

HESC4502

Workplace Assessment & Rehabilitation

Course Outline
Term 1, 2022

School of Health Sciences
Faculty of Medicine & Health

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Associate Professor Michael Lee	michael.lee8@unsw.edu.au	TBA	TBA
Course Co-convenor	Jessica Bellamy	j.bellamy@unsw.edu.au	TBA	TBA
Course Co-convenor	Associate Professor Belinda Parmenter	b.parmenter@unsw.edu.au	TBA	TBA
Tutors	Yves Silveira	TBA	TBA	TBA
Tutors	David Riley	TBA	TBA	TBA
Tutors	Jamil Qutami	TBA	TBA	TBA
Tutors	Hassan Hoballah	TBA	TBA	TBA
Tutors	Boris Bojanovic	TBA	TBA	TBA

2. Course information

Units of credit: 6

Pre-requisite(s): HESC2452 Movement Assessment & Instruction, HESC3532 Movement Rehabilitation.

Teaching times and locations:

Class timetable can be found via: <http://www.timetable.unsw.edu.au>

2.1 Course summary

This course will develop the knowledge and skills required for employment opportunities as an Accredited Exercise Physiologist (AEP) within the workplace assessment and rehabilitation sector. You will have the opportunity to develop competency and understanding of Workers compensation systems and state insurance regulatory authority (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.

2.2 Course aims

The aims of this course are to:

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

2.3 Course learning outcomes (CLO)

At the successful completion of this course you will:

1. Understand 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. Evaluate the work demands of different occupations; and plan and implement work specific functional capacity assessments.
3. Design, develop and implement workplace injury prevention training programs.
4. Develop competency in biopsychosocial assessment of injured workers and formulation of graded return to work plans.
5. Effectively communicate and report results of workplace assessment with injured worker and other health professionals and stakeholders.
6. Educate and provide exercise prescription for individuals with workplace injury referred for exercise rehabilitation.

2.4 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Program Learning Outcome (PLO)	Related Tasks & Assessment
CLO 1	Understand 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.	1, 5, 6	1, 2, 3, 4
CLO 2	Evaluate the work demands of different occupations; and plan and implement work specific functional capacity assessments.	1, 2, 3	2, 3, 4

CLO 3	Design, develop and implement workplace injury prevention training programs.	2, 3, 4	2, 3
CLO 4	Develop competency in biopsychosocial assessment of injured workers and formulation of graded return to work plans.	2, 3, 4, 5	2, 3, 4
CLO 5	Effectively communicate and report results of workplace assessment with injured worker and other health professionals and stakeholders.	5, 6	2, 3
CLO 6	Educate and provide exercise prescription for individuals with workplace injury referred for exercise rehabilitation.	1, 2, 3, 4, 5	2, 3

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course will be delivered in a blended learning mode and employs an active learning approach. Each week you will complete an adaptive online learning module in your own time. The online learning activities cover theoretical concepts and the practical application of these concepts towards professional practice. It is imperative that online activities are completed prior to attending your team-based learning tutorials in week 5 and week 9 Attendance of team-based learning tutorials in week 5 and week 9 is compulsory.

Timetable can be viewed in here <http://timetable.unsw.edu.au/2022/HESC4502.html>

3.2 Expectations of students

- complete all online learning modules and materials prior to attending the team-based learning tutorials
- attend all tutorial classes
- communicate and behave in a professional and ethical manner at all times on and off campus
- adhere to the UNSW's policy and guide on social media –

<https://www.unswglobal.unsw.edu.au/wp-content/uploads/Social-Media-Policy.pdf>

<https://www.student.unsw.edu.au/social-media-guide>

4. Course schedule and structure

At UNSW, a 6 units-of-credit course involves approximately 150 hours of study and learning activities. The formal learning activities for this course is approximately 60 hours throughout the semester and you are expected to do an additional 90 hours of independent study to complete weekly online learning modules, assessment tasks, readings and consolidation activities.

