Introduction

Welcome
Welcome to Rehabilitation.

It is primarily a clinical course. It will be an intensive five weeks of clinical and theoretical work, following an intensive preclinical program at the beginning of the semester. Whilst it is challenging, the clinical work in the area of Rehabilitation is very rewarding for physiotherapists. You will learn how to work with people who are trying to make the best of their lives after significant injury or illness. We hope you gain a lot from your experience and learn to share our passion for helping people overcome these traumas.

Dr Michelle McDonnell
Course Coordinator

Course Teaching Staff

Primary Coordinator: Dr Michelle McDonnell
Location: School of Health Sciences C8-42
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Email: Michelle.McDonnell@unisa.edu.au
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Primary Instructor: Dr Jeric Uy
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* Please refer to your Course homepage for the most up to date list of course teaching staff.
School Contact Details

School of Health Sciences

Physical Address: Level 8, Room 53, C Building
North Terrace
City East
Adelaide 5000

Postal Address: GPO Box 2471
Adelaide 5001

School Phone: +61 8 8302 2425
School Fax: +61 8 8302 2766
Course Overview

Prerequisite(s)
REHB 2012 Physiotherapy Clinical Studies 201
REHB 2042 Physiotherapy Studies 201

Corequisite(s)
There are no corequisite courses to be completed in conjunction with this course.

Course Objectives
On completion of this course, students should be able to:

CO1. Demonstrate a sound understanding of common neurological, orthopaedic and cardiorespiratory conditions requiring ongoing rehabilitation (or habilitation);

CO2. Use sound clinical reasoning skills to carry out an appropriate and holistic evaluation, to critically evaluate and measure the effectiveness of physiotherapy intervention, and to modify/cease management in the rehabilitation/habilitation setting

CO3. Discuss the role of physiotherapy as part of the overall management of clients in the rehabilitation/habilitation setting;

CO4. Demonstrate safe and effective treatment techniques for clients in the rehabilitation/habilitation setting;

CO5. Demonstrate professional and ethical behaviour in the practice setting.

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

<table>
<thead>
<tr>
<th>Graduate Qualities being assessed through the course</th>
<th>GQ1</th>
<th>GQ2</th>
<th>GQ3</th>
<th>GQ4</th>
<th>GQ5</th>
<th>GQ6</th>
<th>GQ7</th>
</tr>
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<tbody>
<tr>
<td>CO1</td>
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<td>CO3</td>
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<td>CO4</td>
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<tr>
<td>CO5</td>
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</table>

Graduate Qualities
A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen
Course Content

Causes and mechanisms of abnormal movement. Pathophysiology and sequelae of a wide range of chronic and degenerative conditions requiring rehabilitation including: neuromuscular diseases, intellectual disability, Parkinson’s disease, multiple sclerosis, stroke, head injury, spinal cord injury, peripheral neuropathy, amputation, rheumatoid arthritis, cystic fibrosis, asthma, chronic airways limitation. Physiotherapy evaluation procedures, outcome measures and intervention planning relevant to these conditions. Physiotherapy intervention including specific therapeutic techniques, exercise, application of principles of motor learning, programming for a variety of settings, functional mobility, postural control, gait, use of orthoses, mobility aids and other assistive devices, equipment and technology, electrotherapy. Social and emotional issues relating to disability, occupational health and safety issues especially manual handling, interdisciplinary role of other team members of the rehabilitation team and modes of service delivery, accessing ongoing community support for client’s chronic condition self management, role of advocacy.

Teaching and Learning Arrangements

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
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<tbody>
<tr>
<td>Clinical</td>
<td>4 hours x 5 days x 5 weeks</td>
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<tr>
<td>Practical</td>
<td>3.5 hours x 5 weeks</td>
</tr>
<tr>
<td>Workshop</td>
<td>7 hours x 7.5 days</td>
</tr>
</tbody>
</table>

Unit Value

9 units

Additional assessment requirements

Students are required to pass the Clinical Assessment to pass the course.

