



Faculty of Medicine
School of Medical Sciences

HESC4502

Workplace Assessment & Rehabilitation

COURSE OUTLINE

Term 1, 2019

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Please read this manual/outline in conjunction with the following pages on the [School of Medical Sciences website](#):

- [Advice for Students](#)
- [Learning Resources](#)

(or see "STUDENTS" tab at medicalsciences.med.unsw.edu.au)

HESC4502 Course Information

This course will equip students with the knowledge and skills required for employment opportunities as an Accredited Exercise Physiologist (AEP) within the workplace assessment and rehabilitation sector. After completing this course new graduates will be accredited by the state insurance regulatory authority (SIRA) to provide services to injured workers insured under their scheme. Students are provided with the opportunity to develop competency and understanding of Workers compensation systems and SIRA legislative requirements; the epidemiology of occupational injury; occupational health and safety; functional capacity assessment; workplace injury prevention and rehabilitation; exercise interventions in workplace rehabilitation; and report writing and communication with key stakeholders at a professional standard.

This course offers a mixture of online and student-based learning activities (team-based learning), with the emphasise on the application of theoretical knowledge towards AEP professional practice. By completing this unit, students will develop the knowledge and practical skills (required for SIRA accreditation) to assist students transition to provide AEP services in the area of workplace assessment and injury rehabilitation. SIRA accreditation is an essential criterion for AEPs seeking employment in occupational rehabilitation.

Credit Points: 6 UOC

Course Pre-requisites:

HESC2452 Movement Assessment & Instruction
HESC3532 Movement Rehabilitation

OBJECTIVES OF THE COURSE

This course aims to:

1. Prepare students for employment providing AEP services in workplace rehabilitation.
2. Develop key competencies in workplace and functional capacity assessment.
3. Foster reporting and communication skills required of and AEP providing workplace assessment and rehabilitation services.

COURSE CONVENORS and INDUSTRY EXPERTS

Course Convenors:

Ms Jessica Bellamy j.bellamy@unsw.edu.au

Rm 203 Wallace Wurth Building West Lvl 2 ph: 9385 8710

Office Hours: Mon, Tues, Thurs & Fri 9.00am – 4:30pm

Dr John Booth john.booth@unsw.edu.au
Rm 203 Wallace Wurth Building West Lvl 2 ph: 9385 8710
Office Hours: Tuesday 9:00am – 4:00pm

Students wishing to see the course coordinators should make an appointment *via* email as our offices are not readily accessible. We will organise to meet you in a convenient location elsewhere in the building.

Contributing practicing AEPs/industry 'experts' in this course:

Mr Aidan Cashin a.cashin@unsw.edu.au
Mr Adrian Ram adrian.ram@unsw.edu.au
Mr David Riley driley@kairros.com.au
Mr Hassan Qureshi h.gureshi@neura.edu.au

Program Officer:

School of Medical
Sciences

Students are to submit all enquires via a web form at the
UNSW Student Portal Web Forms: <http://unsw.to/webforms>
Students to login with zID and zPASS
Ph: 9385 2557

COURSE STRUCTURE and TEACHING STRATEGIES

Three online learning activities occur each week:

- Foundations (online learning activity)
- Preparation for professional practice
- Professional practice

Team-based learning (TBL)* tutorials are run:

- Week 5: Monday 1-5pm (18th March); Friday 1-5pm (22nd March)
- Week 10: Friday 1-5pm (26th April); (Week 11) Monday 1-5pm (29th April)

**Enrolment in one session in week 5 & one session in week 10 is compulsory.*

100% attendance to both (week 5 & 10) TBL tutorial workshops (4 hours each) is required to pass this unit. Students are reminded that UNSW recommends that a 6 units-of-credit course should involve about 150 hours of study and learning activities. The formal learning activities are approximately 72 hours throughout the semester and students are expected (and strongly recommended) to do at least the same number of hours of additional study.