Week [Date/Session]	Topic [Module]	Activity [Learning opportunity]	Related CLO
Week 1	Introduction to workplace assessment and rehabilitation Allied Health Practitioner management framework Workplace rehabilitation: case study	Adaptive online module	1, 2
Week 2	Treating and managing injured workers referred for exercise rehabilitation Navigating the workers compensation scheme Introducing the Allied Health Recovery Request (AHRR) Developing competency with AHRRs	Adaptive online module	1, 2, 3, 5
Week 3	AEPs and workplace rehabilitation provision Overseeing the return-to-work plan The return-to-work plan	Adaptive online module	2, 3, 4
Week 4	Functional Capacity Assessment (FCA) FCA referral for worker following spinal surgery Identifying suitable work duties through FCA	Adaptive online module + Quiz	2, 3, 4, 5

Week 5	<p>Workplace Assessment</p> <p>Combining the workplace assessment & FCA to define suitable duties</p> <p>Using the workplace assessment findings to develop & implement work specific FCA</p>	Adaptive online module + face-to-face team-based learning tutorial and case studies	2, 3, 5, 6
Week 7	<p>AEPs and workplace injury prevention training</p> <p>Identifying musculoskeletal demands and injury risk factors</p> <p>AEP led workplace prevention training</p>	Adaptive online module	1, 2, 5, 6
Week 8	<p>Workplace exercise programs</p> <p>Designing and implementing a workplace exercise program</p> <p>A workplace exercise program for architects (case study)</p>	Adaptive online module	2, 3, 4, 5, 6
Week 9	<p>Pre-employment functional capacity assessments (PEFA) + case study</p> <p>Design, implementation and reporting for PEFA</p>	Adaptive online module + face-to-face team-based learning tutorial and case studies	1, 2, 5
Week 10	<p>The Medicare Benefits Schedule (MBS)</p> <p>Managing DVA, NDIS & CTP referrals</p> <p>Case studies for additional AEP referral pathways</p>	Adaptive online module	1, 5

Exam Period: 29 April – 12 May

Supplementary Exam Period: 23 May – 27 May

5. Assessment

5.1 Assessment tasks

Assessment task	Length	Weight	Mark	Due date and time
Assessment 1: Moodle online quiz	30 min	15%		Week 4, Thursday 4pm
Assessment 2: Team-based learning presentations (week 5 and week 9)	10 min	30% (15% for week 5 and 15% for week 10/11)		During Team-based learning tutorial in week 5 and 10/11
Assessment 3: Written assignment (part A and B)	2000 words (1000 words for part A and 1000 words for part B)	30% (15% for part A and 15% for part B)		Part A due at 4pm on Thursday of week 6. Part B due at 4pm on Thursday of Week 10.
Assessment 4: End of semester exam	2 hours	25%		End of semester exam period

Further information

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Assessment 1: Moodle online quiz

Length: 30 minutes

Weighting: 15%

Due date: Thursday 4pm of Week 4

This assessment task is designed to test your theoretical knowledge and will consist of both multiple-choice questions based on clinical scenarios. It is recommended that you spend 1 minute for each multiple-choice question. The quiz will be available on Thursday of week 4 between 9-4pm. You will have 30 minutes to complete the quiz. You will only have **one** attempt. The quiz 1 will cover content from week 1-3. All materials presented in the online lectures, tutorials, prescribed and recommended readings are all examinable.

Assessment 2: Team-based learning presentation

Length: 10 minutes

Weighting: 30% (15% in week 5 and 15% in week 9)

Due date: end of tutorial in week 5 and week 9

During the Team-based learning (TBL) tutorials in week 5 & 9, you will have opportunities to work in small groups and present your group work for assessment. You will be presented with a case scenario and there will be 3 industry “experts” to assist you during the tutorial. You will need to complete some pre-tutorial online activities before attending your tutorial in week 5 and 9 and the key concepts from the pre-tutorial activities will be examined at the start of each TBL through a multiple-choice quiz. You will first complete this quiz as an individual (10 marks), and then complete the same quiz as a group (10 marks). As a group, you will develop a digital presentation (e.g. using Power Point or similar) and present your work to your peers. This presentation is worth 10 marks. Each TBL (in week 5 and 9) will contribute to 15% of the overall grade in this course (a total of 30%). Marking rubrics explaining the expectation in relation to the marking criteria can be found in Moodle. Feedback will be provided by the industry experts during the TBL. The final grade of you TBL will be provided within 2 weeks of the TBL tutorial.

