

PTY304

Paediatric Physiotherapy

School: School of Health - Physiotherapy

2027 | Trimester 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 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 paediatric clients in collaboration with other health professionals in a safe, effective, and evidence-based manner across musculoskeletal, neurological, and cardiorespiratory domains. You will be introduced to the typical stages of development and growth from infancy to maturity as well as the clinical presentation and management of common congenital and acquired conditions in paediatric populations. Physiotherapy assessments and treatments will be research informed and based on a family-centred and interprofessional model of care.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online learning materials	2hrs	Week 1	12 times
Laboratory 1 – Physiotherapy laboratory	4hrs	Week 1	12 times
Tutorial/Workshop 1 – Full cohort session	2hrs	Week 1	6 times
Fieldwork – Fieldwork (Paediatric observations/AHA) as per allocation in SONIA (Wk 5)	4hrs	Week 5	Once Only

1.3. Course Topics

Physiotherapy roles in assessment, treatment, prevention and management of paediatric conditions

Safe and effective care of paediatric clients with cardiorespiratory, musculoskeletal, and neurological disorders

Family centred care, evidence based practice and interprofessional collaboration

Clinical reasoning using the International Classification of Functioning and Disability model

Ethical and legal aspects related to paediatrics (e.g. consent, privacy & confidentiality, reporting abuse, neglect)

Communicating with children and adolescents, and educating/involving parents and family in consultations

Working collaboratively with the child/adolescent and parents/families, teachers, and other health professionals

Revision of embryology, childbirth and impact of premature, caesarian, and multiple births

Optimising maternal and foetal health, conducting neonatal assessments, and providing antenatal and postnatal physiotherapy

Understanding congenital versus acquired conditions, and implications for physiotherapy treatment/management

Typical stages of development for children and adolescents from birth to 18 years and developmental scales of assessment

Paediatric gait aids, mobility equipment, and braces/supports

Task-specific training, gait rehabilitation, and exercise interventions

Physiotherapy assessment & treatment of paediatric clients with:

(1) Failure to thrive and developmental delay

(2) Intellectual disabilities and learning difficulties (e.g. Down Syndrome, ASD, ADHD)

(3) Cardiorespiratory disorders (e.g. Cystic Fibrosis, Asthma, Congenital Heart Disease)

(4) Neurological and neuromuscular disorders (Cerebral Palsy, Spina Bifida, Muscular Dystrophy)

(5) Orthopaedic disorders (e.g. DDH, Perthes, SCFE)

(6) Musculoskeletal disorders (e.g. scoliosis, Osgood Schlatters, Sever's Disease)

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 Plan and conduct subjective and objective assessments of paediatric clients with diverse presentations in a safe, effective, and client-centred manner	Creative and critical thinker Empowered	1.1, 1.3, 3.1, 3.2, 4.4, 4.5, 5.1, 5.2, 7.1
2 Demonstrate knowledge and skills in treating paediatric clients with diverse presentations in a safe, effective, and client-centred manner	Creative and critical thinker Empowered	1.2, 1.3, 3.1, 3.2, 4.4, 4.5, 5.1, 5.2, 7.1
3 Justify physiotherapy by considering client goals and ability, typical child development, research evidence and the International Classification of Functioning and Disability model	Creative and critical thinker Empowered	1.1, 1.2, 1.3, 1.4, 3.1, 4.3, 4.5, 5.1, 6.1
4 Apply a family-centred and interprofessional approach to the planning and delivery of physiotherapy and educate and involve the family in therapy and client care	Creative and critical thinker Empowered Ethical	1.1, 1.2, 1.3, 3.1, 3.2, 4.4, 5.1, 5.2, 6.1, 6.2, 7.1
5 Communicate effectively with peers, clients, family, and health professionals to optimise client care and to provide high quality education regarding physiotherapy	Empowered Ethical Engaged	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1, 5.2, 6.1, 7.1
6 Comply with ethical, legal, and professional requirements when assessing and treating paediatric clients, and complete accurate and timely clinical documentation	Knowledgeable Empowered Ethical	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.4, 4.5, 5.1, 5.2, 7.1

* 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

CODE	COMPETENCY
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
6.2	Seek opportunities to lead the education of others, including physiotherapy students, as appropriate, within the physiotherapy setting
7.1	Organise and prioritise their workload and resources to provide safe, effective and efficient physiotherapy autonomously and, where relevant, as a team member

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

PTY300 and PTY301 and enrolled in BH001

5.2. Co-requisites

PTY305

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

Students will receive regular formative feedback within laboratory classes and workshops from week 1 but also when undertaking fieldwork in week 5. The online quiz due in week 4 will also provide feedback on learning with the course and can direct revision and 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	1	Written Piece	Individual	25%	Part A - Online quiz related to typical child development - 30 minutes Part B - Fieldwork report	Refer to Format	Online Submission
All	2	Oral and Written Piece	Individual	25%	20 minutes (including 5 minutes of questions)	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Practical / Laboratory Skills, and Written Piece	Individual	50%	90 minutes (plus 15 minutes reading time)	Exam Period	Exam Venue