Course Philosophy and design

This course offers a blended learning teaching approach with emphasis on the application of theoretical knowledge to AEP professional practice. To aid in the availability of students to complete parallel practicum placement, most of the learning material is provided through online delivery. By completing this unit, students will develop the knowledge and skills required by the State Insurance Regulatory Authority (SIRA) for AEPs to provide occupational rehabilitation services (particularly workplace assessments and functional capacity assessments) to injured workers. SIRA accreditation is an essential criterion for AEP's seeking employment in occupational rehabilitation.

Rationale for the inclusion of content and teaching approach

How the course relates to the Exercise Physiology profession

The introduction of this course will align the UNSW Exercise Physiology degree and the curriculum expectations of Exercise & Sports Science Australia (ESSA), the governing body for tertiary accreditation. This course aims to provide UNSW Bachelor of Exercise Physiology graduates with the knowledge and skills required to gain the accreditation required by the State Insurance Regulatory Authority (SIRA) to provide workplace and functional capacity assessments.

Unlike many tertiary undergraduate Exercise Physiology courses that do not meet SIRA accreditation standards, UNSW Exercise Physiology graduates who have completed HESC4502 are not required to pay for further extracurricular in-depth training before they can deliver SIRA approved workplace assessment and rehabilitation services. This course has been specifically designed to draw on existing knowledge gained in previous courses (particularly HESC2452 and HESC3532) and incorporate new content that meets the SIRA accreditation requirements that equips new graduates with the skills to commence employment in occupational injury and rehabilitation setting.

APPROACH TO LEARNING AND TEACHING

The learning and teaching philosophy underpinning this course is centred on student learning and aims to create an environment which interests and challenges students. The teaching is designed to be engaging and relevant in order to prepare students for future careers.

Online learning activities:

Please note that online learning activities cover theoretical concepts and the practical application of these concepts towards professional practice. The online learning activities are student-centred and include demonstrative videos, quizzes and adaptive case studies to foster the key learning outcomes. To achieve the learning outcomes, it is important that students complete the required course content. Progressing through the online learning activities will require you to complete each activity before you can progress to the next activity. In order to perform adequately in the team-based learning tutorial workshops, it is imperative that online activities are completed prior to attendance. It is expected that students allocate at least 3 hours to completion of these tasks.

Team-based learning (TBL) tutorial workshops; 4hrs each week 5 &10:

TBLs are structured form of small-group learning that emphasises student preparation outside of class, and application of knowledge in class. Students are organised into diverse teams of 5-7 students that work together throughout the 4 hour tutorial workshop. Before each TBL, students are required to complete compulsory online learning activities. Poor preparation will translate to poor performance in the TBL, impacting individual and team marks. At the start of each TBL, student preparation will be tested through an individual multiple-choice quiz with that same quiz then repeated as a group. Both the individual and the group scores will contribute to student TBL grades. This will be followed by a case study presentation by TBL facilitators, with students responding to case study specific questions and presenting their answers to the whole for discussion in the form of poster presentations, oral contribution and class discussion.

At the completion of the TBL, the TBL facilitators will summarise the key concepts discussed during the class.

There will be 5 “expert” AEPs on the floor with to assist students with problem solving and clarifying key concepts during the TBL. In addition to marks for the quiz, individual marks will be provided through self-reflection and peer assessment. Each TBL tutorial will be weighted to 15% for a total contribution of 30%. Feedback on each group’s contribution will be provided by the experts on the day, with peers required to provide individual feedback.

Independent study:

In order for you to achieve the learning outcomes that will be assessed, you must complete all the online modules and associated learning activities. You will also need to do additional reading beyond the online learning activities in order to learn effectively. Relevant online resources will be cited in each activity.

Assessment:

These tasks have been chosen as tools to enhance and guide your learning as well as a way of measuring performance and are therefore central teaching strategy in this course.

TEXTBOOKS AND OTHER RESOURCES

Moodle

Information about the course as well as online learning activities, information regarding TBLs and assignments can be accessed via the UNSW Moodle system from the following site:

<https://moodle.telt.unsw.edu.au/login/index.php>

You can use Moodle to download notes, access your grades, find reference material in the course (such as this document), and communicate with the course convenors and your peers. Please see the course convenors if you would like more information to help you to make the most of this resource.

