



Australian Government

Department of Education, Employment and Workplace Relations

HLTPO301C Work effectively in prosthetics and orthotics

Release: 1

HLTPO301C Work effectively in prosthetics and orthotics

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes introductory knowledge and skills required to work effectively in a prosthetics and orthotics environment

Application of the Unit

Application

Work is performed in a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures where some discretion and judgement is required

It is expected that an orthotist or prosthetist/orthotist oversees client evaluation, cast measurement and fittings, wherever possible

All tasks are conducted in accordance with organisation policies and procedures including Privacy, Anti-discrimination, and Occupational Health and Safety guidelines

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Work in the prosthetic orthotic industry context

PERFORMANCE CRITERIA

- 1.1 Work with knowledge of the role and function of *various occupations associated with the prosthetic orthotic industry*
- 1.2 Work with knowledge of the role and principal activities of the prosthetic orthotic industry and of *organisations within the industry*
- 1.3 Support the role of *health care workers and professionals associated with the industry*
- 1.4 Work with an understanding of *current industry issues*

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 2. Demonstrate commitment to quality prosthetic orthotic services for clients with disabilities | 2.1 Identify <i>common disabilities associated with the prosthetic orthotics industry</i> |
| | 2.2 Apply an understanding of <i>elementary social and behavioural aspects of disabilities</i> |
| | 2.3 Acknowledge and support the <i>rights</i> of people with disabilities |
| | 2.4 Take into account personal attitudes and values regarding disability |
| | 2.5 Apply awareness of <i>environmental influences</i> on disabled people |
|
 | |
| 3. Communicate effectively with others | 3.1 Collect information to achieve work responsibilities from appropriate sources |
| | 3.2 Use <i>verbal communication and listening skills</i> effectively to seek, convey and confirm workplace instructions |
| | 3.3 Participate constructively in work group discussions concerning workplace issues |
| | 3.4 Follow appropriate meeting procedures |
| | 3.5 Respond promptly and in accordance with <i>organisation requirements</i> to instructions or enquiries |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic knowledge of current industry issues
- Common disabilities and their specific physical impact relevant to use of prosthetic and orthotic devices
- Elementary social and behavioural aspects of disability
- General environmental influences on disabled persons
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Importance of prostheses/orthoses for a disabled person
- Insight in to personal attitudes towards disability
- Introductory anatomy and physiology relevant to ensuring elementary understanding of common disabilities and impairments, and their impact on individuals who require prosthetics or orthotics
- Materials and components used in the orthotic/prosthetic industry
- Principles of effective communication in relation to listening, questioning and non-verbal communication
- Role of significant organisations in the prosthetics orthotics industry
- Scope of practice of occupations in the prosthetics orthotics industry
- The legal and social rights of disabled persons
- The role of occupations and health professionals in, or associated with, the prosthetics orthotics industry

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

REQUIRED SKILLS AND KNOWLEDGE

This includes the ability to:

- Communicate effectively to provide clear, concise and correct information
- Communicate with people from diverse cultural and linguistic backgrounds
- Participate effectively and constructively in workplace discussions and meetings on workplace issues
- Receive and follow instructions
- Recognise, report and manage errors and risk within work role
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Request advice, receive feedback and work in a team
- Respond to requests appropriately
- Recognise and use opportunities to enhance sustainability in the workplace
- Seek and confirm workplace information when required
- Use reading and writing skills as required to fulfil job roles in a safe manner and as specified by the organisation at a level of skill that may range from the ability to understand symbols used in OHS signs, to reading workplace safety pamphlets or procedure manuals
- Use oral communication skills as required to fulfil job roles in a safe manner and as specified by the organisation, including skills in:
 - asking questions
 - providing clear information
 - listening to and understanding workplace instructions
 - clarifying workplace instructions when necessary
 - effective verbal and non verbal communication with a range of internal and external persons

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated

EVIDENCE GUIDE

unit:

over the required range of situations relevant to the workplace

- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Access to appropriate or simulated workplace where assessment can take place
- Relevant organisation policy, guidelines, procedures and protocols

Method of assessment may include:

- Observation of work activities
- Observation of simulation and/or role play
- Written tasks
- relevant formal and informal education/training courses
- Case studies and scenarios
- Supervisor appraisal
- Interviews/questioning
- Role plays

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Related units:

- This unit can be assessed independently
- However holistic assessment practice with other health technician units of competency is encouraged

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Various occupations associated with the prosthetic orthotic industry may include:

- Prosthetists Orthotists
- Prosthetic Orthotic Technicians
- Pedorthists

Organisations within the industry may include:

- Principal employers
- Unions
- Employers Associations
- Professional Associations

Health care workers and professionals associated with the industry may include:

- Rehabilitation Physicians
- Medical Practitioners
- Rehabilitation Engineers
- Physiotherapists
- Occupational Therapists
- Seating and Assistive Technology Technicians
- Cast Technicians
- Orthopaedic Technicians

RANGE STATEMENT

Current industry issues may include:

- Industrial relations
- Impact of technological advances
- Government policy
- Scope of practice of the personnel in the industry
- Client expectations
- Customer service
- Duty of care

Common disabilities associated with the prosthetic orthotics industry may include

- Amputation
- Musculo-skeletal disabilities
- Orthopaedic disabilities
- Spina bifida
- Cerebral palsy
- Spinal cord injury
- Range of impairments

Elementary social and behavioural aspects of disabilities may include:

- Individual differences
- Social isolation
- Mobility restriction
- Family issues
- Change of role within family
- Socialisation
- Restrictions in relation to education, employment and recreation
- Community attitudes
- Community and support services
- Impact of aging
- Challenging behaviour

RANGE STATEMENT

Rights of disabled persons may include:

- Legislative rights
- Access and equity principles
- Client participation
- Freedom from discrimination
- Privacy
- Confidentiality
- Access to complaints mechanisms
- To be treated in a dignified and safe manner

Environmental influences may include:

- Family support
- Community attitudes
- Community support services
- Building access

Verbal communication and listening skills may include:

- Answering telephone calls
- Requests from colleagues
- Use of voice mail
- Informal and formal discussions
- Answering enquiries
- Participation in meetings

Organisation requirements may include:

- Work plans and priorities
- Job requests
- Goals and objectives
- Policies and procedures
- Occupational Health and Safety policies, procedures and programs
- Use of resources
- Quality improvement
- Ethical standards
- Team meetings

Unit Sector(s)

Not Applicable