

## COURSE OUTLINE

SGY700

# Foundations of Anterior Hip Arthroplasty

**School:** School of Health - Anatomy

2026 | Session 2

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*Please go to [usc.edu.au](http://usc.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 provides a comprehensive overview of the theoretical, technical and clinical knowledge considered necessary for surgeons learning the direct anterior approach to total hip arthroplasty (DAA|THA).

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE	4hrs	Week 1	12 times

**Online** – 12 modules of structured asynchronous online learning activities.

### 1.3. Course Topics

The course will comprise of 12 online asynchronous modules. Each module will be complemented with case- and scenario- based learning activities, so that the student can self-evaluate their progress and revise the content in preparation for assessment tasks 1 and 2.

- Functional anatomy, physiology and pathologies of the pelvis and hip
- History and latest advances in total hip arthroplasty
- Prosthesis design, selection and implantation
- Imaging and pre-operative planning
- Anaesthetic techniques, peri-operative protocols, and pain management
- Orthopaedic assessment and patient selection, positioning and surgical approach
- Direct anterior approach to total hip arthroplasty procedure and perioperative care
- Traditional anterior minimally invasive surgery and off-table modifications
- Avoiding and managing complication
- Postoperative recovery, physiotherapy and rehabilitation
- Revision surgery and bikini incision technique
- Complex primary total hip arthroplasty

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

### 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 Explain the hip and pelvis in anatomical, physiological and pathological terms.	Knowledgeable
2 Demonstrate a comprehensive technical knowledge of hip prostheses, materials and tribology.	Empowered
3 Apply appropriate clinical and radiological evaluation techniques to identify candidates for DAATHA.	Creative and critical thinker
4 Demonstrate comprehensive knowledge of the technical aspects required to perform direct anterior approach total hip arthroplasty.	Empowered Sustainability-focussed
5 Demonstrate a safe approach to complication management.	Creative and critical thinker
6 Develop appropriate perioperative protocols to improve patient experience and outcomes.	Ethical

### 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

Enrolled in Program SC526

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

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

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

Early formative feedback checkpoints are embedded throughout each of the course modules. These concept checks are constructively aligned to scaffold and prepare students for summative assessment tasks in this course.

### 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	50%	30 minutes per quiz, to be completed after each module.	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Artefact - Professional, and Written Piece	Individual	50%	Maximum 2000 word submission.	Refer to Format	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Case-based concept evaluation

<b>GOAL:</b>	To demonstrate and apply your knowledge, and comprehension of all aspects relating to the direct anterior approach for total hip arthroplasty, through a range of technical, clinical and surgical scenarios.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	Multiple choice and short answer questions. Two attempts per quiz.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1 To demonstrate your knowledge, understanding and comprehension of all aspects relating to the direct anterior approach to total hip arthroplasty.		<b>1 2 3 6</b>
	2 Evaluate and apply ethical and professional best practice outcomes for patient-centred care.		<b>4</b>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies, Information literacy		

#### All - Assessment Task 2: Artefact Case evaluations

<b>GOAL:</b>	To demonstrate and apply your understanding of the latest advances in anterior hip arthroplasty and revision surgeries to enact best surgical practice, post-operative rehabilitation for improved patient health outcomes.		
<b>PRODUCT:</b>	Artefact - Professional, and Written Piece		
<b>FORMAT:</b>	Select 5 clinical vignettes (comprising of clinical history, pertinent examination findings and radiological findings), to conduct an orthopaedic preoperative assessment to determine patient suitability for DAATHA. Also outline the pre-operative assessment, perioperative surgical milestones and subsequent postoperative care plan. To be submitted by Friday week 8 of the session enrolled.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1 Critically analyse and evaluate preoperative patient data to determine an appropriate implant, position and surgical approach.		<b>2 3</b>
	2 Describe the surgical milestones and considerations to practice as it relates to each case.		<b>2 3</b>
	3 Clearly articulate an appropriate rehabilitation plan that is outcomes-focused and demonstrates patient-centred.		<b>5 6</b>
<b>GENERIC SKILLS:</b>	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

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. 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

#### **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

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- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

### 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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](#) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](#) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](#) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

#### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

#### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

#### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

#### 10.8. 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>

#### 10.9. 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.

#### 10.10. General Enquiries

##### **In person:**

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)