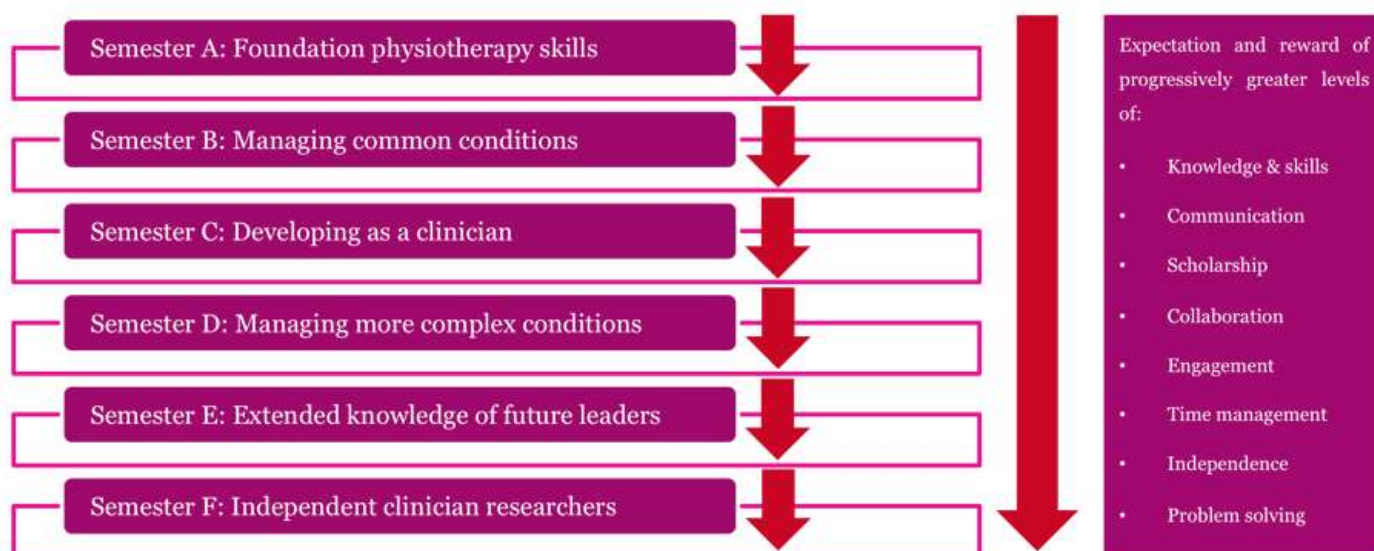


Doctor of Physiotherapy

PROGRAM STRUCTURE



Semester A: Foundation physiotherapy skills

At the completion of this semester students will understand person-centred healthcare and be able to identify and manage impairments, activity limitations and participation restrictions that are non-specific to a region of the body or disease/diagnosis.

Semester B: Managing common conditions

At the completion of this semester students will be able to demonstrate the knowledge and skills to assess and provide evidence based management for patients with common relatively simple musculoskeletal, neurological and cardiorespiratory conditions.

Semester C: Developing as a clinician

At the completion of this semester students will have demonstrated ability to assess and manage patients with a range of common relatively simple conditions that present to physiotherapists in acute care, rehabilitation and primary care settings.

Semester D: Managing more complex conditions

At the completion of this semester students will demonstrate the advanced knowledge and skills required to manage more complex conditions and a wider spectrum of patients including children, older people, athletes, workers and those with chronic disease or chronic pain and long-term disabling conditions.

Semester E: Extended knowledge of future leaders

At the end of this semester students will demonstrate extended knowledge in business management, leadership and new areas of practice, beyond that expected of a graduating physiotherapist, preparing them to be leaders in their profession. They will also demonstrate an ability to design a research project relevant to physiotherapy.

Semester F: Becoming an independent clinician and researcher

At the end of this semester students will have demonstrated the ability to complete a research project relevant to physiotherapists and to manage more complex conditions and at a higher level than would be expected of a graduating physiotherapist.

