

## Statement of Inherent Requirements



UNIVERSITY OF  
CANBERRA

<b>Faculty</b>	Health
<b>Disciplines</b>	Physiotherapy
<b>Courses</b>	<b>Undergraduate Course</b> Bachelor of Physiotherapy [202JA]  <b>Postgraduate Course</b> Master of Physiotherapy [768AA]

### Ethical Behaviour

#### Inherent Requirement

- Behave ethically and professionally in academic and professional environments, complying with relevant standards and codes of ethics applicable to the profession.

#### Rationale

- Compliance with relevant professional standards and/or codes of conduct, and commonly accepted standards of professional behaviour facilitates safe, competent interactions and relationships for students and the people they engage with in all contexts. This supports the physical, psychological, emotional and spiritual wellbeing of all.

Related Professional Requirements: [Australian Physiotherapy Association](#) Code of Conduct, Code of Conduct for Registered Health Practitioners, Entry Level Physiotherapy Competency Standards.

#### Examples

- Apply ethical behaviour in the management of confidential and sensitive personal information.
- Reflect on ethical dilemmas and issues, and take responsibility for ensuring awareness of ethical behaviour.
- Operate within own role and responsibilities in the clinical setting.

### Legal Compliance

#### Inherent Requirement

- Comply with Australian Law, professional regulations and/or scope of practice relevant to the profession.

## Rationale

- Knowledge, understanding and compliance with Australian law and professional regulations facilitates effective, professional, responsible and accountable professionals, and is necessary to work effectively and meet professional registration requirements.

Related Professional Requirements: [Privacy Act 1988](#), [Health Practitioner Regulation National Law \(ACT\)](#), [Australian Health Practitioner Regulation Agency \(AHPRA\)](#)

## Examples

- Comply with the requirements for student registration with the Australian Health Practitioner Regulation Agency (AHPRA), and policies of clinical facilities (e.g. Work Health and Safety Act and uniform requirements).
- Obtain informed consent prior to assessment and intervention in the clinical setting.
- Prepare and provide documentation according to legal requirements and accepted procedures and standards.

## Communication Skills

### 1. Expressive Communication Skills

#### Inherent Requirement

- Communicate effectively, in English, to a standard that allows clear, scholarly, and professional-level messages and text with language use and style appropriate to the audience.

#### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

#### Examples

- Construct coherent written communication to an academic and professional standard as appropriate to the circumstances.
- Advocate for the needs of others and facilitate behavioural change and self-management in others.
- Constructing patient notes, reports and information sheets in a timely manner that meets legal and professional standards.

### 2. Receptive Language Skills

#### Inherent Requirement

- Internally formulate and assess conceptual meaning from verbal language and written messages and/or text, in English, using knowledge of language, background knowledge, critical thinking skills, self-reflection and other emotional intelligence markers.

#### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

### Examples

- Read and comprehend information presented in a variety of standard formats such as handwritten notes; test results, graphical formats such as charts and accessing computerised information.
- Comprehend spoken English delivered at conversational speed (including in noisy environments, such as hospital wards).
- Participating in tutorial, simulation, clinical and placement discussions.

## 3. Interpersonal Communication Skills

### Inherent Requirement

- Respectful communication with others, including the ability to understand, display and respect empathy, build rapport and gain trust to ensure meaningful and effective interactions with people they engage with.

### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

### Examples

- Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
- Establishing rapport with clients during physiotherapy management and responding appropriately to requests from patients, supervisors and other health professionals in the clinical setting.
- Cultural competence, sensitivity and willingness to work with individuals in a complex and diverse Australian educational setting.
- Perceive non-verbal communication and respond appropriately (in context).
- Being mindful of space boundaries with clients.

## Behavioural Stability

### Inherent Requirement

- Behaviour that is adaptable to effectively manage changing situations sufficiently to maintain academic and professional relationships to acceptable community standards.

### Rationale

- Behavioural stability is essential in managing personal emotional responses and behaviour in academic and complex professional environments, including situations of potential human distress. It is required to work constructively in culturally and socially diverse settings and to deal with challenging issues, timelines and ambiguously defined problems.

### Examples

- Reflecting on practice and responding appropriately to constructive feedback.
- Coping with own emotions and behaviour effectively when dealing with individuals in the clinical setting (e.g. maintaining professional empathy and objectivity in the context of a dying patient).
- Manage own work schedule to maximise safety, efficiency and effectiveness.

