

## Subject Outline

<b>Subject Name:</b>	<i>Musculoskeletal Therapy Techniques to the Appendicular Skeleton</i>
<b>Subject Code:</b>	<i>MSTT316</i>
<b>Award(s):</b>	<i>Bachelor of Health Science (Musculoskeletal Therapy)</i>
<b>Core/Elective:</b>	<i>Core – 2 credit point subject</i>
<b>Pre/co-requisites:</b>	<i>MSTC223, BIOE221</i>
<b>Student Workload</b>	39 hours face to face 36 hours self-directed study
<b>Delivery Mode:</b>	<b>Face to face</b> <ul style="list-style-type: none"> <li>• 3 hours lecture/practical</li> </ul> <b>Full Time</b> <b>Part Time</b>
<b>Subject Coordinator:</b>	<i>Emrys Goldsworthy (Brisbane campus)</i>
<b>Subject Rationale:</b>	<ul style="list-style-type: none"> <li>• This unit's purpose is to extend the students understanding of musculoskeletal therapy through the knowledge and skills required to apply segmental joint mobility assessment and segmental mobilisation of the appendicular skeleton.</li> <li>• This subject will build on foundational treatment and assessment techniques studied in MSTT223 and MSTT224.</li> <li>• Students will develop a thorough knowledge of joint mobility assessment and mobilisation techniques for the joints of the appendicular skeleton.</li> <li>• These skills will be applied but not limited to the glenohumeral joint, acromioclavicular joint, scapulothoracic joint, elbow, wrist, intercarpal, metacarpophalangeal, interphalangeal, hip, knee, tibiofibular, talocrural, joints of the foot including the intertarsals, metatarsophalangeal and interphalangeal joints.</li> <li>• Students will also learn the concepts of how these techniques will help them treat conditions common to a musculoskeletal therapist.</li> <li>• In addition students will be expected to demonstrate and know the rationale of special tests relating to the regions previously covered in subjects leading up to this subject.</li> <li>• This subject is a pre-requisite for: <ul style="list-style-type: none"> <li>○ MSTC314 Musculoskeletal Clinical Practice 4</li> </ul> </li> </ul>

### Learning Outcomes:

1.	Demonstrate accurate application of joint play and mobilisation techniques for the joints of the appendicular skeleton.
2.	Demonstrate exercise prescription that addresses a patient's condition.
3.	Explain the rationale for the choice and use of particular techniques.
4.	Apply knowledge to clinical examples appropriately.
5.	Observe precautions and contraindications to treatment.

6.	Demonstrate professional conduct at all times with patient management.
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**Content:**

<b>Week</b>	<b>Topics</b>
1.	The Temporomandibular Joint <ul style="list-style-type: none"> <li>• Clinical reasoning</li> <li>• Examination</li> <li>• Joint mobilisation</li> </ul>
2.	The Shoulder Complex <ul style="list-style-type: none"> <li>• Clinical reasoning</li> <li>• Examination</li> </ul>
3.	The Shoulder Complex <ul style="list-style-type: none"> <li>• Joint mobilisation</li> </ul> Case studies
4.	The Shoulder Complex <ul style="list-style-type: none"> <li>• Rehabilitation</li> </ul> Case studies
5.	The Elbow and Wrist <ul style="list-style-type: none"> <li>• Clinical reasoning</li> <li>• Examination</li> </ul>
6.	<b><i>Mid-semester practical exam</i></b>
7.	The Elbow and Wrist <ul style="list-style-type: none"> <li>• Joint mobilisation</li> <li>• Rehabilitation</li> </ul> Case studies
<p><b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week)  <b>Semester 1</b> - This aligns with the week after Easter so it may fall between weeks 6 to 8.  <b>Semester 2</b> - The break week falls between Weeks 7 and 8.</p>	
8.	The Iliofemoral Joint <ul style="list-style-type: none"> <li>• Clinical reasoning</li> <li>• Examination</li> <li>• Joint mobilisation</li> </ul>
9.	The Iliofemoral Joint <ul style="list-style-type: none"> <li>• Rehabilitation</li> </ul> Case studies
10.	The Knee Complex <ul style="list-style-type: none"> <li>• Clinical reasoning</li> <li>• Examination</li> <li>• Joint mobilisation</li> </ul>
11.	The Knee Complex <ul style="list-style-type: none"> <li>• Rehabilitation</li> </ul> Case studies



12.	The Ankle Complex <ul style="list-style-type: none"> <li>• Clinical reasoning</li> <li>• Examination</li> <li>• Joint mobilisation</li> </ul>
13.	The Ankle Complex <ul style="list-style-type: none"> <li>• Rehabilitation</li> </ul> Case studies <b>Assignment due</b>
14.	<b>Study Week / Practical Exam Week</b> <b>Final practical exam</b>
15-16.	<b>Final Exam Period</b> Please refer to the Exam Timetable for your local campus for the exact day and time of the exam.

### Set Text Requirements:

1. Brukner, P., & Khan, K. (Eds.). (2012). <i>Clinical sports medicine</i> (4th ed.). North Ryde, NSW: McGraw Hill. [ebook available]
2. Hengeveld, E., & Banks, K. (Eds.). (2013). <i>Maitland's peripheral manipulation: Management of neuromusculoskeletal disorders</i> (5th ed., Vol. 2). Edinburgh, Scotland: Churchill Livingstone Elsevier.[ebook available]
3. Neumann, D. A. (2010). <i>Kinesiology of the musculoskeletal system</i> (2nd ed.). Sydney, NSW: Elsevier.

### Recommended readings:

1. Magee, D. J. (2013). <i>Orthopedic physical assessment</i> (6th ed.). St. Louis, MO: Elsevier. [ebook available]
2. Wise, C. H., & Gulick, D. T. (2009). <i>Mobilization notes: A rehabilitation specialist's pocket guide</i> . Philadelphia, PA: F.A. Davis Company. [ebook available]

### Special Resource Requirements:

1. Two bath-sheet sized towels per student (Clinic towels must not be used)
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### Assessment:

Assessment Item	Topic/s	Learning Outcomes assessed (LO)	Week Content Delivered	Week Due	Weighting
1. <b>Ongoing Assessment</b>	Participation and attendance in skills based classes	1-6	1-13	Ongoing	20%
2. <b>Mid-semester Practical assessment</b>	Demonstration of application of skills	1,3-6	1-6	6	30%
3. <b>Assignment</b> (2000 words)	Case scenarios requiring explanation and rationale of treatment application and technique	2	1-12	13	20%

	selection in scheduled time frame				
<b>4. Final Practical Exam</b>	Demonstration of application of skills	1,3-6	8-13	14	30%

Formative assessment will be undertaken early in the subject and then on a regular basis throughout the duration of the subject to provide students and staff with feedback on the learning. It may take the form of quizzes, small group and classroom presentations, writing activities, peer review where appropriate.

Early formative assessment would be used to determine any necessary intervention strategies to ensure students are able to complete the program in the normal subject duration.

Feedback will also be provided on summative assessment undertaken during semester.