Course Outline

Code: HLT321
Title: Developing Professional Practice in Prosthetics & Orthotics

Faculty: Science, Health, Education and Engineering
School: Health & Sport Science
Teaching Session: Session 1
Year: 2018
Course Coordinator: Ben Lucas, blucas@usc.edu.au
Course Moderator: TBA

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description
This course will heighten students' awareness of systematic aspects impacting orthotic and prosthetic professional practice and provide the opportunity to understand the impact of this information within the work integrated learning environment. Students will explore the legal and ethical nature of funding, documentation, legislation, policies and customs that affect prosthetic and orthotic clinical practice. Work integrated learning will occur in role-emerging areas, related fields, and international locations and students will be expected to concurrently develop their professional identity, collaboration and communication skills and ethical reasoning.

1.2 Course topics
Module 1: Goal development and Clinical Documentation
   - SOAP note for P&O
   - Shared decision making
   - Creating effective goals to improve client outcomes using the ICF
   - Types of documentation
Module 2: Determining funding for prosthetic and orthotic care in Australia
   - Funding options in Australia
   - Understanding the impact of funding on treatment plan in P&O
   - Linking client goals to design
Module 3: Effective funding request practices in P&O
   - Clinical justification of treatment plans
   - Communicating with external bodies and other healthcare providers
Module 4: Legislation, policy and ethical considerations affecting P&O practice in Australia
   - Legislation and policies affecting P&O practice
   - Ethical considerations in practice

2. What level is this course?
300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program.
3. **What is the unit value of this course?**
12 units

4. **How does this course contribute to my learning?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course you should be able to:</td>
<td>You will be assessed on the learning outcome in task/s:</td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
<tr>
<td>Critically evaluate and reflect upon the way in which legislation, policy and funding models impact ethical and sustainable prosthetic and orthotic practice.</td>
<td>Task 3</td>
<td>Ethical. Sustainability-focussed.</td>
</tr>
<tr>
<td>Given a case study and/or simulated client history, compile client documentation which adheres to standardised frameworks.</td>
<td>Task 2</td>
<td>Ethical.</td>
</tr>
<tr>
<td>Given a case study and/or simulated client situation, utilise client information and goals to communicate a proposed orthotic/prosthetic treatment plan to an external body.</td>
<td>Task 2</td>
<td>Sustainability-focussed.</td>
</tr>
<tr>
<td>Apply and demonstrate professional and ethical attitudes, knowledge and skills within contemporary healthcare settings.</td>
<td>Task 1, Task 3</td>
<td>Ethical. Sustainability-focussed.</td>
</tr>
</tbody>
</table>

5. **Am I eligible to enrol in this course?**
Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 **Enrolment restrictions**
This course is only available to students enrolled in SC367 (Prosthetics & Orthotics Extended Major).

5.2 **Pre-requisites**
OCC23 and HLT320

5.3 **Co-requisites**
Nil

5.4 **Anti-requisites**
Nil

5.5 **Specific assumed prior knowledge and skills (where applicable)**
Nil
6. How am I going to be assessed?

6.1 Grading scale

Limited – Pass (PU), Fail (UF)

6.2 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>Duration / length</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
<th>WIL/PC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Code of Conduct</td>
<td>Individual</td>
<td>N/A</td>
<td>n/a</td>
<td>Week 1</td>
<td>SONIA</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Annotated Clinical Note + Funding Request</td>
<td>Individual</td>
<td>N/A</td>
<td>2500 words</td>
<td>Week 6</td>
<td>Blackboard (SafeAssign)</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Reflective Portfolio</td>
<td>Individual</td>
<td>N/A</td>
<td>2500 words</td>
<td>Week 8</td>
<td>PebblePad</td>
<td></td>
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</table>

Assessment Task 1: Code of Conduct

**Goal:** This task enables you to become familiar with the code of conduct for your discipline and work within its guidelines during a work integrated learning (WIL) experience.

**Product:** WIL experience in accordance with code of conduct.

**Format:** During your WIL experience you are required to complete 128 hours of work experience (equivalent of 16 x 8 hour days). To be eligible to pass, you are required to complete the internship satisfactorily according to the criteria below. See Blackboard for your discipline specific Code of Conduct.

**Criteria:** The academic placement supervisor will evaluate your standard and quality of your work and make an assessment against the following criteria:
- Behaviour that is in accordance with the discipline code of conduct
- Adherence to the discipline code of conduct
- Completion of the required 128 hours

Assessment Task 2: Annotated Clinical Note + Funding Request

**Goal:** The purpose of this task is for you to gain experience in translating a client encounter into a complete and standardized clinical note acceptable to an external body.

**Product:** Annotated Clinical Note + Funding request

**Format:** Annotated Clinical Note: You will be provided with a simulated clinical encounter with an individual requiring prosthetic or orthotic care. You will need to translate the encounter and client information provided into a SOAP note format provided by your tutor. You will receive formative feedback through peer-review format and on-line group discussions on your clinical note in week 4 to help you prepare for your funding application submission in Week 6.