UNSW Library

The University Library provides a range of services to assist students in understanding how to identify what information is required for assignments and projects; how to find the right information to support academic activities; and how to use the right information most effectively. Homepage: <https://www.library.unsw.edu.au/>

These resources will take the form of text books, journal articles or web-based resources. If available, links to the electronic form of these resources will be put on the course Moodle page. In each week's online learning activities (available through Moodle), students are directed to specific readings associated with that week's content and desired learning outcomes.

UNSW Learning Centre

The Learning Centre offers academic skills support to all students across all years of study enrolled at UNSW. This includes assistance to improve writing skills and approaches to teamwork. See www.lc.unsw.edu.au

See also medsciences.med.unsw.edu.au/students/undergraduate/learning-resources

STUDENT LEARNING OUTCOMES

HESC4502 will develop those attributes that the Faculty of Medicine has identified as important for an Exercise Physiology graduate to attain. These include; skills, qualities, understanding and attitudes that promote lifelong learning that students should acquire during their university experience.

Exercise Physiology Program Learning Outcomes

1. Describe the relationship between physical activity and health and the implications of this relationship throughout the human lifespan
 2. Conduct a broad range of exercise-based clinical tests and deliver lifestyle change programs that use exercise for the primary prevention of disease and the management of chronic disease
 3. Demonstrate detailed clinical knowledge and skills relevant to cardiopulmonary, metabolic, cancer, mental health, musculoskeletal and neuromuscular rehabilitation
 4. Apply advanced problem-solving skills and critical thinking within a scientific and clinical context
 5. Display effective and appropriate communication skills and an ability to work as a member and leader of a team, with respect for diversity and a high standard of ethical practice
 6. Engage in independent learning and reflective practice for the betterment of professional clinical practice
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HESC4502 Course Learning Outcomes

1. Develop an understanding of the professional scope of practice of an Accredited Exercise Physiologist (AEP), legal boundaries within the State Insurance Regulatory Authority (SIRA) framework, legislative obligations, and responsibilities of key stakeholders, relating to workplace assessment and rehabilitation.
2. Critically evaluate the work demands of different occupations; and plan and implement work specific functional capacity assessments.
3. Design, develop and implement work place injury prevention training programs.
4. Develop competency in biopsychosocial assessment of injured workers and formulation of graded return to work plans.
5. Effective communication and reporting from assessments of the workplace and injured worker to other health professionals and stakeholders.
6. Develop competency with education and exercise prescription for individuals with workplace injury referred for exercise rehabilitation.

Penalties for Late Submission of Assignments

In cases where an extension has NOT been granted, the following penalties will apply: For assignments submitted after **9:00am** on the due date, a penalty of 50% of the maximum marks available for that assignment will be incurred. A further 25% of the maximum possible allocated marks (i.e., a total of 75%) will be deducted from assignments which are two (2) days late. Assignments received more than two (2) days after the due date **will not be allocated a mark**, however, these assignments **must** still be submitted to pass the unit.

COURSE EVALUATION AND DEVELOPMENT

For course evaluation, feedback has been gathered at the completion of the course, using among other means, UNSW's Course and Teaching Evaluation and Improvement Process and myExperience. Student feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

GENERAL INFORMATION

Attendance Requirements

For details on the Policy on Class Attendance and Absence see [Advice for Students](#) and the [Policy on Class Attendance and Absence](#).

Guidelines on extra-curricular activities affecting attendance can be found on the School of Medical sciences Website. [Advice for Students – Special Consideration](#)

Attendance at **team-based learning tutorials is compulsory** and must be recorded in the class roll at the start of each class. Arrival more than 15 minutes after the start of the class will be recorded as non-attendance. It is your responsibility to ensure that the demonstrator records your attendance and no discussions will be entered into after the completion of the class. Satisfactory completion of the work set for each class is essential. It should be noted that non-attendance for other than documented medical or other serious reasons, or unsatisfactory performance, for more than 1 practical class during the session may result in an additional practical assessment exam or ineligibility to pass the course. Students who miss practical classes due to illness or for other reasons must submit a copy of medical certificates or other documentation to the course coordinator.

