COURSE OUTLINE

HLT211 Placement Competencies in Prosthetics and Orthotics

School: School of Health - Public Health

2027 | 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 prepares prosthetic and orthotic students for future work-integrated learning by developing foundational professional skills, knowledge, and behaviours essential to P&O practice. Through practical and simulated learning activities, students consolidate clinical communication, problem-solving, and client interaction skills, alongside professional conduct, self-directed learning, and reflective practice. These capabilities are applied during interprofessional placements, enabling students to collaborate effectively with other health professionals in real-world clinical settings.

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 – Simulated placement hours	4hrs	Week 1	12 times
Fieldwork – You will complete a minimum of 52 hours of fieldwork as part of this course, including a placement in an allied health setting and participation in mentoring activities.	52hrs	Week 1	Once Only

1.3. Course Topics

- Professional Behaviour and Managing Learning in Allied Health Placement Contexts
- Self-Management and Reflective Practice
- Clinical Observations and Documentation
- Communication Skills and Complexities in Allied Health Practice
- Collecting and Interpreting Information for Planning
- Clinical and Professional Reasoning in Practice
- Interprofessional Skills and Collaborative Practice
- Mentoring in Allied Health
- Cultural Safety and Inclusive Practice

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * The Australian Orthotic Prosthetic Association
1 Demonstrate foundational prosthetic and orthotic skills, knowledge, and professional behaviours through application in simulated and preparatory placement activities.	Empowered Ethical 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, 1.2.1, 1.2.2, 1.2.3, 2.1.1, 2.1.2, 2.1.3, 2.3.7, 2.4.6, 4.1.1, 4.1.2, 4.1.3, 6.1.3
2 Develop and refine self-directed learning strategies to enhance performance and adaptability in prosthetic and orthotic placement contexts.	Empowered Engaged Sustainability-focussed	5.3.1, 5.3.2, 5.3.3, 6.1.1
3 Critically reflect on personal performance using self-evaluation and external feedback to inform ongoing professional growth.	Empowered Engaged	6.1.1, 6.1.2, 6.1.4, 6.2.5
4 Articulate and justify the development of a discipline-specific professional identity within the allied health field.	Empowered Engaged	1.1.1, 1.2.2, 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.3.3, 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
1.1.2	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
1.2.1	Receives and develops client referrals, professional handovers health professional team reports and care plans
1.2.2	Respects, acknowledges and utilises the expertise of other health professionals
1.2.3	Establishes and maintains effective working relationships with other health professionals to enhance collaborative practice and client access to care

CODE	COMPETENCY
2.1.1	Identifies subjective and objective information to enable development of an appropriate orthotic/prosthetic care plan
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
2.3.7	Includes client, carer and/or health professional team education and follow-up when planning treatment
2.4.6	Discusses progress toward goals with the client and/or carer
4.1.1	Facilitates appropriate completion of treatment
4.1.2	Demonstrates an ability to triage individual client case load within broader facility requirements for client care
4.1.3	Facilitates appropriate completion of all supportive activities
5.3.1	Works within professional scope of practice, consent of client and/or carer and authority of employer
5.3.2	Seeks assistance or refers on when beyond own level of competence
5.3.3	Recognises where further training is required to conduct competent practice
5.2.1	Recognises the responsibility to do no harm
5.2.3	Abides by applicable codes of ethics and conduct
6.1.3	Participates in health professional training and research as opportunities arise
6.1.1	Undertakes independent learning to further own knowledge and skills on a continuous basis
6.1.2	Shares skills and knowledge with health professional colleagues and students
6.1.4	Seeks out leaders within the profession for advice and mentoring
6.2.5	Critically and continuously evaluates practice