All - Assessment Task 1: Typical Child Development Assignment

GOAL:	To provide evidence of student understanding of typical child development and feedback on learning (prior to fieldwork visit), and participation and attendance at assigned fieldwork placement and completion of compulsory requirements related to interaction with children, observing gross and fine motor skills, and recording deidentified clinical experiences for accreditation.		
PRODUCT:	Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	As per template provided on CANVAS, this assignment has 2 parts: Part A. Typical Child Development Online Quiz available on CANVAS * This must be completed before the fieldwork visit * Contributes 10% towards course grade. * Specific due date and timing in week 4 will be provided on CANVAS. Part B. Completion of fieldwork report, and critical reflection using template available on CANVAS * This must be submitted in week 6 after school fieldwork visit in week 5 * Contributes 15% towards course grade * Observations and evaluations (de-identified) to be undertaken * Report requires a clinical educator/supervisor signature confirming your attendance at fieldwork visit * Please see marking schema and specific due dates/timing on CANVAS. Please note * The checklist also requires you to complete a clinical experience log via SONIA to document any interactions with clients. This must be completed as this is a program and accreditation requirement.		
CRITERIA:	No.		Learning Outcome assessed
	1	Plan and conduct subjective and objective assessments of paediatric clients with diverse presentations in a safe, effective, and client-centred manner	1
	2	Justify physiotherapy by considering client goals and ability, typical child development, research evidence and the International Classification of Functioning and Disability model	3
	3	Communicate effectively with peers, clients, family, and health professionals to optimise client care and to provide high quality education regarding physiotherapy	5
	4	Comply with ethical, legal, and professional requirements when assessing and treating paediatric clients, and complete accurate and timely clinical documentation	6
	5	Demonstrate knowledge and skills in treating paediatric clients with diverse presentations in a safe, effective, and client-centred manner	2
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 2: Group Presentation - Paediatric Case Study

GOAL:	To evaluate student's oral and written communication and presentation skills, and ability to synthesise evidence-based information regarding paediatric disorders and explain relevance to physiotherapy assessment and treatment in clinical practice.		
PRODUCT:	Oral and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	Student presentations will be scheduled as per timing allocation on CANVAS. Student presentations will be scheduled to occur between week 6 and week 11. Students need to upload a powerpoint presentation to CANVAS by 5pm on the day before the presentation. This will be a group assessment task (limited to maximum of 4 students) Assessment of the oral presentation and written powerpoint slides will be undertaken as per marking schema provided on CANVAS. Student presentations will contain content that will be examinable in the final written examination and may also be relevant to clinical presentations in the OSCE examinations. Peers are expected to therefore attend and engage with all student presentation, and ask questions to optimise learning and preparation for future assessment.		
CRITERIA:	No.		Learning Outcome assessed
	1	Plan and conduct subjective and objective assessments of paediatric clients with diverse presentations in a safe, effective, and client-centred manner	1
	2	Demonstrate knowledge and skills in treating paediatric clients with diverse presentations in a safe, effective, and client-centred manner	2
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	4	Apply a family-centred and interprofessional approach to the planning and delivery of physiotherapy and educate and involve the family in therapy and client care	4
	5	Communicate effectively with peers, clients, family, and health professionals to optimise client care and to provide high quality education regarding physiotherapy	5
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3: Objective Structured Clinical Examination - Paediatrics