Special Consideration

Please see [UNSW-Special Consideration](#) and [Student Advice-Special Consideration](#)

If you unavoidably miss the progress exam in HESC4502, you must lodge an application with UNSW Student Central for special consideration. If your request for consideration is granted an alternative assessment will be organised which may take the form of a supplementary exam or increased weighting of the final exam.

See: [Student-Advice-Reviews and Appeals](#)

Student Support Services

See: [Student Advice-Student support services](#).

Academic Integrity and Plagiarism

The [UNSW Student Code](#) outlines the standard of conduct expected of students with respect to their academic integrity and plagiarism.

More details of what constitutes plagiarism can be found [here](#)

COURSE TIMETABLE

	Foundations	Preparing for Professional Practice	Professional Practice	Team Based Learning
Week 1 (18-22 Feb)	Introduction to workplace assessment and rehabilitation	Allied Health Practitioner management framework	Workplace rehabilitation: case study	
Week 2 (25 Feb-1 Mar)	Treating and managing injured workers referred for exercise rehabilitation	Introducing the Allied Health Recovery Request (AHRR)	Developing competency with AHRRs	
Week 3 (4-8 Mar)	Navigating the different workers compensation schemes	Managing DVA, NDIS and CTP referrals	Managing DVA, NDIS and CTP referrals	
Week 4 (11-15 Mar)	Functional Capacity Assessment (FCA)	FCA referral for worker following spinal surgery	Identifying suitable work duties through FCA	Quiz due (15%)
Week 5 (18-22 Mar)	Workplace Assessment	Combining the workplace assessments and FCA to define suitable duties	Using the workplace assessment findings to develop and implement work specific FCA	TBL: FCA for an injured worker compensated by SIRA (15%)
Week 6 (25-29 Mar)	AEPs and workplace injury prevention training	Identifying musculoskeletal demands and injury risk factors	AEP led workplace prevention training	Assignment Part a due (15%)
Week 7 (1-5 Apr)	AEPs and workplace rehabilitation provision	Overseeing the return to work plan	The return to work plan	
Week 8 (8-12 Apr)	Workplace exercise programs	Designing and implementing a workplace exercise program for	A workplace exercise program for architects	
Week 9 (15-19 Apr)	Pre-employment functional capacity assessments (PEFA)	A PEFA case study	PEFA: Design, implementation and reporting	Assignment Part b due (15%)
Week 10/11 (23-29 Apr)	The Allied Health Care Plan (AHCP)	AHCP referral for chronic disease	Case studies in AHCP referral for chronic disease	TBL 2: AEP led workplace injury prevention training (15%)

ASSESSMENT TASKS

Assessment of your learning in the course will be achieved through: multiple choice quiz; short answer questions; participation and contribution to the week 5 and week 10/11 TBL classes; a functional capacity assessment report and a workplace exercise or injury prevention program at a standard consistent with professional practice. Your contribution to each TBL will also be graded through self and peer reflection. This assessment format provides the opportunity to thoroughly assess your understanding of the course content and competency with the desired learning outcomes. The emphasis will be on assessing your ability to translate theory and knowledge towards professional practice.

