

HLT105 Foundations of Prosthetic and Orthotic Practice

School: School of Health - Public Health

2026 | Trimester 2

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au 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 introduces you to the foundations of P&O management of foot and lower limb pathologies, while relating these skills to models of behaviour and social theories of healthcare. You will be introduced to clinical assessment skills, how to explore and utilise evidenced-based treatment practices, and develop critical communication strategies to advance your understanding of client centred care as a healthcare professional. Practical activities involve industry-relevant clinical assessment techniques and the technical skills to fabricate and deliver P&O interventions for the lower limb.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Independent structured learning materials	2hrs	Week 1	12 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	12 times
Laboratory 1 – On campus laboratory	3hrs	Week 1	12 times

1.3. Course Topics

1. The health professional and client centred care
2. Diabetes related foot disease and lower limb pathology and management
3. Understanding clinical practices relating to persons with partial foot amputation

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	The Australian Orthotic Prosthetic Association
1 Describe key concepts relating to theory of behavioural/social health and pathology/management of diabetes related foot pathologies.	Knowledgeable Empowered	1.1.1, 1.2.3, 2.2.1, 2.3.2, 2.4.1, 4.3.1, 5.2.1, 5.2.3, 5.2.4, 6.2.1
2 Apply and critique developing techniques in casting, fitting and fabrication used in diabetes related foot pathologies and partial foot interventions.	Creative and critical thinker Empowered	2.4.1, 2.4.2, 2.4.5, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 5.2.4
3 Objectively assess a prosthetic and/or orthotic client and/or simulation in a safe and effective manner.	Knowledgeable Empowered Engaged	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 2.1.2, 2.1.3, 5.2.1
4 Discuss current literature related to prosthetic and orthotic management and client centred care.	Knowledgeable Engaged	1.2.3, 2.2.1, 2.3.2, 5.2.4, 6.2.1
5 Communicate assessment processes and best practice clinical interventions to clients, professional colleagues and wider community.	Ethical Engaged	1.2.3, 1.2.4, 6.1.2

* Competencies by Professional Body

CODE	COMPETENCY
THE AUSTRALIAN ORTHOTIC PROSTHETIC ASSOCIATION	
1.1.1	Ensures all interactions with the client and/or carer demonstrate respect, honesty, empathy and dignity and are conducted in a culturally appropriate manner
1.2.3	Establishes and maintains effective working relationships with other health professionals to enhance collaborative practice and client access to care
1.1.2	Ensures the client is the focus of the care pathway
1.1.3	Ensures the client and/or carer is aware of their rights and responsibilities
1.1.4	Obtains informed consent from the client and/or carer prior to the provision of care
1.1.5	Listens effectively to the client and/or carer
1.1.6	Encourages the client and/or carer to participate and provide feedback
1.1.7	Provides prompt, accurate and comprehensive information in clear terms to enable the client and/or carer to make an informed decision
1.1.8	Uses all available resources to enhance communication
1.2.4	Actively participates within the health professional team and seeks opportunities to demonstrate professional excellence
2.2.1	Accesses and utilises evidence to guide clinical decisions
2.3.2	Considers the information obtained, the client and/or carer's goals and evidence when formulating treatment options
2.4.1	Considers all relevant characteristics of the client during orthosis/prosthesis fitting and review processes
2.4.2	Uses appropriate techniques to ensure optimal fit and function of the orthosis/prosthesis
2.4.5	Modifies treatment to ensure best possible outcomes are maintained

CODE	COMPETENCY
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2.1.2	Selects assessment techniques, outcome measures and other tools/instruments based on evidence, which are relevant to the client's presentation
2.1.3	Performs assessment professionally, safely and effectively
3.1.1	Utilises appropriate casting, measuring and/or cast modification techniques to facilitate fabrication
3.1.2	Fabricates and/or coordinates the optimal fabrication of orthoses/prostheses
3.1.3	Performs and/or coordinates requires modifications of orthoses/prostheses
3.2.1	Assesses the orthosis/prosthesis for structural safety at appropriate intervals
3.2.2	Ensures the orthosis/prosthesis is compliant with manufacturer guidelines and standards
4.3.1	Recognises service gaps or inefficiencies and works collaboratively to identify solutions
5.2.1	Recognises the responsibility to do no harm
5.2.3	Abides by applicable codes of ethics and conduct
5.2.4	Recognises and responds appropriately if client is at risk
6.2.1	Assesses and critically analyses sources of evidence
6.1.2	Shares skills and knowledge with health professional colleagues and students