Appendix 2: The Macquarie University DPT Pain Curriculum Mapping Chart

This chart documents the mapping of each element of the IASP Pain Curriculum for Physical Therapy at the level of specific units across the 3-year Macquarie DPT program. iLearn is the institutional online Learning Management System, and the online Pain Education iLearn unit is a resource for staff and students to support their pain education.

[illegible]

II. Pain Assessment and Measurement		UNDERGRADUATE		YEAR 1							YEAR 2							YEAR 3					ILearn Resources				
		Prerequisite and Assumed Knowledge	Semester A			Semester B				Semester C			Semester D				Semester E					Semester F					
			PHTY 800 Foundation Sciences for Physiotherapy A	PHTY 801 Foundation Sciences for Physiotherapy B	PHTY 802 Foundations of Physiotherapy Practice	PHTY 803 Interprofessional Healthcare	PHTY 804 Evidence-based Healthcare	PHTY 805 Physiotherapy Practice A	PHTY 806 Physiotherapy Practice B	PHTY 807 Physiotherapy Practice C	PHTY 808 Clinical Physiotherapy Placement I	PHTY 809 Clinical Physiotherapy Placement II	PHTY 810 Clinical Physiotherapy Placement III	PHTY 811 Reflective Practice and Professional Development	PHTY 812 Health and Wellbeing Across Lifespan A	PHTY 813 Physiotherapy in Workplace and Recreation	PHTY 814 Health and Wellbeing Across Lifespan B	PHTY 815 Physiotherapy, Healthcare and Society	PHTY 816 Business Management, Technology and Law	PHTY 817 Advanced Physiotherapy Practice	PHTY 818 Leadership, Policy and Advocacy	PHTY 819 Advanced Research Training	PHTY 900 Advanced Physiotherapy Placement	PHTY 901 Dissertation and Seminar			
	10. Describe the descending pathways that modulate pain transmission. 11. Understand the difference between pain facilitation and pain inhibition and how these pathways play a role in the process. In particular, understand how these pathways can be activated by non-pharmacological means. 12. Understand the long-term consequences of chronic pain on the brain. 13. Understand neuroimaging tools and key brain regions underpinning the experience of pain, and how this changes depending upon the context, cognitive and emotional state of the individual. 14. Compare and contrast two or more theories on the interactions between pain and motor function.		✓	✓	✓						✓						✓	✓	✓	✓					✓		
			✓	✓	✓																✓					✓	
																											✓
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A. Recognize the differences between acute and chronic pain and the implications for assessment and management of the patient.				✓				✓			✓				✓			✓		✓			✓			✓	
B. Emphasize performance of a comprehensive assessment using reliable and validated tools in the acute pain phase to prevent the onset of chronicity.				✓				✓					✓			✓				✓				✓		✓	
C. Use a biopsychosocial approach for assessment of pain and disability, as it accounts for the multidimensional nature of pain in domains relevant to physical therapy practice.				✓				✓			✓		✓		✓		✓			✓			✓			✓	
1. Sensory			✓		✓			✓			✓				✓			✓		✓						✓	
2. Affective					✓			✓					✓		✓			✓		✓						✓	
D. Account for the multidimensional nature of pain by including appropriate assessment measures for primary domains including:					✓			✓				✓			✓			✓		✓			✓			✓	
4. Physiological					✓			✓							✓			✓		✓						✓	
5. Behavioural			✓		✓			✓			✓		✓		✓			✓		✓			✓			✓	
1. Self-report measures as "accepted standard" not gold standard					✓			✓					✓		✓			✓				✓				✓	
E. Recognize strengths and limitations of commonly used measures for different pain dimensions:			✓		✓			✓					✓		✓			✓				✓				✓	
2. Physical performance measures																										✓	
3. Physiological/autonomic response measures			✓															✓								✓	
1. Individual factors (e.g. age, sex, etc.)					✓							✓			✓			✓								✓	
2. Sociocultural influences (e.g. spirituality, ethnicity, etc.)					✓								✓					✓		✓						✓	
F. Modify pain assessment strategies to match inherent variability associated with the patient's clinical presentation:			✓		✓			✓			✓		✓		✓		✓	✓		✓			✓			✓	
3. Clinical characteristics of pain (e.g. duration, anatomical location, etc.)												✓			✓		✓	✓		✓						✓	
4. Pain type and state (e.g. neuropathic pain, cancer pain, etc.)					✓			✓			✓		✓		✓		✓	✓		✓			✓			✓	
5. Vulnerable populations (e.g. communication barriers, cognitive impairment etc.)											✓		✓		✓		✓	✓								✓	

