COURSE OUTLINE

SPX413 Case Management and Occupational Rehabilitation

School: School of Health - Sport and Exercise Science

2026 | Session 5

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 add to your knowledge of exercise for clinical rehabilitation and further develop skills in evidence-based clinical decision making through the study of work-related illnesses and injuries in the context of employee compensation systems. You will learn related skills in worksite occupational health and safety assessment, occupational case management, functional capacity evaluations, clinical assessment, exercise management, multidisciplinary care, referral, and discharge required for the clinical care of people with work-related conditions.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Blended learning activities included tutorials, case study analyses, simulated learning scenarios and guest speaker workshops. This workshop will run daily each morning of the intensive for 3 hours.	15hrs	Week 2	2 times
Tutorial/Workshop 2 – Blended learning including simulated activities, case study skills, exercise assessments and programming for special population groups and workshops. This workshop will run daily for each day of the intensive in the afternoon. During some days, the student cohort may be split into 2 groups each afternoon dependent on the class size.	20hrs	Week 2	2 times

1.3. Course Topics

- Introduction to functional capacity evaluations (FCE)
- Pre-employment exercise testing
- Return to work assessments
- Task analysis and physical demands analysis
- Work in extreme environments
- Using task analysis to inform FCE and return to work planning
- Programming exercise for work hardening
- Programming exercise for work re-training
- Health legislation and governance in Australia
- Health records acts, Privacy acts, Freedom of information acts
- Professional boundaries and reporting issues for practitioners in workplaces
- Employee compensation systems
- Department of Veterans' Affairs
- Medicare and private insurance schemes
- Billing and health system navigation
- Role of the occupational rehabilitation case manager
- Medicolegal report writing
- Graduated return to work: risks and benefits for employee, employer, colleagues, insurer

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 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 * Exercise and Sports Science Australia
1 Evaluate the role, skills and scope of practice of an exercise physiologist in an occupational rehabilitation setting, including referrals and working with other healthcare professionals within the Australian health system.	Engaged Collaboration	1.2.2, 1.2.6, 2.2.7
2 Explain the legal rights and obligations of working as an exercise physiologist in the Australia health system, including employee compensation systems.	Ethical	1.2.1, 1.2.2, 2.2.7
3 Identify relative and absolute contraindications to exercise for occupational rehabilitation and apply this knowledge by taking appropriate action including delaying physical testing (when required), modifying tests, avoiding tests that present a high risk of aggravation or reinjury and knowing when to refer to another healthcare professional.	Empowered	3.2.1, 3.2.4, 3.2.7
4 Critically evaluate and apply scientific evidence to inform and design service delivery of tailored exercise programs to clients in an occupational rehabilitation setting.	Creative and critical thinker Information literacy	2.2.2, 2.2.5, 4.2.1, 4.2.4
5 Apply and justify clinical decision making to the recognition of signs and symptoms of clinical conditions (that may affect work capacity) before, during, and after exercise, in order to undertake functional capacity evaluations, clinical assessment, and exercise management suitable for occupational rehabilitation practice.	Empowered	1.2.8, 2.2.5, 2.2.6, 3.2.1, 3.2.3, 3.2.4, 4.2.3, 4.2.8

* Competencies by Professional Body

CODE	COMPETENCY
EXERCISE AND SPORTS SCIENCE AUSTRALIA	
1.2.2	Practise in accordance with ethically relevant legislation, regulations, and standards that apply to AEPs including privacy, confidentiality, data security, informed consent, and record-keeping.
1.2.6	Practise collaboratively and effectively with other professionals, including seeking feedback and input to inform decision-making, delegating tasks, and referring to other professionals and services where appropriate.
1.2.1	Practise with integrity within the scope of practice for an AEP, the ESSA Code of Professional Conduct and Ethical Practice, and jurisdictional Codes of Conduct.
1.2.8	Demonstrate leadership and the ability to advocate for client access to AEP services and appropriate health care.
2.2.7	Explain national, state, and compensable scheme frameworks across the health care, aged care, and disability sectors, and the requirements for AEPs working in these settings.

CODE	COMPETENCY
2.2.2	Examine principles of biopsychosocial care, value-based care, person-centred care and social and cultural determinants of health and apply this to promote health and well-being for individual clients and population groups.
2.2.5	Evaluate research findings and apply exercise prescription principles to develop recommendations and interventions, including targeted exercise prescription for the purposes of optimising health status, function, recovery, independence, and participation.
2.2.6	Apply clinical, ethical, and evidence-based decision-making to formulate appropriate interventions and recommendations and communicate the expected outcomes.
3.2.1	Formulate appropriate screening processes to evaluate and stratify risk for participation in assessments and interventions, including consideration of appropriate service modalities for clients.
3.2.4	Distinguish, record, report, and appropriately action changing risk factors and adverse signs and symptoms that may arise before, during, and after assessments and interventions.
3.2.7	Distinguish when client needs are outside of scope or competence and take appropriate, timely actions including engaging effectively with other professionals.
3.2.3	Formulate appropriate assessments and outcome measures relevant to treatment and client goals, and evaluate health status, function, capacity, and progress, to inform clinical reasoning and to monitor the delivery and outcomes of interventions.
4.2.1	Formulate evidence-based exercise prescription, interventions, and recommendations that address health and treatment related client needs, preferences, goals, and abilities, assessment findings, and social and cultural determinants of health.
4.2.4	Create and apply inclusive, respectful, and effective communication strategies to educate and engage clients in informed decision-making about purpose, benefits, risks, options, and costs for proposed interventions, expected outcomes, and strategies for future prevention.
4.2.3	Formulate and apply strategies to manage risks, evaluate progress, and adapt recommendations and interventions in partnership with clients based on needs and measured outcomes.
4.2.8	Evaluate effectiveness of interventions and their outcomes including the selection, interpretation, and reporting of outcome measures to inform future 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