<b>Motor Skills</b>
<p><b>Inherent requirement</b></p> <ul style="list-style-type: none"> <li>• Sufficient tactile function, strength and mobility to function within physiotherapy scope of practice.</li> </ul>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Physiotherapy requires gross and fine motor function in order to consistently provide safe and effective care in order to minimise the risk of harm to self and others.</li> </ul>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Maintaining own and client's balance, while providing client support, when transferring and mobilising individuals in a safe manner.</li> <li>• Evaluating clients, in a safe and effective manner, who have varying physical capacity, when positioning on plinths and hospital beds, mats on the floor, on chairs and when standing.</li> <li>• Performing assessment and treatment techniques to patients of any gender, e.g. evaluation of hand sensation and joint movement or suctioning, joint mobilisation and soft tissue massage.</li> </ul>

<b>Sensory Skills</b>
<p><b>Inherent requirement</b></p> <ul style="list-style-type: none"> <li>• Sufficient sensorimotor skills, including visual, auditory and tactile acuity to function with the physiotherapy scope of practice.</li> </ul>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Physiotherapy requires visual, auditory and tactile acuity in order to consistently provide safe and effective physiotherapy care in order to minimise the risk of harm to self and others.</li> </ul>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Observing and detecting subtle changes in posture, movement and the ability to perform functional activities during assessment and treatment.</li> <li>• Monitor the broader environment, including multiple patients and events simultaneously (e.g. safely conducting an exercise class for patients with lower back pain).</li> <li>• Palpating joints, muscles, and soft tissues to detect anatomical or movement abnormalities.</li> </ul>

<b>Cognitive Skills</b>
<p><b>Inherent Requirement</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge, process information, analyse, think critically and synthesise information to apply knowledge of the discipline and sufficiently meet learning outcomes and academic standards relevant to the course, utilising cognitive, numeracy and literacy skills, including focus, memory, and attention to detail.</li> </ul>

### Rationale

- Cognitive skills are essential in acquisition and application of knowledge in both the academic and professional environment.

### Examples

- Ability to conceptualise and use appropriate knowledge in response to academic assessment items.
- Gather, comprehend and organise information (e.g. take a patient history and perform a physical examination and formulate a provisional diagnosis and treatment plan; interpret clinical pictographs, diagrams, graphs, and ECG tracings accurately).
- Accurately undertake arithmetic calculations (e.g. calculate the intensity required for exercise training adaptation based on the findings of a six-minute walk test).

## ICT Capacity

### Inherent Requirement

- Acquire, and employ information and communications technology (ICT) skills in an appropriate and effective manner, utilising a range of systems in both the academic and professional setting.

### Rationale

- Competent ICT skills are essential to successfully access, apply and communicate information.

### Examples

- Creating electronic medical records.
- Developing accessible resources for clients.
- Researching electronic journals and submitting assignments online.

## Sustainable Performance

### Inherent requirements

- Complete tasks in a timely manner and within a designated period, where required, while maintaining consistency and quality of performance.

### Rationale

- Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective care.

### Examples

- Maintaining consistent physiotherapy management over a negotiated time frame (e.g. planning and implementing long term goals and treatment for a patient over the course of 3 months).
- Sustain study practices and clinical performance to sufficiently engage with the learning workload for a study period, and for the degree, within a constrained timeframe.
- Sustain a working posture, associated manual tasks, cognitive engagement, performance level and emotional control for the full duration of a patient care process e.g. providing respiratory assessment, treatment and rehabilitation to a patient following joint replacement surgery.

## Inclusive Behaviour

### Inherent requirements

- Participate fully in all classes, including practical classes which involve learning hands on skills and may involve disrobing.

### Rationale

- All students must demonstrate competency in treating a diverse range of patients, including those of varying gender, race, age, and ability in order to graduate as a competent entry-level physiotherapist

Related Professional Requirements: [Privacy Act 1988](#), [Health Practitioner Regulation National Law \(ACT\)](#), [Australian Health Practitioner Regulation Agency \(AHPRA\)](#)

### Examples

- Students in this program are required to participate fully in practical classes. This may involve disrobing to shorts and singlet or swim-suit equivalent in mixed gender, race, age, and ability classes. Privacy screens are available in all practical classes and can be utilised by students.
- Students will practice hands-on physiotherapy examination and treatment techniques on people of different genders, race, age, and ability, and may personally experience these techniques being performed on them by other students and appropriate academic staff.