Summary of Assessments	% Total Marks	Due Date
TASK 1 – QUIZ	15%	Week 4
TASK 2 – TEAM-BASED LEARNING PERFORMANCE	30%	Week 5 & 10/11
TASK 3 – ASSIGNMENT Part a) Functional Capacity Assessment Part b) Functional Exercise Program	30%	Part a) due week 6 Part b) due week 9
TASK 4 – END OF SESSION EXAM	25%	Exam period

Task 1: Quiz (15%) due Week 4

This assessment will take the form of an online quiz delivered through Moodle in week 4 and weighted 15%. This quiz is an individual task in which students will answer multiple choice questions, based on practical and theoretical knowledge covered during weeks 1-3 (inclusive). Feedback will be provided at the close of the assessment task. **Note the last day to drop a T1 course without financial penalty is 17th March 2019.**

<https://student.unsw.edu.au/dates>

Learning Outcomes

- Develop an understanding of the professional scope of practice of an Accredited Exercise Physiologist (AEP), legal boundaries within the State Insurance Regulatory Authority (SIRA) framework, legislative obligations, and responsibilities of key stakeholders, relating to workplace assessment and rehabilitation.

Task 2: Team-Based Learning Performance (30%) week 5 & 10/11

Team-based learning (TBL) tutorials will be held 2 times during the semester (week 5 & 10/11). Students will be required to actively participate (through poster presentation, oral contribution and class discussion) as a group during this in-class tutorial. There will be 5 “experts” on the floor to assist students with problem solving and clarifying key concepts during the class. Your understanding of the pre-learning material for the TBL will be assessed at the start of the TBL through a 10-question multiple choice quiz (10%) which you will first complete as an individual (5 marks) and then as a group (5 marks). Marks for individual contribution during the TBL will be allocated through self-reflection (10 marks) and peer assessment (10 marks). Total marks per TBL = 30. Each TBL tutorial will be weighted to 15% for a total contribution of 30%. Your participation, contribution and grading for the TBLs is dependent on your preparation and completion of the pre-learning material. Feedback on each group’s contribution will be provided by the AEP experts on the floor during the TBL.

Learning Outcomes:

- Critically evaluate the work demands of different occupations; and plan and implement work specific functional capacity assessments.
- Demonstrate competency in biopsychosocial assessment of injured workers and formulation of graded return to work plans.
- Effective communication and reporting from assessments of the workplace and injured worker to other health professionals and stakeholders.

Marking Rubric – Self Reflection

Outstanding Contribution (8-10 marks)	I prepared for this TBL exceptionally well. I made substantive input to my group’s activities. I was one of the best contributors. I provided one or more major insights to my group’s activities. I was a leader in the group discussion and activity. If I wasn’t in my group, the quality of discussion and contribution from my group would have been significantly diminished.
Above Average Contribution (6-7 marks)	I thoroughly prepared for this TBL. My contribution to my group’s activities and the class was meaningful. I was one of the better contributors to my group but not the best. I provided several insights that positively influenced my groups performance, however on reflection I could have improved my performance. If I wasn’t in my group, the quality of discussion and contribution from my group to the TBL would have diminished.
Average Contribution (5 marks)	I could have been better prepared for this TBL. I made some contribution to my group’s activities and the class, but this wasn’t substantial. The contribution from several of my peers was more substantial than my contribution. I provided few helpful insights into my group’s activities/discussion and on reflection , I could have performed significantly better. If I wasn’t in my group, the quality of discussion and contribution from my group to the TBL would not have changed greatly.
Below Average Contribution (<5 marks)	My preparation for the TBL was inadequate. I made no meaningful contribution to my group’s activities and the class. The contribution from most of my peers was more substantial than mine. On reflection, I could have performed significantly better. If I wasn’t in my group, the quality of discussion and contribution from my group to the TBL would not have changed.