Funding request: You will be randomly allocated an authentic funding scenario and are required to translate the clinical note into an evidence based funding request which adheres to relevant funding application standards and is guided by the AOPA clinical justification template.

Your written submission includes your Annotated Clinical Note (with peer feedback form and reasoning for format/language) and Funding Request Application.

**Criteria:**
- Adaptation of language to suit varying audience
- Accuracy and depth within translation of encounter
- Ability to follow SOAP format in a clear and concise manner
- Ability to ensure goals are SMART goals
- Quality of peer review provided
- Clarity of justification for information included
- Clear justification of treatment plan using primary sources of evidence
- Adherence to requirements of allocated funding scenario
- Complies with the AOPA clinical justification recommendations as appropriate
Assessment Task 3: Reflective Portfolio

**Goal:** To demonstrate the ability to reflect on personal performance during WIL, and critically evaluate and reflect upon the impact of legislation, funding, policies and workplace customs on practitioners, clients and organisations.

**Product:** Portfolio

**Format:** Your digital portfolio must include the following items:
- A minimum of 1 reflection on AOPA competency standard domains 1, 4, 5 (total of 3) based on a series of reflective questions/prompts in PebblePad.
- Reflective responses that demonstrate in-depth analysis of placement experience and critical evaluation on the impact of funding, policies, etc on your practice and the ethical/sustainable issues around it.
- Individual learning goals and progress towards attainment
- Evidence of mid-term (formative) and final supervisor (summative) feedback
- Collection of evidence during placements that show competency or developing competency of domains 1, 4, 5

Your portfolio entries are required to be written for an audience of healthcare academics.

**Criteria:**
- Development of achievable WIL goals
- Adequate performance on domains 1-4 (SPEF-R) as assessed by clinical supervisor
- Depth of analysis relating to AOPA competency standard Domains 1, 4 & 5
- Ability to analyse best practice versus reality of practice and link this to the impact on practitioner, client and organisation outcomes and situations
- Appropriate use of professional language and grammar
- Quality of reflection, showing depth of insight and critical awareness of performance.

7. What are the course activities?

7.1 Directed study hours
1 hour of online learning a week x 8 weeks and minimum of 16 hours per week x 8 weeks of WILS

7.2 Teaching semester/session(s) offered
Session 1

7.3 Course content

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
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<tbody>
<tr>
<td>Weeks 1-2: Module 1</td>
<td>Clinical Notes, decision making and goal setting: SOAP note for P&amp;O Types of documentation Current e-practices Privacy and FOI Shared decision making Creating measurable goals (short/long term, personal/treatment goals) International Classification of Functioning Outcome Measures</td>
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<tr>
<td>Weeks 3-4: Module 2</td>
<td>Determining funding for prosthetic and orthotic care in Australia: Principles and considerations of national and state based programs Impact of funding on P&amp;O treatment plan (ethical considerations) Linking design and client goals in light of funding options</td>
</tr>
<tr>
<td>Weeks 5-6: Module 3</td>
<td>Clinical Justification: AOPA template</td>
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<tr>
<td>Course Outline:  HLT321 Developing Professional Practice in Prosthetics and Orthotics</td>
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<tr>
<td>Funding body requirements and considerations (ethical and sustainable focus)</td>
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<td>Quotation (GST)</td>
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<td>Client capacity building information</td>
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<tr>
<td>Weeks 7-8: Module 4</td>
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<tr>
<td>Legislation, policy and ethical considerations affecting P&amp;O practice in Australia:</td>
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<td>Self-regulated vs regulated professions</td>
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<tr>
<td>Professional behaviours and responsibilities</td>
<td></td>
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<td>Ethics and profitability in health</td>
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<tr>
<td>Ethical decision making in practice</td>
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<tr>
<td>Scope of practice</td>
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<tr>
<td>TGA</td>
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<tr>
<td>Occupational Health &amp; Safety</td>
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<tr>
<td>Insurance</td>
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<td>Workforce data and planning</td>
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Please note that the course activities may be subject to variation.

8. **What resources do I need to undertake this course?**

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 **Prescribed text(s)**

Nil

8.2 **Specific requirements**

Professional dress for WILs as specified in the P&O handbook, including the use of your Name Tag. You are also required to meet the minimum requirements for placement, as outlined in the handbook and make sure that information is up-to-date within SONIA, the WILs database.

9. **Risk management**

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hour for example. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. **What administrative information is relevant to this course?**

10.1 **Assessment: Academic Integrity**

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.
10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment
Your eligibility for supplementary assessment in a course is dependent on the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task’s identified value) for the third day
- 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.
To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.
Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6 General Enquiries

In person:
- USC Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- USC SouthBank - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- USC Gympie - Student Central, 71 Cartwright Road, Gympie
- USC Fraser Coast - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au