GOAL:	To evaluate students knowledge and skills in assessing and treating paediatric clients across different settings/contexts and completing clinical documentation. Students must achieve a minimum of 50% in this assessment item to pass this course and progress to clinical placement.																							
PRODUCT:	Practical / Laboratory Skills, and Written Piece																							
AUTHORSHIP STATEMENT:																								
FORMAT:	Objective structured clinical examination (OSCE) - Paediatrics - including reading time (15min), practical stations (3X15min) and written exam (60min) At the reading station, students will be provided with short case scenarios and tasks they need to demonstrate at subsequent stations. Students will be asked to demonstrate assessment and treatment of paediatric clients related to (1) neurodevelopment, (2) cardiorespiratory function, and (3) musculoskeletal function and explain what assessment findings mean and implications, and/or to justify treatment selection and suggest progression/regression. Students will also need to monitor client response and adjust as required to ensure safety and effectiveness. The written station will incorporate in person written exam. Students will be required to act as simulated clients for each other. Please see schedule and marking schema provided on CANVAS. You must wear your clinical uniform when you are the therapist and be prepared to disrobe to singlet/shorts or suitable underwear when you are a client if required. Students must achieve at least 50% for this assessment item to pass the course and progress to graduate-level placements.																							
CRITERIA:	<table><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Conduct subjective and objective assessments of paediatric clients with diverse presentations in different settings in a safe, effective, and client-centred manner</td><td>1</td></tr><tr><td>2</td><td>Demonstrate skills in treating paediatric clients with diverse presentations in different settings in a safe, effective, and client-centred manner</td><td>2</td></tr><tr><td>3</td><td>Plan and justify physiotherapy by considering client goals, stage of development, research evidence and the International Classification of Functioning and Disability</td><td>3</td></tr><tr><td>4</td><td>Apply a family centred approach to assessments and treatments and involve, educate and consult with the family regarding planning and delivery of client care</td><td>4</td></tr><tr><td>5</td><td>Communicate and collaborate effectively with clients, family, and other health professionals to maximise the safety, quality, and effectiveness of client care</td><td>5</td></tr><tr><td>6</td><td>Comply with ethical, legal, and professional requirements when assessing and treating paediatric clients, and complete accurate and timely clinical documentation</td><td>6</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Conduct subjective and objective assessments of paediatric clients with diverse presentations in different settings in a safe, effective, and client-centred manner	1	2	Demonstrate skills in treating paediatric clients with diverse presentations in different settings in a safe, effective, and client-centred manner	2	3	Plan and justify physiotherapy by considering client goals, stage of development, research evidence and the International Classification of Functioning and Disability	3	4	Apply a family centred approach to assessments and treatments and involve, educate and consult with the family regarding planning and delivery of client care	4	5	Communicate and collaborate effectively with clients, family, and other health professionals to maximise the safety, quality, and effectiveness of client care	5	6	Comply with ethical, legal, and professional requirements when assessing and treating paediatric clients, and complete accurate and timely clinical documentation	6		
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GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, 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	Oral and Written Piece	Group Presentation - Paediatric Case Study	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.3	Taught, Practiced, Assessed
			2.1	Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			4.3	Taught, Practiced, Assessed
			5.1	Practiced, Assessed
			5.2	Practiced, Assessed
			6.1	Practiced, Assessed
			6.2	Practiced, Assessed
	Practical / Laboratory Skills, and Written Piece	Objective Structured Clinical Examination - Paediatrics	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.3	Taught, Practiced, Assessed
			2.1	Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			4.4	Practiced, Assessed
			5.1	Practiced, Assessed
			5.2	Practiced, Assessed
			7.1	Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
	Written Piece	Typical Child Development Assignment	1.1	Taught, Practiced, Assessed
			1.3	Taught, Practiced, Assessed
			2.1	Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			4.3	Practiced, Assessed
			4.4	Practiced, Assessed
			5.1	Taught, Practiced, Assessed
			6.1	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: Paediatric physiotherapy and typical child development	Workshops, online learning and laboratory sessions School fieldwork visit
Module 2: Developmental delay and intellectual disabilities	Workshop, online learning and laboratory sessions
Module 3: Neurological disorders and physiotherapy	Workshop, online learning and laboratory sessions
Module 4: Cardiorespiratory disorders and physiotherapy	Workshop, online learning and laboratory sessions
Module 5: Musculoskeletal disorders and physiotherapy	Workshop, 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	Ajay Sharma,Taylor & Francis Group,Helen Cockerill	2021	Mary Sheridan's from Birth to Five Years	n/a	Routledge
Recommended	SPEARING,Eric S. Pelletier,Mark Dmarch	2021	Tecklin's Pediatric Physical Therapy	n/a	LWW
Recommended	Robert J. Palisano, PT, ScD,Margo Orlin,Joseph Schreiber	2022	Campbell's Physical Therapy for Children	n/a	Elsevier

8.2. Specific requirements

To enrol in this course, students are required to meet "Fit for placement" requirements. Students also will be required to wear their physiotherapy clinical uniform for practical assessments and fieldwork and also bring their stethoscope, study notes and writing materials. Fieldwork visits to clinic sites, preschool or schools will likely be scheduled in week 5, although some student visits may be scheduled in week 4 if required. Students will need to attend their allocated fieldwork placement as per allocation in SONIA. Students are responsible for all costs associated with attending clinical placement, including transport.

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 the practical OSCE 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.

Students must also complete and submit a clinical experience log using template from SONIA in relation to fieldwork visits. 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 3 OSCE - Paediatric Physiotherapy. 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 pass these assessment items to progress to future clinical placements. Students who pass their re-sit examination will receive a maximum of 50% for the relevant assessment item. The re-sit examinations will be scheduled as close as possible to trimester timing. If students do not pass their first attempt and they have been allocated a clinical placement in block 9, they may have their clinical placement rescheduled until they have had the opportunity to resit the examination. There is no guarantee that the clinical placement allocation location and type of placement will be the same as the original allocation (depends on availability and timing of placements).

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](#)