SPX300 and SPX410 and SPX411 and enrolled in Program SC346 or SC304

5.2. Co-requisites

SPX412

5.3. Anti-requisites

Not applicable

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

It is assumed that you will build upon your knowledge of the Australian health system, health promotion, public health, epidemiology, and your skills in clinical history taking, record keeping, physical examination, clinical assessment, and evidence-based clinical decision-making gained in previous 3rd and 4th year courses.

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

This course includes an assessment of a professional competency task deemed necessary to meet the Exercise and Sports Science Australia (ESSA) Professional Standards for Exercise Physiology. Therefore, your attendance and participation in practicals/laboratory's is important. Feedback will be provided to you during each of your classes and will provide you with support and guidance to become competent in the ESSA Professional Standards addressed in this course.
The first assessment will be held at the end of the first week of the course. Verbal feedback on this task will be provided immediately following the task and a numerical score will be provided to you during the second week of the 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	Practical / Laboratory Skills	Individual	50%	60 minutes	Week 1	In Class
All	2	Examination - not Centrally Scheduled	Individual	50%	120 minutes	Week 2	In Class

All - Assessment Task 1: Practical Exam

GOAL:	To demonstrate skills in the selection and performance of functional capacity evaluations, clinical assessment, exercise management, suitable for occupational rehabilitation practice.
PRODUCT:	Practical / Laboratory Skills
AUTHORSHIP STATEMENT:	
FORMAT:	You will perform the role of the "exercise physiologist". You will choose a case study from a small selection and you will have time to prepare notes before your exam. You may take these notes into the exam with you.
CRITERIA:	

No.		Learning Outcome assessed
1	Applies clinical decision making to scenario	2 3 4 5
2	Applies recognised procedures to physical assessment practices	3 4
3	Applies knowledge to identify signs & symptoms	3 5
4	Applies knowledge to identify contraindications to exercise for rehabilitation	1
5	Presentation and use of appropriate terminology	3
6	Demonstrates understanding of scope of practice	1 2 3

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 2: Final written examination

GOAL:	To demonstrate knowledge of key concepts in case management for health care professionals and to apply health law and governance relevant to exercise physiology practice in Australia.
PRODUCT:	Examination - not Centrally Scheduled
AUTHORSHIP STATEMENT:	
FORMAT:	Individual written examination, including short answer questions. You will demonstrate your understanding of occupational rehabilitation and apply the health laws that are relevant to exercise physiology professional practice.

CRITERIA:

No.		Learning Outcome assessed
1	Demonstrate your understanding of the role, skills, and scope of practice of an exercise physiologist in occupational rehabilitation within the Australian health system.	1 2 3 4
2	Demonstrate your understanding of ethical, evidence-based practice and your legal obligations as a health practitioner within the Australian health system.	1 2 3 4
3	Gather information, apply and debate current clinical guidelines and your legal obligations as a health practitioner in occupational rehabilitation and Australian employee compensation schemes.	1 2 3

GENERIC SKILLS:	Communication, Problem solving, Information literacy

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
ESSA ACCREDITED EXERCISE PHYSIOLOGIST PROFESSIONAL STANDARDS 2021				
All delivery modes	Examination - not Centrally Scheduled	Final written examination	1.2.1	Taught, Practiced, Assessed
			1.2.2	Taught, Practiced, Assessed
			1.2.6	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			2.2.6	Taught, Practiced, Assessed
			2.2.7	Taught, Practiced, Assessed
			3.2.1	Taught, Practiced, Assessed
			3.2.3	Taught, Practiced, Assessed
			3.2.4	Taught, Practiced, Assessed
			3.2.7	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.3	Taught, Practiced, Assessed
	Practical / Laboratory Skills	Practical Exam	2.2.5	Taught, Practiced, Assessed
			2.2.6	Taught, Practiced, Assessed
			3.2.1	Taught, Practiced, Assessed
			3.2.3	Taught, Practiced, Assessed
			3.2.4	Taught, Practiced, Assessed
			3.2.7	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.3	Taught, Practiced, Assessed

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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
This course is delivered intensively over two weeks, Monday to Friday, 9am - noon and 1 - 4:30pm daily.	n/a

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

This course includes an assessment of a professional competency task deemed necessary to meet the Exercise and Sports Science Australia (ESSA) Professional Standards. Therefore, your attendance and participation in practicals and tutorials is expected. Feedback will be provided to you during each of your classes and will provide you with support and guidance to become competent in the ESSA Professional Standards addressed in this course. For any work that is missed you will need to demonstrate to your course provider that you have covered the required material. This will usually take the form of a detailed summary and reflection of the directed study activities and practical skills for the missed class or placement.

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

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% 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. 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