UNDERGRADUATE		YEAR 1							YEAR 2							YEAR 3					iLEARN RESOURCES			
Prerequisite and Assumed Knowledge		Semester A			Semester B				Semester C			Semester D				Semester E					Semester F			
		PHTY 800 Foundation Sciences for Physiotherapy A	PHTY 801 Foundation Sciences for Physiotherapy B	PHTY 802 Foundations of Physiotherapy Practice	PHTY 803 Interprofessional Healthcare	PHTY 804 Evidence-based Healthcare	PHTY 805 Physiotherapy Practice A	PHTY 806 Physiotherapy Practice B	PHTY 807 Physiotherapy Practice C	PHTY 808 Clinical Physiotherapy Placement I	PHTY 809 Clinical Physiotherapy Placement II	PHTY 810 Clinical Physiotherapy Placement III	PHTY 811 Reflective Practice and Professional Development	PHTY 812 Health and Wellbeing Across Lifespan A	PHTY 813 Physiotherapy in Workplace and Recreation	PHTY 814 Health and Wellbeing Across Lifespan B	PHTY 815 Physiotherapy, Healthcare and Society	PHTY 816 Business Management, Technology and Law	PHTY 817 Advanced Physiotherapy Practice	PHTY 818 Leadership, Policy and Advocacy	PHTY 819 Advanced Research Training	PHTY 900 Advanced Physiotherapy Placement	PHTY 901 Dissertation and Seminar	
	G. Interpret, critically appraise (reliability, validity, and responsiveness), and implement available pain assessment instruments for:						✓	✓				✓			✓		✓							
							✓	✓				✓							✓					
				✓																				
	H. Understand the need to monitor and review the effectiveness of treatment/management and modify treatment and management strategies appropriately.	✓		✓				✓	✓						✓					✓				
								✓	✓															
								✓	✓															
	I. Understand the need to refer to relevant health professional as appropriate and in a timely manner.			✓		✓		✓	✓						✓					✓				
		A. Demonstrate an ability to integrate the patient assessment into an appropriate management plan using the concepts and strategies of clinical reasoning.	✓	✓	✓		✓	✓	✓		✓	✓	✓							✓				
✓			✓	✓		✓	✓	✓																
B. Understand the principles of an effective therapeutic patient/professional relationship to reduce pain, promote optimal function and reduce disability through the use of active and where appropriate, passive pain management approaches.																								
C. Assist patients to develop a daily routine to support achievement and, where necessary, readjustment of habits and roles according to individual capacity and life situation.		✓	✓					✓	✓															
D. Understand the need to involve family members and significant others including employers where appropriate.					✓																			
		✓	✓	✓		✓	✓	✓																
E. Use a person-centred perspective to formulate collaborative intervention strategies consistent with a physical therapy perspective.																								
F. Understand appropriate pharmacology 1. Understand the principles of the pharmacology of medications used to treat pain:																								
	a. non-opioid medications																							
	b. opioids																							
c. adjuvants																								
d. topical analgesics and local anaesthetics																								
F. Understand appropriate pharmacology 2. Understand the limitations of the pharmacological management of chronic pain, the importance of combining pharmacological approaches with non-pharmacological management of chronic pain and the use of such strategies alongside appropriate evidence-based active self-management strategies																								
1. Recognise the impact of, and evidence for, the use of therapeutic neuroscience education and self-management as a critical part of pain management.			✓																					
2. Design and apply appropriate educational strategies based on educational science.																								
3. Identify the range of educational opportunities available across therapeutic domains (eg. injury, disease, medical and patient self-management) with consideration of age, culture and gender.																								
4. Consider the scope and evidence for/against various contemporary therapeutic educational styles (e.g. biomedical, psychological, neuroscience) and modes (e.g. stages of change theory) and service delivery modes including face to face, web-based, group education.																								
5. Identify key variables which may impact on knowledge outcomes for the patient (eg self-efficacy, health literacy, coping strategies, social support, cultural beliefs, and pain related beliefs), the message (e.g. use of multimedia), and the context (e.g. insurance limitations; risk reduction; injury	✓																							

