National Centre for Prosthetics and Orthotics Mapping Graduate Capabilities

Kerry Fisher
Acting Head of Department / Course Coordinator / Lecturer
Email: k.fisher@Latrobe.edu.au
Phone: 9479 3414
Bachelor of Health Science / Master of Clinical Prosthetics and Orthotics

• Double Degree program, 480 credit points completed within a four year program
• Core first year, foundation subjects consistent with all allied health courses, including one elective
• Pre-clinical subjects commence in second year
• Clinical and clinical research subjects third year
• Clinical schools and clinical placements fourth year
Graduate Capabilities

The overarching structure of the course remains consistent with the Introduction, Development, and Attainment of a set of capabilities determined to ensure a work-ready graduate.
Graduate Capabilities

• Each capability is monitored and assessed and reported at three intervals in the duration of the course:
  • Cornerstone – core first year
  • Mid-Point – prior to completion of the BHS – e.g., semester two third year, AQF level 6-7, Undergraduate level
  • Capstone – final year, AQF level 8-9, Postgraduate level
• Academic records will have capability statements included
Graduate Capability Headings

1. Literacies and Communications Skills
2. Inquiry and Analytical Skills
3. Personal and Professional Skills
4. Discipline Specific Knowledge and Skills
La Trobe University Essentials

Global Citizenship
Innovation and Entrepreneurship
Sustainability Thinking

Students should have the opportunity to engage in each of the above areas and should be assessed on their experience in these areas.
Capabilities and Competencies

Graduate Capability 1: Literacies and Communication Skills

FHS Graduates are expected to be able to communicate effectively, with a diverse range of people in a variety of settings, utilising multiple genres and media appropriate to the context.

AOPA Inc. Competency Standard Domain 1: Collaborative Practice

Communicates and establishes rapport in order to deliver client centred care
Graduate Capability 2: Inquiry and Analytical Skills

FHS Graduates are expected to be able to assess evidence about innovations, solve problems and learn new skills in their profession, supporting an intellectual curiosity and commitment to continuous learning.

AOPA Inc. Competency Standard Domain 6: Lifelong Learning and Reflective Practice

Maintains and extends professional competence and contributes to the learning and development of others.
Capabilities and Competencies

Graduate Capability 3: Personal and Professional Skills

FHS Graduates are expected to be able to practise safely and effectively as a sole practitioner, and as a member or leader of a team in a multidisciplinary work environment.

AOPA Inc. Competency Standard Domain 4: Service Management and improvement

Contributes to the delivery of safe, quality and effective services

AOPA Inc. Competency Standard Domain 5: Professional Values and Behaviours

Practices in accordance with professional, ethical and legislative standards
Capabilites and Competencies

Graduate Capability 4: Discipline Specific Knowledge and Skills

FHS Graduates are expected to be able to apply conceptual, theoretical, ethical and practical discipline knowledge in a changing environment to the required professional standards.

AOPA Inc. Competency Standard 2: Provision of Clinical Care

Develops and manages a client centred care plan

AOPA Inc. Competency Standard 3: Provision of Orthoses and Prostheses

Ensures the safe manufacture of orthoses and prostheses as part of the care plan
Discipline Specific Knowledge and Skills

Level 1 – Scoping
Assessment, Diagnosis and Treatment Planning

Level 2 – Enabling
Implement, Review and Manage Treatment

Level 3 – Integrating
Fabrication of Prostheses and Orthoses

Level 4 - Relating
Fabrication of Prostheses and Orthoses

• Level 1 – Scoping
  • Describe the range of fabrication processes for different prosthetic and orthotic applications
  • Describe the structure and properties of the materials used in prosthetic and orthotic devices
  • Pre-clinical second year – HBS2SUM – Science and Materials

• Level 2 – Enabling
  • Use materials and equipment safely for simple tasks
  • Fabricate uncomplicated, clinically realistic prostheses and orthoses that encompass a single joint or two adjacent segments that are safe for client use
  • Pre-clinical second year – POR3SLF – Spinal and Limb Fractures
  • Clinical third year – POR4FAA – Applied Foot and Ankle Foot Orthotics,
    POR5TTA – Applied Transtibial Prosthetics
Fabrication of Prostheses and Orthoses

• Level 3 – Integrating
  • Fabricate complex prostheses and orthoses that involve multiple joints or segments
  • Make a range of simple adjustments to prosthetic and orthotic devices
    • Clinical fourth year – POR5KHA – Applied Hip, Knee and Ankle Foot Orthotics, POR5TFA – Applied Transfemoral Prosthetics

• Level 4 – Relating
  • Select fabrication techniques and fabricate complex, clinically realistic prostheses and orthoses that fulfil the prescription
  • Make a range of clinically realistic adjustments to complex prosthetic and orthotic devices
    • Clinical fourth year – POR5KHA – Applied Hip, Knee and Ankle Foot Orthotics, POR5TFA – Applied Transfemoral Prosthetics
Subject level

POR5CEA – Clinical Education A - Subject Description:

This subject presents the students with the opportunity to apply and extend their knowledge of Prosthetics and Orthotics in a clinical setting context. Upon successful completion of this subject, students must have demonstrated their ability to provide clinical and technical prosthetic and orthotic professional services under the supervision of a clinical supervisor.

Emphasis is placed on providing students with an opportunity to develop their assessment, skills, while participating as a team member within their allocated facility.
Subject level

POR5CEA – Clinical Education A – Intended Learning Outcomes

1. Behave in a manner reflective of a health professional under the supervision of Clinical Supervisors

2. Perform a safe and effective client assessment and formulate a clear treatment plan or prescription for the client under the supervision of Clinical Supervisors

3. Provide orthotic and prosthetic clinical services and treatment under the supervision of Clinical Supervisors

4. Case-manage a client under the supervision of Clinical Supervisors
Subject level

POR5CEA – Clinical Education A – Enabling Outcomes / Learning Pathway

3. Provide orthotic and prosthetic clinical services and treatment under the supervision of Clinical Supervisors

You will be able to:

• Select appropriate techniques for creating impressions and measurements of Prosthetic and Orthotic clients, and then modify your impressions in a logical and efficient manner

• Safely use different fabrication processes for prosthetic and orthotic applications impressions in a logical and efficient manner.

• Source appropriate components and devices for fitting to your client

• Provide and fit a range of complex, clinically realistic prostheses and orthoses and make adjustments as required.

• Plan review appointments and provide adjustments to maintain optimum fitting
Life Long Learning and Reflective Practice

AOPA Inc. Competency Standard - Domain 6

Maintains and Extends professional competence and contributes to the learning and development of others

Enquiry Based Learning:

A simple definition of enquiry-based learning is to say that it is an approach characterised by 'learning through doing'. The student takes an active role in learning, by engaging with case studies or scenarios that call for sustained analysis and enquiry.

The work is very student-centred, since participants in EBL direct their own lines of enquiry and identify suitable methods and data. The process of enquiry encourages participants to draw on prior knowledge and experience; and since many of the exercises are drawn from 'real life', it enables students to relate EBL to the demands of their own contexts and professional commitments.

(The University of Manchester, 2014)