Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			4.3	Taught, Practiced, Assessed
			4.4	Taught, Practiced, Assessed
			4.5	Taught, Practiced, Assessed
			5.1	Taught, Practiced, Assessed
			5.2	Taught, Practiced, Assessed
			6.1	Taught, Practiced, Assessed
			7.1	Practiced, Assessed
	Quiz/zes	Revision Quizzes	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.3	Taught, Practiced, Assessed
			3.1	Taught, Practiced
			3.2	Taught, Practiced
			4.3	Taught, Practiced, Assessed
			4.4	Taught, Practiced, Assessed
			4.5	Taught, Practiced, Assessed
			5.1	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			5.2	Taught, Practiced, Assessed
			6.1	Taught, Practiced, 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
Module 1: Lower Limb Assessment, Diagnosis and Treatment (Wk 1-7)	Workshops, Online Learning and Laboratory Sessions
Module 2: Upper Limb Assessment, Diagnosis and Treatment (Wk 8-12)	Workshops, Online Learning and Laboratory Sessions

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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Joshua Cleland, Shane Koppenhaver, Jonathan Su	2020	Netter's Orthopaedic Clinical Examination E-Book	n/a	Elsevier Health Sciences
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
Recommended	Mark A. Jones, Darren A. Rivett	2019	Clinical Reasoning in Musculoskeletal Practice	n/a	Churchill Livingstone

8.2. Specific requirements

Standard PTY course requirements for practical classes (e.g. comply with OH&S, manual handling, infection control; be prepared for disrobing and hands on practice with peers; clinical uniform for practical assessments; inform tutor of any pain or injuries or illnesses affecting participation). Classes at Sunshine Coast Health Institute also require students to be vaccinated against COVID 19 and be inducted to the site.

Students must achieve at least 50% in practical OSCEs to pass the course and progress to clinical placement. This is a program and accreditation requirement to ensure client safety. Students who fail their first attempt will be provide with feedback and opportunity to re-sit the examination. A maximum score of 50% will be achieved in re-sit examinations. Feedback will be provided from the first attempt to inform preparation and revision for the second attempt.

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 2 (OSCE 1) and 3 (OSCE 2). 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 50% in these assessment items to progress to future clinical placements. If students pass their re-sit examination the maximum mark for this assessment item will be 50%.

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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)