Marking Rubric – Peer Assessment

Outstanding Contribution (8-10 marks)	My team member [name] prepared for this TBL exceptionally well. They made substantive input to my group's activities. They were one of the best contributors. They provided one or more major insights to my group's activities. They were a leader in the group discussion and activity. If they weren't in my group, the quality of discussion and contribution from my group would have been significantly diminished.
Above Average Contribution (6-7 marks)	My team mate [name] thoroughly prepared for this TBL. Their contribution to my group's activities and the class was meaningful. They were one of the better contributors in my group, but not the best. They provided several insights that positively influenced my group's performance, however I feel they could have performed better. If they weren't in my group, the quality of discussion and contribution from my group to the TBL would have diminished.
Average Contribution (5 marks)	My team mate [name] could have been better prepared for this TBL. They made some contribution to my group's activities and the class, but this was not substantial. The contribution from several of my peers was more substantial than their contribution. They provided several helpful insights into my group's activities/discussion. They could have performed significantly better with some modifications. If they weren't in my group, the quality of discussion and contribution from my group to the TBL would not have changed greatly.
Below Average Contribution (<5 marks)	My team mates [name] preparation for the TBL was inadequate. They made no meaningful contribution to my group's activities and the class. The contribution from most of my peers was more substantial than their contribution. They could have performed significantly better with more preparation and engagement. If they weren't in my group, the quality of discussion and contribution from my group to the TBL would not have changed.

Task 3: Assignment (30%) due week 6 (part a) & week 9 (part b)

Students will be required to complete an individual assessment task based on content delivered in weeks 4,5, 7 & 8. The assignment will be concerned with AEP professional practice, with the primary objective of preparing students for professional practice. This assignment requires completion of two parts:

Part a) Functional Capacity Assessment (FCA) and reporting (15%) due week 6. Report detailing the findings of an FCA for an injured worker.

Part b) AEP led workplace training (15%) due week 9. Develop a workplace injury prevention program for a specific occupation which incorporates a workplace exercise program.

The primary objective of this assignment is to produce a detailed report and workplace exercise program consistent with professional practice.

Learning Outcomes:

- Critically evaluate the work demands of different occupations; and plan and implement work specific functional capacity assessments.
- Design, develop and implement work place injury prevention training programs.
- Effective communication and reporting from assessments of the workplace and injured worker to other health professionals and stakeholders.
- Develop competency with education and exercise prescription for individuals with workplace injury referred for exercise rehabilitation.

Marking Rubric

Components	Developing (1-6 marks)	Functional (7-9 marks)	Proficient (10-12 marks)	Advanced (13-15 marks)
Understanding/ conceptualisation of the key concepts	Inadequate understanding of the primary issues	Developing understanding of the primary issues	Adequate understanding of the primary issues	High level of understanding of the primary issues
Opinion and logic expressed	Unclear, in concise, illogical and inadequately constructed opinion, poorly related to key concepts	Opinion has merit but requires better logic and greater relevance to the key concepts	Adequately constructed and logical opinion relevant to the key concepts	Very well constructed opinion and logic with strong relevance to the to the key concepts
Quality of the writing and presentation	Poorly written and organised; frequent spelling or grammatical errors; does not adhere to the required format (esp. length).	Developing writing and organisation skills; minimal errors in written expression; follows the required format (esp. length).	Acceptable standard of writing concise and organised; few errors in written expression; adheres to the required format (esp. length).	High level of competency clear, fluent, concise and well organised writing; no errors in written expression; adheres to the required format (esp. length).
Terminology appropriate to the discipline	Inadequate and irrelevant professional terminology	Developing use of relevant professional terminology	Competent with relevant professional terminology	High level of competency with relevant professional terminology

Task 4: End of Session Exam (25%) due exam period

The purpose of this exam is to test your recall and understanding of the concepts covered in this course including online learning activities, required readings and team-based learning tutorials. The format will consist of 50 multiple choice questions (1 mark each) and 5 short answer questions (each response up to half a page, and worth 6 marks each). The exam will be held during the end of session exam period.

Learning Outcomes:

- Develop an understanding of the professional scope of practice of an Accredited Exercise Physiologist (AEP), legal boundaries within the State Insurance Regulatory Authority (SIRA) framework, legislative obligations, and responsibilities of key stakeholders, relating to workplace assessment and rehabilitation.
- Critically evaluate the work demands of different occupations; and plan and implement work specific functional capacity assessments.
- Develop competency in biopsychosocial assessment of injured workers and formulation of graded return to work plans.
- Develop competency with education and exercise prescription for individuals with workplace injury referred for exercise rehabilitation.