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

HLT102 and enrolled in SC307

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Feedback provided in week 3 via the embedded portfolio assessment.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	35%	1800 words	Week 9	Online ePortfolio Submission
All	2	Report	Individual	35%	1200 words (+/- 10% for headings and references)	Week 12	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	30%	90 minutes	Exam Period	Exam Venue

All - Assessment Task 1: Portfolio of professional clinical skills

GOAL:	This portfolio will allow you to demonstrate and reflect on your growing professional skills and theory connection relating to client centred care.									
PRODUCT:	Activity Participation									
AUTHORSHIP STATEMENT:										
FORMAT:	You will complete a series of interactions and reflections, both on campus and via submissions to Canvas.									
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Assessment of and in communication with client 3 5</td> </tr> <tr> <td>2</td> <td>Application and critique of developing skills in fabrication and fitting 2</td> </tr> <tr> <td>3</td> <td>Communication of best practice clinical intervention 5</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Assessment of and in communication with client 3 5	2	Application and critique of developing skills in fabrication and fitting 2	3	Communication of best practice clinical intervention 5	
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1	Assessment of and in communication with client 3 5									
2	Application and critique of developing skills in fabrication and fitting 2									
3	Communication of best practice clinical intervention 5									
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy									

All - Assessment Task 2: Off-loading report

GOAL:	The report will further integrate your knowledge of P&O principles by having you apply methods to evaluate these concepts through real-world applications, with a specific focus on offloading principles.	
PRODUCT:	Report	
AUTHORSHIP STATEMENT:		
FORMAT:	This report will analyse the outcomes and significance of orthotic design and offloading principles to provide real-world P&O interventions. The report will require you to explore the primary literature, P&O intervention, utilizing principles and methods covered in class, and contemplate how these insights can be integrated into future clinical practice to deliver high-quality interventions.	
CRITERIA:	No.	Learning Outcome assessed
	1	Description of key concepts relating to pathology and orthotic management 1
	2	Application of developing fabrication techniques and research methods 2
	3	Description of and comprehension of results 1
	4	Discussion of current literature to inform future practice. 4
	5	Communication to relevant stakeholders 5
GENERIC SKILLS:	Communication, Collaboration, Organisation, Applying technologies, Information literacy	

All - Assessment Task 3: Examination

GOAL:	The purpose of the final exam is to ensure you can understand, interpret and apply the theoretical knowledge and terminology related to clinical topics, care and intervention as covered during all learning materials of the trimester.	
PRODUCT:	Examination - Centrally Scheduled	
AUTHORSHIP STATEMENT:		
FORMAT:	A 90-minute examination which will consist of a variety of multiple choice, T/F, and fill-in-the blank questions, short answers and long answer questions.	
CRITERIA:	No.	Learning Outcome assessed
	1	Description of concepts relating to theory of behavioural/social health and pathology/management of the high risk foot 1
	2	Description of techniques in casting, fitting and fabrication used in High Risk and Partial Foot interventions 2
	3	Communication of best practice clinical interventions relating to PO management 4 5
GENERIC SKILLS:	Problem solving, Organisation, Information literacy	

7. Directed study hours

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. Student workload is calculated at 12.5 learning hours per one unit.

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

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

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Kevin C. Chui, Sheng-Che Yen, Milagros Jorge, Michelle M. Lusardi	2019	Orthotics and Prosthetics in Rehabilitation	4	Saunders

8.2. Specific requirements

You will be required to wear appropriate clothing and closed toe shoes during client and/or professional encounters and during lab sessions.

9. How are risks managed in this course?

Risk assessments have been performed for all laboratory classes and a moderate level of health and safety risk exists. Moderate risks are those associated with laboratory work such as working with chemicals and hazardous substances. You will be required to undertake laboratory induction training and it is also 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)