

Doctor of Physiotherapy

Inherent requirements are necessary for a student to successfully complete a course or program and graduate.

Applicants must acknowledge that they have read, understood and agree to comply with ALL policies and requirements outlined in this document. Students must meet the inherent requirements to complete a Macquarie University course or program and graduate.

Applicants who feel there may be reasons (including socio-cultural, faith, health or disability related matters) which may preclude them from meeting inherent requirements are strongly encouraged to make a time to discuss their circumstances confidentially and without prejudice prior to submission of an application by logging a request for a meeting to FMHHS.admission@mq.edu.au entering 'Inherent Requirements' in the subject heading, and we will arrange for a staff member to contact you.

Importance of inherent requirements

Macquarie University is committed to providing a learning environment that complements and enhances the University experience for all students.

Inherent requirements ensure students are given the opportunity to make informed decisions:

- as to whether a course or program is suitable and relevant for them, and
- the type of reasonable adjustments that could be put in place to allow them to complete the course without compromising the academic integrity of the course.

To help students to make informed choices about their study, we have identified the inherent requirements for courses or programs offered by the University in the Inherent Requirements Statement under the [Admissions \(Coursework\) Policy](#).

If there are course-specific inherent requirements, they will be listed under the award in the [Course Handbook](#).

Compulsory course requirements

In addition to inherent requirements, there are also compulsory course requirements. These are broader and can include both compliance with the policies, procedures and regulations, which are applicable to all students at the University and the mandatory requirements associated with a program of study (such as attendance, completion of assignments)



Reasonable adjustments

Students with a disability or chronic health condition may have reasonable adjustments made to enable them to meet these requirements.

Reasonable adjustments could include:

- flexibility in assessments
- changed exam conditions
- provision of adaptive equipment
- participation support
- flexible teaching material

However, these adjustments:

- must not fundamentally change the nature of the inherent requirement
- be reasonable
- and cannot compromise the academic integrity of the course.

Accessibility Service

All students with a disability and/or health condition are encouraged to register with the [Accessibility Service](#) via the online [Accessibility registration form](#).

The Accessibility Service allows you to meet with a member of the Accessibility team who can:

- assess your needs and identify what support you may need at University
- work with you and your faculty to determine the reasonable adjustments to assist you to meet the inherent requirements
- provide guidance regarding other study options in the case where it is determined that inherent requirements cannot be met with reasonable adjustments.

Contact the [Accessibility Service](#) at Student Wellbeing on [+61 \(2\) 9850 7497](#) if you have any questions relating to the assessment and implementation of disability supports, reasonable adjustments or inherent requirements.

If you have any other concerns about your ability to participate in aspects of the course, you should contact your course convenor.

Course-specific inherent requirements

Behaviour

- Control the expression of your own emotions, for example maintain a professional empathy and objectivity in the context of a death of an infant or child or a dying patient.
- Be able to work effectively in the face of uncertainty and adapt to changing environments, for example demonstrate resilience and competence when randomly allocated a patient case during a viva examination.
- Accept and fulfill responsibilities you are given for patient/client care, for example assess a new patient and report findings to the clinical supervisor prior to commencing treatment.
- Manage your own physical and mental health effectively, for example seek professional help as required.
- Respect and adhere to personal and professional boundaries. Dress appropriately and safely for the clinical workplace, for example students are required to wear a clinical uniform and closed-in shoes in the clinic and for practical examinations.

Cognition

- Integrate theory and knowledge from various sources, for example Formulate a provisional diagnosis and a treatment plan based on a history and physical examination.



- Develop options and assess and compare their respective merits, for example use evidence-based practice knowledge to prioritise treatment options for a patient with cystic fibrosis.
- Accurately recall information in a timely manner, for example perform a patient handover to a senior colleague.
- Accurately undertake arithmetic calculations, for example calculate the intensity required for exercise training adaptation based on the findings of a six-minute walk test.
- Engage in rational and ethical reasoning, for example give consideration to patient autonomy and preferences in palliative care treatment.
- Understand another person's perspective, for example negotiate return to sport plan for an injured athlete with team coach or trainer.
- Complete clinical tasks in a safe and reasonable time frame, for example plan the management of a weekend ward list to ensure that each patient receives adequate care.
- Maintain a sufficient level of concentration to focus on an activity to completion, for example plan and implement long term goals and treatment for a patient with an acquired

Communication

- Comprehend spoken English delivered at conversational speed, for example in noisy environments, such as hospital wards, gyms and classrooms.
- Understand and respond to verbal communications accurately, appropriately and in a timely manner, for example respond appropriately to a patient's question while walking them along a noisy hospital corridor.
- Communicate clearly, audibly and intelligibly in English.
- Actively lead and participate in group discussions, for example participate in patient-based group discussion in class and clinic.
- Read and comprehend information presented in a variety of standard formats in a reasonable time frame in the context of clinical consultations, for example handwritten and electronic medical records, scientific articles, pathology reports.
- Record information accurately and make coherent notes, for example record results of a physiotherapy tests and write a referral letter or report.
- Perceive non-verbal communication from others and respond appropriately (in context), for example recognising and responding to patient facial expressions and emotional states when experiencing pain or distress.
- Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds, for example physiotherapy students treat and interact with patients across the lifespan and from a wide range of cultural and linguistic backgrounds.

Physical capability

- Assess and observe patient appearance, behaviour, posture, movement and speech, for example perform a physical examination of a newly referred patient with an acute stroke.
- Monitor the broader practice environment (including observing multiple patients and events simultaneously), for example safely conduct an exercise class for patients with low back pain.
- Gather and interpret information through touch, for example manipulate the joints of the cervical spine in a patient with neck stiffness.
- Physically examine people of any gender or age, for example physiotherapy students treat both male, and female and gender X patients across the lifespan.



- Assist with client or patient transfers and provide physical assistance to patients of any both genders, for example following hip replacement physiotherapy student assists patients to get in and out of a chair safely.
- Acquire and hold a Cardio-pulmonary Resuscitation Certificate from a registered training organisation.
- Cleanse hands and forearms using disinfecting products, for example in every clinical environment and in the classroom, students are required to wash their hands between patient /student contact.
- Wear personal protective clothing and equipment, for example students will be required to wear protective gowns and masks when treating patients with infectious diseases or low immunity.
- Independently carry and manipulate instruments, materials and equipment necessary for clinical care, for example physiotherapy students are required to collect and fit walking aids for patients with orthopaedic problems, for example walking frames and crutches.
- Effectively manipulate small objects, for example physiotherapy students use small measurement tools to measure joint range of students and patients.
- Maintain a standing position while using both upper limbs to perform a task, for example perform chest percussion on a patient or student who is lying on a plinth.
- Attend placements in a range of clinical settings and locations for the required number of hours, within reason.