Assessment 3: Written reports

Length: 2000 words (1000 words for part A and 1000 words for part B)

Weighting: 30% (15% for part A and 15% for part B)

Due date: Part A due at 4pm on Thursday of week 6. Part B due at 4pm on Thursday of Week 10.

This assessment task provides an opportunity for you to demonstrate your ability to communicate effectively through writing. This assessment task consists of two parts:

Part A: You will be presented with a case scenario of an injured worker. Based on the case scenario and the result provided, you will provide a detailed written Functional Capacity Assessment (FCA) report addressed the referring doctor and the insurer. This report is due at 4pm on Thursday of week 6 and you will be required to submit your report online via Turnitin. Part A is worth 15% of your overall grade. The maximum word count for this report is 1000 words. Marking rubrics explaining the expectation in relation to the marking criteria can be found in Moodle.

Part B) You will be presented with a case scenario and based on the case scenario you will develop an AEP led workplace injury prevention program for a specific occupation which incorporates a workplace exercise program. This report is due at 4pm on Thursday of week 10 and you will be required to submit your report online via Turnitin. Part B is worth 15% of your overall grade. The maximum word count for this report is 1000 words. Marking rubrics explaining the expectation in relation to the marking criteria can be found in Moodle.

Assessment 4: End of semester exam

Length: 2 hours

Weighting: 25%

Due date: End of semester exam period

The purpose of this exam is to test your understanding of the keys concepts covered in this course including all online learning activities, required readings and content covered during the team-based learning (TBL) tutorials.

The exam will consist of multiple-choice questions and short answer questions based on case scenarios. The exam will be held during the formal end of semester exam period. You will have 10 minutes reading time and 2 hours to complete the exam.

5.3 Submission of assessment tasks

All assessment tasks must be submitted before the due date (see above). Late submission or completion may attract penalties.

Late Submission

Late submissions will be penalized at 5% per day capped at five days (120 hours). Students will not be permitted to submit their assessments after this date.

Special Consideration

If you experience a short-term event beyond your control (exceptional circumstances) that impacts your performance in a particular assessment task, you can apply for Special Considerations.

You must apply for Special Consideration **before** the start of your exam or due date for your assessment, except where your circumstances of illness or misadventure stop you from doing so.

If your circumstances stop you from applying before your exam or assessment due date, you must **apply within 3 working days** of the assessment, or the period covered by your supporting documentation.

More information can be found on the [Special Consideration website](#).

5.4. Feedback on assessment

Feedback to your assessment tasks will be provided within 2 weeks of the due date. Feedback to your Moodle online quiz will be provided prior to the census date.

6. Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Please use Vancouver or APA referencing style for this course

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

- The Current Students site <https://student.unsw.edu.au/plagiarism>, and
- The ELISE training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

7. Readings and resources

Please refer to your Moodle shell for more information

8. Administrative matters

Student enquiries should be submitted via student portal <https://portal.insight.unsw.edu.au/web-forms/>

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- *Student Wellbeing and Health* <https://www.student.unsw.edu.au/wellbeing>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/services/students>
- *UNSW Student Life Hub*: <https://student.unsw.edu.au/hub#main-content>
- *Student Support and Development*: <https://student.unsw.edu.au/support>
- *IT, eLearning and Apps*: <https://student.unsw.edu.au/elearning>
- *Student Support and Success Advisors*: <https://student.unsw.edu.au/advisors>
- *Equitable Learning Services (Formerly Disability Support Unit)*: <https://student.unsw.edu.au/els>
- *Transitioning to Online Learning* <https://www.covid19studyonline.unsw.edu.au/>
- *Guide to Online Study* <https://student.unsw.edu.au/online-study>