

HLT107 Allied Health Assistance B

School: School of Health - Occupational Therapy

2026 | Session 6

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

In this course you will further develop your skills to work as an Allied Health Assistant. You will be introduced to working with a broader range of health professionals, different health care settings, and assisting allied health professionals to care for clients across the lifespan. You will extend your skills in supporting therapy and exercise programs in a group setting, and practice professional communication skills and teamwork. You will also learn about safe practice in manual handling and the use of equipment to assist patients to optimise their mobility, function and independence.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Online workshops twice per week in weeks 1-5	2hrs	Week 1	10 times
Learning materials – Weekly online learning activities. See Canvas for details.	2hrs	Week 1	8 times
Laboratory 1 – Intensive on campus teaching at Sunshine Coast campus - daily classes (approx. 6 hours per day) for 1 week. See Canvas for details.	30hrs	Week 3	Once Only
Laboratory 2 – Intensive on campus teaching at Sunshine Coast campus - daily classes (approx. 6 hours per day) for 1 week. See Canvas for details.	30hrs	Week 7	Once Only

1.3. Course Topics

- Who's in your team and interprofessional collaborative practice
- Working with other professions, such as nutritionists, dietitians, exercise physiologists, orthotists and prosthetists
- Understanding your role - delegation versus supervision, working within scope of practice
- Variation in practice contexts and with different client populations (including paediatrics, gerontology)
- Reflective Practice – Reflecting *in action* and *on action* - and continuing professional development
- Professional communication with clients, parents, teachers, health professionals, care-givers
- Infection control, safe manual handling principles, risk management and reporting
- Supervising and supporting clients in undertaking prescribed exercises and therapy
- Introduction to equipment for transfers/mobility, education and support of clients/carers
- Set up and maintenance of therapy/practice areas and equipment
- Group dynamics, managing and leading a group, monitoring clients, ensuring safety and compliance

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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Communicate using written and verbal skills to effectively collaborate with clients and health professionals.	Engaged
2 Demonstrate knowledge of the allied health professions, practice contexts and population demographics which allied health assistants may work with.	Knowledgeable
3 Apply safe manual handling principles and techniques when working with clients.	Empowered
4 Demonstrate group processes and reflective practice in facilitating a therapy group.	Engaged

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

HLT111

5.2. Co-requisites

HLT100

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

Online quizzes test understanding of content and provide early feedback on progress (scheduled weekly in weeks 2-5)

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	Quiz/zes	Individual	20%	There are 4 quizzes that will be scheduled - each quiz will consist of 5 case study based questions and contribute 5% towards course grade (total 20% of course grade)	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	30%	20 minute group activity will be followed by 500 word written reflection	Throughout teaching period (refer to Format)	In Class
All	3	Practical / Laboratory Skills, and Written Piece	Individual	50%	50 minutes - 5 stations of 10 minutes duration. Station 1 is for reading, Station 2 is for transfers, station 3 is for mobility, Station 4 is for exercise and Station 5 is for clinical documentation. Students will also act as simulated patients for their peers who will follow them through the OSCE stations.	Throughout teaching period (refer to Format)	Exam Venue

All - Assessment Task 1: Online Quizzes

GOAL:	Test understanding of online learning by application of knowledge to allied health assistant and clinical practice scenarios. Each quiz will focus on the previous 1-2 weeks of online learning.		
PRODUCT:	Quiz/zes		
AUTHORSHIP STATEMENT:			
FORMAT:	Online via CANVAS by due date (ie Friday midday in weeks 2, 3, 4 and 5)		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate knowledge of allied health assistant roles and responsibilities in assisting different health professionals in clinical and non clinical duties	2
	2	Demonstrate knowledge of allied health assistant roles and responsibilities in different practice contexts spanning acute care, rehabilitation and the community	2
	3	Demonstrate knowledge of allied health assistant roles and responsibilities in relation to clients of variable ages (across the lifespan)	2
	4	Suggest effective communication strategies and interprofessional collaboration opportunities in the care of clients as an allied health assistant	1 2
	5	Demonstrate skills in clinical documentation and reporting of issues or concerns to an allied health professional relating to a client or situation	1 2
GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy		

All - Assessment Task 2: Group Processes and Reflection

GOAL:	Demonstrate the ability to present and facilitate a group activity using effective group processes and reflect on learning and experience using Gibb's cycle of reflection. This activity will resemble allied health assistant tasks in different practice settings.		
PRODUCT:	Oral and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	In class group presentation and activity followed by written reflection - The group presentation and activity will be assigned and scheduled at the start of the session - The group presentation and activity will be delivered during the first intensive teaching week on campus - The reflective report (500 words) being due the week after the group activity. Due dates will be provided on CANVAS.		
CRITERIA:	No.		Learning Outcome assessed
	1	You will demonstrate the ability to facilitate a group using effective group processes with peers and complete a written reflection based upon education experience.	1 2 3 4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3: OSCE- Transfers, Mobility and Exercise

GOAL:	To assess student safety in assisting individual client transfers, mobility and exercise within specific guidelines and parameters provided by an allied health professional. This will involve the use of specialised equipment such as gait aids and exercise equipment. Students will also need to document their therapy session using SOAP format and appropriate abbreviations.		
PRODUCT:	Practical / Laboratory Skills, and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	On campus practical assessment - station based OSCE. Students will need to achieve 50% in this assessment to pass the course and progress to clinical placement in HLT106.		
CRITERIA:	No.		Learning Outcome assessed
	1	Professional and effective communication with the client and examiner	1
	2	Accurate and complete clinical documentation using SOAP format	1
	3	Complies with infection control and safe manual handling requirements, and prevents falls or adverse events	1 3
	4	Applies allied health assistant knowledge and skills to assist client to transfer safely with appropriate instruction, support, and equipment	1 2 3
	5	Applies allied health assistant knowledge and skills to assist client to mobilise safely with appropriate instruction, support, and equipment	1 2 3
	6	Applies allied health assistant knowledge and skills to educate, direct and assist client to safely undertake therapeutic exercise in a correct manner	1 2 3
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, 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
Recommended	Karen Sladyk, Sally E. Ryan	2015	Ryan's Occupational Therapy Assistant	5th	Slack
Recommended	Mark Dutton	2022	Dutton's Introductory Skills and Procedures for the Physical Therapist Assistant	n/a	McGraw-Hill Education / Medical
Recommended	Jacqueline Kiaczak Kopack, Karen A. Cascardi	2023	Principles of Therapeutic Exercise for the Physical Therapist Assistant	n/a	Routledge

8.2. Specific requirements

* You will require access to a stable internet connection and a camera on your device in order to take part in the workshops.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the 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

Please note: Given the stressful nature of an OSCE assessment (Assessment item 3), students will be granted an automatic resubmission opportunity if they score less than 50%. The maximum score students will obtain in this second attempt will be 50% in this assessment item. The requirement to achieve 50% in this assessment item will help to protect client safety on clinical placement, and appropriate screening of suitability for progression to placement is required by external clinical placement partners and clinical facilities to host our students.

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](#)