Additionally, a pattern of unsafe practice or unprofessional and unethical behaviour on clinical placement may result in a fail grade for the course, irrespective of performance in other components. In the case of unsafe or unprofessional practice, the student will receive verbal feedback in the first instance; repeated behaviour will result in a written warning that clearly specifies the behaviour and discusses remedial strategies; continuing behaviour will result in a fail at that point.

Students are required to attend 100% of the formally scheduled sessions within their clinical courses. The only exception to the attendance requirement is illness or compassionate grounds.

Any other circumstances for non-attendance for any scheduled sessions in a clinical course (clinical placement or clinical teaching sessions) must normally be negotiated with the course coordinator prior to the non-attendance. If students miss more than 20% of their clinical course sessions (clinical placement or clinical teaching sessions) for any reason, they must negotiate with the course coordinator to complete the clinical placement.

Unsupported non-attendance (eg by medical certificate or other written documentation) at any clinical placement session is considered a breach of students’ professional responsibility. This will incur a penalty deduction of 5% of the Clinical Assessment mark for every session missed and a professional warning.

Placement Information

Please see the learnonline site for details of your placement when allocations are completed.

Further Course Information

Uniform requirements on clinical placements

Students wear the School of Health Sciences Clinical uniform to all placement activities. Students must also wear a name badge from the School of Health Sciences.

The School of Health Sciences (Physiotherapy) has the following uniform:

- Navy blue tailored trousers.
- University of South Australia blue clinical shirt or short sleeved blue polo shirt.
- University of South Australia blue polar fleece sleeveless vest.
- Navy, dark brown or black shoes.
- Blue or black socks

Not acceptable
- Tailored trousers of colour other than navy blue.
- Jeans, corduroy slacks, shorts, hipsters, very tight pants etc.
- Jogging shoes, sandals, desert boots, Doc Martin boots, canvas shoes, court shoes, crocs, platforms
- Jewellery (unless listed below)

Acceptable
- Plain, discreet stud earrings for pierced ears
- Wedding ring
- Watch
- Discreet neck chain
- Medic-alert bracelet

Hair
- Off face, out of eyes, off collar, neatly tied back
- Beards neatly trimmed

Nails
- Clean, short, no nail polish, no artificial nails or nail enhancements

Note:
Uniform regulations are necessary for safety and hygiene reasons, and to maintain a professional appearance. Some placements may have special requirements, please see placement information. A professional appearance includes having a uniform that is clean and in good repair and appropriate personal grooming. You may be requested to leave the placement if your professional appearance is not acceptable to the Clinical Educator.
Learning Resources

Textbook(s)
You will need continual access to the following text(s) to complete this course. The library does not hold multiple copies of the nominated text books. It is strongly recommended that you purchase the book(s). An eBook version may be available but please check with the library as availability is limited and dependent on licence arrangements. http://www.library.unisa.edu.au


Reference(s)
Please access this new edition of the text-book, it has excellent video resources which will help you with clinical reasoning.


Videos – available in UniSA – CE Library
Explosions in the mind (CVA – cognitive dysfunction) – AV 616.81 E96
Parkinson’s Disease – AV 616.833 P247
Parkinson’s Disease: A guide for patients and families – AV 616.833 P2483V
Ball dynamics: Orthopaedic, Sports medicine and fitness exercises using the (Swiss) Gymnic ball – AV 615.851 M486
Useful websites

http://www.medscape.com/neurology

http://www.healthinsite.gov.au/topics/Rehabilitation


http://www.scia.org.au/ (spinal cord injury)

http://www.elearnSCI.org (free online training modules for SCI)

http://www.parkinsons.org.au/ (Parkinsons)


Materials to be accessed online

learnonline course site

All course related materials can be accessed through your learnonline course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: https://my.unisa.edu.au
Assessment

Assessment Details
Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help and in myUniSA.