UNDERGRADUATE		YEAR 1								YEAR 2						YEAR 3					LEARN RESOURCES				
	Prerequisite and Assumed Knowledge	Semester A			Semester B				Semester C			Semester D			Semester E					Semester F					
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III. Management	Behavioural management	1. Understand and apply functional behavioural analysis of pain conditions.	✓	✓	✓				✓	✓	✓						✓			✓			✓		✓
		2. Appraise the value of screening tools in the identification of psychosocial factors predictive of persistent disability.						✓	✓							✓				✓					✓
		3. Apply behavioural approaches (physical and cognitive behavioural components) and evaluate the effects.	✓					✓	✓				✓			✓				✓			✓		✓
		1. Understand the parameters (i.e., mode, frequency, duration, intensity) of therapeutic exercise for pain relief.	✓	✓				✓	✓				✓			✓				✓			✓		✓
	I. Exercise	2. Describe how to modify exercise parameters as they relate to the pain condition, age, psychosocial factors, and patient's health status.	✓	✓				✓	✓				✓			✓				✓			✓		✓
		3. Recognize the importance of implementing adjunct therapies to address issues related to exercise prescription (i.e., biopsychosocial, fear avoidance behaviour, catastrophizing, cognitive behavioural therapy).	✓	✓				✓	✓				✓			✓				✓			✓		✓
	Reintegration into work	4. Understand the importance of patient education in prescribing therapeutic exercise, including the concept of motivation, pacing) to enhance overall treatment effectiveness and compliance.	✓	✓				✓	✓				✓			✓				✓			✓		✓
		1. Identify the factors associated with prolonged work loss and integrate strategies to overcome barriers to return to work.													✓	✓									
		2. Understand the role of ergonomic principles, modified workplace accommodations													✓	✓									
		3. Develop a management plan in co-ordination with employers and case managers.													✓	✓									
K. For the following interventions: I. Understand the proposed neurophysiological or biomechanical mechanisms and the associated effects of the intervention as it pertains to pain management. II. Understand the principles of clinical application and current evidence for the intervention in the management of different pain conditions	Manual Therapy (massage, manipulation, mobilization)	1. Manual Therapy (massage, manipulation, mobilization)		✓											✓										
		2. Acupuncture																							
		3. Transcutaneous electrical nerve stimulation (TENS, IFQ)		✓	✓							✓													
		4. Laser																							
		5. Relaxation	✓	✓													✓			✓					
		6. Biofeedback	✓	✓					✓				✓								✓				
	Low back and neck pain	1. Low back and neck pain	✓	✓				✓							✓	✓				✓					✓
		2. Arthritis	✓					✓									✓			✓					✓
		3. Headache and migraine																							✓
		4. Cancer pain																			✓				

		UNDERGRADUATE		YEAR 1							YEAR 2							YEAR 3					LEARN RESOURCES			
		Prerequisite and Assumed Knowledge		Semester A			Semester B				Semester C			Semester D				Semester E					Semester F			
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IV Clinical Conditions	5. Fibromyalgia																		✓						✓	
	6. Myofascial pain			✓																						
	7. Neuropathic pain			✓					✓								✓		✓						✓	
	8. Complex regional pain syndromes		✓								✓									✓					✓	
	9. Temporomandibular disorder																		✓						✓	
	10. Tendinopathies		✓									✓			✓											
	11. Adhesive capsulitis	✓	✓			✓		✓				✓														
	12. Sprains	✓	✓	✓		✓		✓				✓		✓	✓											
	13. Postoperative pain	✓	✓			✓			✓								✓	✓	✓						✓	
	14. Pelvic floor pain																			✓						