COURSE OUTLINE

OCC100 Occupational Therapy Theory

School: School of Health - Occupational Therapy

2026 | Trimester 2

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 students will demonstrate a comprehensive understanding of a range of occupational therapy practice models. Students will apply occupational therapy practice models to organise and interpret information about occupational performance. This course will contribute to understanding evaluation in the occupational therapy process, and will introduce clinical reasoning and goal setting to synthesise information when considering intervention.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Complete weekly pre-class learning activities before Workshop 1	1hr	Week 1	12 times
Tutorial/Workshop 1 – Online large group workshop. (Recorded) Attendance is recommended.	2hrs	Week 1	12 times
Tutorial/Workshop 2 – Face-to-face small group tutorials. (Not recorded).	2hrs	Week 1	12 times

1.3. Course Topics

The course integrates the following topics:

1. Occupational therapy process
2. Occupational therapy models and practice framework
3. Clinical/Occupational Therapy reasoning
4. Goal setting
5. Interview skills
6. Reflective practice

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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 * Occupational Therapy Council of Australia Ltd
1 Differentiate and apply occupational therapy models and practice framework/s to occupational therapy practice.	Knowledgeable	2.1, 2.2, 2.8, 3.7, 4.4
2 Explain how occupational therapy theory and reasoning informs the occupational therapy process and scope of practice.	Empowered	2.1, 2.2, 2.8, 4.1
3 Integrate key terminology from occupational therapy models of practice, to describe occupational performance and identify priority areas.	Knowledgeable Empowered	2.1, 2.2, 2.8, 3.7, 4.1, 4.2, 4.8, 4.10
4 Synthesise information to develop clinical / occupational therapy reasoning, to inform practice.	Knowledgeable Creative and critical thinker	2.1, 2.2, 2.5

* Competencies by Professional Body

CODE	COMPETENCY
OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD	
2.1	Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice.
2.2	Applies theory and frameworks of occupation to professional practice and decision-making.
2.5	Maintains current knowledge for cultural responsiveness to all groups in the practice setting.
2.8	Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice.
3.7	Reflects on practice to inform and communicate professional reasoning and decision-making.
4.1	Communicates openly, respectfully and effectively.
4.2	Adapts written, verbal and non-verbal communication appropriate to the client and practice context.
4.4	Uses culturally responsive, safe and relevant communication tools and strategies.
4.8	Maintains professional collaborative relationships with clients, health professionals and relevant others.
4.10	Seeks and responds to feedback, modifying communication and/or practice accordingly.

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

OCC101 and enrolled in Program SC440

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

OCC201

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

Not applicable

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

Workshop activities and assessment task one have been designed to provide early feedback on your learning progress.

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	Quiz/zes	Individual	10%	20 mins	Week 4	Online Test (Quiz)
All	2	Examination - not Centrally Scheduled	Individual	40%	80 minutes	Week 6	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	50%	10 minutes	Refer to Format	Exam Venue

All - Assessment Task 1: Quiz

GOAL:	To test your knowledge of the theoretical basis and principles of occupational therapy practice.
PRODUCT:	Quiz/zes
AUTHORSHIP STATEMENT:	
FORMAT:	Online quiz: Week 4
CRITERIA:	

No.		Learning Outcome assessed
1	Knowledge of occupational therapy theory and reasoning.	1 2
2	Identify the theoretical basis for occupational therapy practice.	1 2

GENERIC SKILLS:	Information literacy

All - Assessment Task 2: Video Analysis Exam

GOAL:	Analyse and apply occupational therapy theoretical principles and models of practice to video case studies.
PRODUCT:	Examination - not Centrally Scheduled
AUTHORSHIP STATEMENT:	
FORMAT:	A short answer, written examination, submitted online.

CRITERIA:

No.		Learning Outcome assessed
1	Knowledge of occupational therapy theory, practice models and frameworks.	1
2	Understanding of occupational therapy scope of practice and use of occupational therapy language.	1 2
3	Ability to apply knowledge of occupational therapy models to case scenarios, to describe occupational performance.	3

GENERIC SKILLS:	Problem solving, Information literacy

All - Assessment Task 3: Application of occupational therapy theory.

GOAL:	Apply theoretical concepts in this course, to a volunteer interview experience.
PRODUCT:	Oral
AUTHORSHIP STATEMENT:	
FORMAT:	Oral submission: in-person VIVA assessment during the exam period.

CRITERIA:

No.		Learning Outcome assessed
1	Explains the role and value of occupational therapy theory to practice	1 2
2	Demonstrates understanding of one model of occupational therapy practice, in relation to a volunteer's occupational performance.	1 2 3 4
3	Interprets and concisely synthesises information from an interview, to identify key priorities relevant to the person's occupational performance.	2 3 4
4	Engages in reflection to inform professional practice.	2 4
5	Demonstrates professional speaking and presentation.	2 4

GENERIC SKILLS:	Communication, Information literacy

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.

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

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Michael Curtin,Mary Egan,Jo Adams	2017	Occupational Therapy for People Experiencing Illness, Injury Or Impairment	7th	Occupational Therapy Essential
Recommended	Marilyn B. Cole,Roseanna Tufano	2019	Applied Theories in Occupational Therapy	2nd	Slack
Recommended	Ted Brown,Helen Bourke-Taylor,Stephen Isbel,Louise Gustafsson,Reinie Cordier	2021	Occupational Therapy in Australia	2nd	Routledge
Recommended	Glen Gillen,Catana Brown	2023	Willard and Spackman's Occupational Therapy	14th	Lippincott

8.2. Specific requirements

Students should access Canvas for all course requirements. Queries regarding assessment will be addressed on Canvas discussion boards and not by email. Other issues can be discussed with your Course Coordinators via appointment during designed contact hours as specified on Canvas.

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

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