Course Outline

Code: HLT324
Title: Transition to Clinical Practice in Prosthetics & Orthotics

School of: Health & Sport Science
Teaching Session: Session 7
Year: 2019
Course Coordinator: Ben Lucas, blucas@usc.edu.au
Course Moderator: Adam Holden

1. What is this course about?
1.1 Description
This is the capstone course for the Prosthetics & Orthotics major at USC. You will work with real-world situations and clients to develop and implement an evidence-based prosthetic or orthotic intervention strategy in a controlled, academic environment. This will provide you with the opportunity to demonstrate competence by exemplifying the role of a prosthetist/orthotist to improve quality of life for your 'client' through a combination of workshops and online interaction. This course is designed to transition you from the academic role to that of a competent, entry-level graduate into workplace.

1.2 Course topics
- Professional Membership and Career Planning
- Facilitating completion of treatment including assessment
- Developing and Implementing an effective intervention strategy
- Enquiring approach to practice
- Ethical and legislative frameworks
- Funding requirements

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>Assess the ethical, legislative, and funding requirements in relation to the provision of quality prosthetic and orthotic care</td>
<td>Task 1 Task 3</td>
<td>Sustainability-focused.</td>
</tr>
<tr>
<td>Create and justify a complete client-centred care plan using the client assessment, evidence-based practice, and prior experience</td>
<td>Task 1 Task 3</td>
<td>Creative and critical thinkers. Engaged.</td>
</tr>
<tr>
<td>Use clear, coherent, and professional communication skills appropriate to the audience and situation.</td>
<td>Task 1 Task 2 Task 3</td>
<td>Creative and critical thinkers. Engaged.</td>
</tr>
<tr>
<td>Create innovative solutions to meet the prosthetic and orthotic needs of an individual.</td>
<td>Task 2 Task 3</td>
<td>Creative and critical thinkers. Engaged.</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

HLT322

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Students will submit a draft of Task 1 by week 2 for feedback.

6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written Case Report</td>
<td>Individual</td>
<td>20</td>
<td>1500 words</td>
<td>Week 3</td>
<td>Blackboard (Safe Assign)</td>
</tr>
<tr>
<td>2</td>
<td>ePortfolio</td>
<td>Individual</td>
<td>40</td>
<td>2000 words</td>
<td>Week 6</td>
<td>PebblePad</td>
</tr>
<tr>
<td>3</td>
<td>Oral Case Defence</td>
<td>Individual</td>
<td>40</td>
<td>15 minutes + 10 minutes Q &amp; A</td>
<td>Week 8</td>
<td>In class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Course Outline: HLT324 Transition to Clinical Practice in Prosthetics and Orthotics

Assessment Task 1: Written Case Report

<table>
<thead>
<tr>
<th>Goal:</th>
<th>This task is designed to assess your ability to research and discuss the specifics of a person’s pathology or condition, common treatment modalities, and present a clear summary of the information that includes an evidence-based assessment strategy and funding considerations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Case Report</td>
</tr>
<tr>
<td>Format:</td>
<td>You will be provided with a basic script and background of a randomly assigned client that includes pathology, referral basis, funding, and other pertinent background. You will write a 1500 review related to pathological considerations, common treatment modalities, and a proposed assessment strategy. You will also include possible funding options based on the case.</td>
</tr>
</tbody>
</table>
| Criteria: | • Communication of client pathology and potential outcomes (writing, referencing, use of literature)  
• Ability to critically evaluate sources to inform a client-centred and evidenced-based strategy of care  
• Application of evidence to inform practice through an assessment strategy that reflects client condition and potential desired outcomes |

Assessment Task 2: ePortfolio

<table>
<thead>
<tr>
<th>Goal:</th>
<th>The goal of Task 2 is to collate in a professional manner the evidence and artefacts you have collected in and outside the program that demonstrates how you exemplify the role of an orthotist/prosthetist. This task is integral to your development of life-long learning and reflective practice required for continuing education later in practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>ePortfolio</td>
</tr>
<tr>
<td>Format:</td>
<td>You will create an ePortfolio in PebblePad. It is a graduate entry ePortfolio that includes a professional statement that articulates your professional values and goals; evidence that you have demonstrated competence in the Australian Orthotic and Prosthetic Association (AOPA) Entry-Level Competency Standards (2014).</td>
</tr>
</tbody>
</table>
| Criteria: | • Quality of evidence to show alignment between professional practice and the development of competence  
• Justification of competence  
• Communication of competence in a professional format |

Assessment Task 3: Oral Case Defence

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Task 3 simulates the vital skill of presenting a case to a professional audience on how your recommendations for care and your management of a complex case requiring prosthetic and/or orthotic intervention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Oral Defence</td>
</tr>
<tr>
<td>Format:</td>
<td>Individual presentation to two evaluators of 15-minute duration with 10 minutes of question/answer arising from the presentation and supporting documentation (i.e. funding application, client notes, fabrication details)</td>
</tr>
</tbody>
</table>
| Criteria: | • Communication of treatment plan  
• Provision of clinical treatment  
• Application of evidence to justify practice  
• Assessment of professional/personal practice |
7. **What are the course activities?**

7.1 **Directed study hours**

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<table>
<thead>
<tr>
<th>Location: Specific Campus(es) or online:</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>USC Sunshine Coast</td>
<td>1-hour online lecture for weeks 1-3; 4-hour workshops for weeks 4-8</td>
</tr>
</tbody>
</table>

7.2 **Course content**

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>Introduction to HLT324</td>
</tr>
<tr>
<td></td>
<td>Professional development</td>
</tr>
<tr>
<td></td>
<td>Building a graduate ePortfolio</td>
</tr>
<tr>
<td>7</td>
<td>Simulation</td>
</tr>
<tr>
<td>8</td>
<td>Simulation and Task 3</td>
</tr>
</tbody>
</table>

Please note that the course content 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)**

There is no set text for this course

8.2 **Specific requirements**

Students will need to access Blackboard for all course requirements. Queries regarding assessment will be addressed on Blackboard – not by email. Other issues can be discussed with your course coordinator via appointment during the designated contact hours as specified on Blackboard. You are required to wear the USC uniform for any in-class presentations and when working directly with clients. You are required to wear the appropriate PPE for all lab activities.

9. **Risk management**

Health and safety risks have been assessed as moderate, including the use of large machinery, chemicals, dust, noise, vibration, and thermal exposure. Specific risks are highlighted in the Prosthetic & Orthotic Student Laboratory Manual and safe use of the machinery and other risks will be reviewed.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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 of 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 South Bank - 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
- USC Caboolture - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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