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

HLT204 and HLT208

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

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

By week 4 you will receive early formative feedback during class from a Practice Educator regarding your engagement and performance in sessions and professional behaviour to support your performance on Task 2.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Code of Conduct	Individual	From enrolment in course to completion of all required learning activities (includes pre-placement learning activities and extension to placement where applicable).	Week 1	SONIA
All	2	Activity Participation	Group	10 - minute group presentation plus a 500 word written submission	Week 9	In Class
All	3	Portfolio	Individual	100 hours comprised of: Practice Education Sessions; Interprofessional Placement and Mentoring.	Week 12	Online Submission

All - Assessment Task 1: Code of conduct

GOAL:	This task is designed to develop your understanding of the professional Code of Conduct relevant to your discipline. During your course, you will demonstrate consistent application of these guidelines by upholding professional standards, values, and behaviours in both clinical and non-clinical settings. You are expected to act in accordance with the UniSC Student Code of Conduct and the ethical standards of your professional association.
PRODUCT:	Code of Conduct
AUTHORSHIP STATEMENT:	
FORMAT:	Prior to commencing this course you will ensure all mandatory requirements are submitted to Sonia. You will be provided with information about the Code of Conduct, which you must review and agree to follow throughout the course in order to pass HLT211.
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrates professional behaviour in line with discipline-specific code of conduct.	1
2	Develop responsibility for mandatory requirements and placement preparation to support professional conduct.	2
3	Reflects on conduct and feedback to support professional identity development.	3

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy

All - Assessment Task 2: Interprofessional Collaborative Activity

GOAL:	This task is designed to develop your ability to collaborate effectively with students and professionals from other disciplines in simulated or real-world placement settings. You will apply communication, teamwork, and problem-solving skills to contribute to shared client care, reflecting on your role and the contributions of others to support interprofessional practice.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	You will participate in structured interprofessional activities, such as case-based discussions or simulated team exercises. You are required to actively engage, contribute to collaborative problem-solving, and submit any associated case notes, action plans, or supporting documentation to Canvas.
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrate professional communication and teamwork with other disciplines.	1
2	Develop collaborative problem-solving and self-management skills.	2
3	Critically reflect on your contributions and role team interactions.	3
4	Articulate and justify your professional identity in the context of allied health.	4

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy

All - Assessment Task 3: Placement Performance

GOAL:	This portfolio provides you with the opportunity to demonstrate your placement preparation skills through simulated activities and interprofessional placement experiences. By completing the portfolio, you will consolidate professional practice skills, reflect on your performance, and develop the capabilities needed to succeed in current and future placements. Performance will be measured using a profession-specific evaluation tool.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	
FORMAT:	The portfolio is a structured collection of activities completed during simulated sessions and interprofessional placements. You are required to demonstrate professional practice and placement preparation skills, incorporate feedback from simulations and placements, complete all activities within the designated timeframe, and submit all portfolio activities to Canvas.
CRITERIA:	

No.		Learning Outcome assessed
1	Clinical Service Provision	1 2 3 4
2	Communication and Collaboration	1 2 3 4
3	Professional and Ethical Practice	1 2 3 4
4	Quality and Safety	1 2 3
5	Reflective Practice and Lifelong Learning	1 2 3 4

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

> There are no required/recommended resources for this course.

8.2. Specific requirements

Students should access Canvas for all course requirements and SONIA for placement requirements. General queries regarding assessment will be addressed on Canvas or can be discussed with your course coordinator via email or appointment during designated contact hours.

Mandatory requirements should be maintained and evidenced on SONIA (Blue Card, National Police Check, First Aid and CPR, proof of vaccinations; QH mandatory requirements, Student Placement Agreement).

Student uniform and ID badge are required (unless otherwise advised). Travel and other expenses incurred on placement will be the student's responsibility unless otherwise advised.

Students are required to disclose any health, disability or other concerns that may impact on performance on placement and/or contribute to risk, through completion of the Student Placement Agreement Personal Information Disclosure Form, and Ongoing Disclosure Form if required.

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.

9. How are risks managed in this course?

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 hours 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 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

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

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