Use of recorded material
This course will involve the production of audio and/or video recordings of UniSA students. To protect student privacy, you must not at any time disclose, reproduce or publish these recordings, or related material, in the public domain including online, unless the videoed students give consent for reproduction, disclosure or publication. This requirement is consistent with University statutes, by-laws, policies, rules and guidelines which you agreed to abide by when you signed the Student Enrolment Declaration.

Assessment Summary

<table>
<thead>
<tr>
<th>#</th>
<th>Form of assessment</th>
<th>Length</th>
<th>Duration</th>
<th>Weighting</th>
<th>Due date (Adelaide Time)</th>
<th>Submit via</th>
<th>Objectives being assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Clinical assessment</td>
<td>-</td>
<td>-</td>
<td>65%</td>
<td>Final day of clinic</td>
<td>Please submit your exercise placement form to the Course Coordinator after your last class</td>
<td>CO1, CO2, CO3, CO4, CO5</td>
</tr>
<tr>
<td>2</td>
<td>Presentation</td>
<td>40 minutes</td>
<td>-</td>
<td>10%</td>
<td>Within your tutorial time - see timetable</td>
<td>In person</td>
<td>CO1, CO3, CO4, CO5</td>
</tr>
<tr>
<td>3</td>
<td>Case study</td>
<td>2000 words</td>
<td>-</td>
<td>15%</td>
<td>8pm on the last day of placement</td>
<td>learrnonline</td>
<td>CO1, CO3</td>
</tr>
<tr>
<td>4</td>
<td>Assignment</td>
<td>500 words</td>
<td>-</td>
<td>10%</td>
<td>8pm, Friday Week 1 of placement</td>
<td>learrnonline</td>
<td>CO2, CO4</td>
</tr>
</tbody>
</table>

Feedback proformas
The feedback proforma is available on your learnonline course site. It can be accessed via the Feedback Form link in the Course Essentials block.

Assessments

Clinical Assessment (Graded)
Clinical Assessment – 18 hours per week Clinical placement (55%), 1-2 hours per week Community Group placement (10%)

1a. Interim Feedback “Mid Unit APP” – This formative feedback will be provided by the clinical educator after week 2 of the 5 week primary clinical placement, using the standard Assessment of Physiotherapy Practice (APP) mid-unit formative assessment forms (see learnonline site). Whilst an indication of level of competency is given numerically, this does not form part of the final grade (i.e. for feedback only). Students will be provided with the interim feedback in the competencies/categories outlined in the assessment form, and a narrative description of their strengths and areas for improvement. Strategies will be discussed and documented for areas to improve and in particular for areas where the student is “at risk of not meeting clinical competencies” by the end of the placement (competencies scoring “0” or “1”). Students will be encouraged to reflect on and
document their strengths, weaknesses and strategies for ongoing learning prior to the feedback session.

Students who score “0” or “1” in the areas of professional behaviour or risk management (safety) will be automatically considered “at risk of failing” overall and will be required to meet with the course coordinator. There is an option for further informal feedback to be provided in week 4 of the placement.

1b. Final Clinical Report “End of Unit APP”– This summative report will be provided by the clinical educator at the end of week 5 at the primary clinical placement using the APP End of Unit form. The overall score will be calculated from the areas of competencies. A narrative form will also be completed as for the previous reports with areas of strength and identifying future areas for improvement. The clinical performance indicators are defined for the APP forms and available online. These End of Unit APP scores may be moderated.

1c. Community Placement Report (Modified APP) – This report will be completed by the relevant supervisor at the weekly community group placement. It will be worth 10% of the overall clinical assessment, and record essential clinical performance indicators in a broader capacity than the APP End of Unit report.

Group presentation (Graded)
Clinical management presentation (10%)

In order to foster a broader understanding of different techniques and the rationale and evidence behind them, students will be allocated a particular management approach or technique commonly used in Rehabilitation. This will be in your clinic group. You will present the approach to your peers (in groups) and include the neurophysiological rationale or mechanism for effectiveness, a complete picture of the current level of evidence, a demonstration of the approach with opportunity for the audience to practice and to discuss indications, contraindications and areas for consideration in relation to client populations. Students will include a 1-2 page summary handout for the class to take away with them, including selected key references. Time allocated is 40 minutes in total, allowing time for the practical session and questions. At the end of the session, the rest of the class should have a good understanding of the technique/approach such that they could carry it out in the clinic the next day.

The staff in attendance will allocate a score out of ten based on the specified criteria. Students will present (in groups) one management idea or approach per roster. Remember to speak to the class, not the tutor; you will be marked on how well you communicate information to your peers.

Feedback based on the specified criteria for these assessment tasks will be provided via email.

Case study (Graded)
The written component of the assessment will be done individually and take the form of an extended case study, worth 15%.

In it, the student will demonstrate that they understand the nature of the chosen client’s pathology and how that leads to resultant impairments, activity and participation limitations. They will demonstrate their clinical reasoning, goal setting and management plans (including discharge) that arises from their assessment, in the established matrix format. The second component will demonstrate their understanding of the importance of clinical measurement in rehabilitation – they will investigate an appropriate outcome tool thoroughly, use it with their client and report on its published properties as well as their clinical observations of its utility in the clinical setting. Finally they will report on a technique or approach they have used with their client – again they will combine their own observations and those of the client with the published evidence for these approaches in the context of their client.

You will be required to search the literature and discuss the levels of evidence for your chosen intervention, using the NHMRC designation of levels of evidence. This is available on the learnonline site.
There is a strict word count (2000) so conciseness will be important. Text within tables will be included in the word count, but references are not. It is school policy to not assess any words over the word limit, and late assignments will have 10% deduction from total marks for each day (or part thereof) late.

Confidentiality must be maintained, (e.g. first names, surnames or initials must not be included - you may make up a pseudonym such as Mr or Ms X) and all information properly referenced. Articles used should be available on request.

You will also be required to maintain a Reflective Portfolio for the period of your clinical placement – for both the primary and the community group placements. While the portfolio is not worth any additional marks, it is an essential part of your written assignment and you will not be able to pass this assessment without completing the portfolio. Being able to reflect on your practice, what you did well and what areas need improvement is an important skill to develop as a physiotherapist. It is essential that you complete the portfolio template listing the number of clients you saw, their condition and the total number of treatment sessions you completed (at the end of the form). You will need to keep this information for your own professional reasons. Information and reflections that students choose to include will be treated confidentially and with respect by the clinical educators and the course coordinator.

Submission is via learnonline by 8pm on your last day of the 5 week placement.

Please download the template for the written assignment from the learnonline site. Full marking criteria are detailed in the learnonline site.

Clinical reasoning matrix (Graded)
Clinical Reasoning matrix (10%)
You will also be required to complete a written assignment for formative feedback at the end of week 1 of your placement. You will be required to submit a clinical matrix document outlining a specific functional issue for one client, with their contributing impairments and movement strategies. You will then outline relevant goals, how you will assess these, and some treatment ideas. Please use the template provided, which also outlines marking criteria for this assessment item. This needs to be submitted via learnonline by 8pm on the Friday, Week 1 of clinic. We will provide written feedback, to assist with your clinical reasoning, as soon as possible.

Exam arrangements
There is no exam in this course

Supplementary Assessment
Supplementary assessment or examination has not been approved for this course.

Important information about all assessment
Students with disabilities or medical conditions

Student with disabilities or medical conditions or students who are carers may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: http://w3.unisa.edu.au/policies/manual/default.asp

Students can register for an Access Plan with UniSA Disability Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Disability Hub for more information: http://www.unisa.edu.au/Disability/Current-students

Students are advised there is a deadline to finalise Access Plan arrangements for examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Deferred Assessment or Examination

Deferred assessment or examination is not available for this course. APPM 7.6.4

Special Consideration

Special consideration is available for this course. Note: Special consideration cannot be granted for a deferred assessment or examination, or a supplementary assessment or examination. APPM 7.7.6

Variations to assessment tasks

Variation to assessment methods, tasks and timelines may be provided in:

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

Special circumstances, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

Extra time in exams (ENTEXT) and the use of a dictionary may be available to some students (for example, Indigenous Australian students and those of non-English speaking background) as follows:

- extra time for reading or writing. This will be an extra ten minutes per hour for every hour of standard examination time, and
- the use of an English language or bilingual print dictionary (without annotations). (APPM 7.2.2)

Marking process
Marks obtained from the clinical report may be moderated by the course coordinator to ensure consistency between clinical educators/placements.

Academic Integrity
Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people’s ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person’s work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin http://www.turnitin.com


Submission and return of assessment tasks
See above under Assessment details.

Action from previous evaluations
This course will be evaluated by use of the online Course Evaluation Instrument (CEI). Teaching will be evaluated by the use of the online Student Evaluation of Teaching (SET). We encourage students to make use of this process and will send reminder emails to you to at the appropriate time.

Written feedback will be requested in the last tutorial of each block.

Further Assessment Information
No supplementary clinical placements or assessments will be offered to students who fail Rehabilitation. They will be required to re-enrol in the following year.

Attendance at all preclinical, clinical placement and tutorials sessions on campus is mandatory. Inability to attend clinical sessions must be flagged to the School of Health Sciences Office PRIOR to the clinical session (phone 8302 2425 - if early in the morning please leave a clear message giving your name and the name of the clinic and the date missed e.g. Jo Bloggs on Rehab clinic at Repat is unable to attend today, Monday the 3rd March). In addition, your clinical educator must be informed as soon as possible so that appointments with clients can be rescheduled. Failure to do either of these two steps will result in a professional warning.

If you are unable to attend preclinical and tutorial sessions, you must contact the Course Coordinator (8302 1684) or via email.

If you miss a compulsory session because you are sick you can either provide a medical certificate or a signed statutory declaration to the Course Coordinator, via email within 48 hours of your absence. If you are absent for more than one day you must provide the Course Coordinator with a medical certificate.
Unplanned learnonline outages (text version)

In the event that learnonline has an unplanned outage for less than 1 hour, you may email the course coordinator to inform her of the delay in submitting your assignment. If the outage lasts for >1 hour then please request an extension.
# Course Calendar

## Study Period 2 - 2017

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Notes</th>
<th>Public Holidays</th>
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<tbody>
<tr>
<td>13 - 19 February</td>
<td>Pre-teaching</td>
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<tr>
<td>20 - 26 February</td>
<td>Pre-teaching</td>
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<td>27 February - 5 March</td>
<td>Clinic 1 starts</td>
<td>Clinical reasoning matrix due Fri 8pm</td>
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<td>06 - 12 March</td>
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<td>13 - 19 March</td>
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<td>Monday 14th March Adelaide Cup Day</td>
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<td>20 - 26 March</td>
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<td>27 March - 2 April</td>
<td>Clinic 1 ends</td>
<td>Case study due 8pm Friday</td>
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<tr>
<td>03 - 9 April</td>
<td>Clinic 2 starts</td>
<td>Clinical reasoning matrix due Fri 8pm</td>
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<tr>
<td>10 - 16 April</td>
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<td>Friday 14th April Good Friday</td>
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<td>17 - 23 April</td>
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<td>Monday 17th April Easter Monday</td>
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<td>24 - 30 April</td>
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<td>Tuesday 25th April Anzac Day</td>
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<tr>
<td>01 - 7 May</td>
<td>Clinic 2 ends</td>
<td>Case study due 8pm Friday</td>
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<tr>
<td>08 - 14 May</td>
<td>Clinic 3 starts</td>
<td>Clinical reasoning matrix due Fri 8pm</td>
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<td>15 - 21 May</td>
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<td>22 - 28 May</td>
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<tr>
<td>29 May - 4 June</td>
<td>Clinic 3 ends</td>
<td>Case study due 8pm Friday</td>
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<td>05 - 11 June</td>
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<td>12 - 18 June</td>
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Version 1 (23 November 2016)