

# OCC101 Concepts in Human Occupation

**School:** School of Health - Occupational Therapy

2026 | Trimester 1

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 [usc.edu.au](http://usc.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

This course introduces the history of occupational therapy and the profession's values and philosophies in the context of contemporary Australian practice. You will learn about core theoretical concepts and processes which relate to the interrelationship between occupation, health and wellbeing. This course will overview the phases involved in the occupational therapy process to create a foundation knowledge of occupational therapy practice. In this course you will also develop an understanding of culturally responsive and safe practice.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Workshop 1 is an online large group workshop designed to augment learning materials. Workshop 1 is recorded.	2hrs	Week 1	12 times
<b>Tutorial/Workshop 2</b> – Workshop 2 comprises of face to face on campus, academic learning activities to consolidate learning. Workshop 2 is not recorded.	2hrs	Week 1	12 times
<b>Seminar</b> – On campus seminars in this course are designed to provide additional face to face learning opportunities for students.	1hr	Week 2	3 times

### 1.3. Course Topics

- An introduction to occupational therapy in the Australian context
- An overview of the Australian health care system
- Evidence-based practice in occupational therapy
- Occupational therapy values and philosophies
- Contextual history of occupational therapy: Local and global
- Occupational therapy scope of practice
- Occupational therapist's role in the interprofessional team
- Introduction to practice frameworks and models
- Introduction to occupation and activity analysis
- Decolonising occupational therapy through a strengths-based approach
- Culturally responsive 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	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Occupational Therapy Council of Australia Ltd
1 Explain the evolution of occupational therapy's values and philosophies in the context of contemporary Australian practice.	Knowledgeable Communication Organisation Information literacy	1.1, 1.2
2 Describe core theoretical concepts and processes that relate to the interrelationship between occupation, health and wellbeing.	Knowledgeable Communication Organisation Information literacy	2.1, 2.2
3 Describes culturally responsive and safe practice in occupational therapy through understanding Aboriginal and Torres Strait Islander Peoples' experiences of health, wellbeing and occupations.	Knowledgeable Ethical Communication Organisation Information literacy	1.6, 2.4, 3.6, 4.4
4 Explores own cultural self-awareness by identifying and managing the influence of personal values and culture.	Creative and critical thinker Empowered Ethical Sustainability-focussed	1.5, 1.9

\* Competencies by Professional Body

CODE	COMPETENCY
<b>OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD</b>	
1.1	Complies with the OTBA standards, guidelines and code of conduct
1.2	Adheres to legislation relevant to practice.
1.5	Practices in a culturally responsive and culturally safe manner, with particular respect to culturally diverse client groups.
1.6	Incorporates and responds to historical, political, cultural, societal, environmental and economic factors influencing health, wellbeing and occupations of Aboriginal and Torres Strait Islander Peoples.
1.9	Identifies and manages the influence of her/his values and culture on practice.
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.
2.4	Understands and responds to Aboriginal and Torres Strait Islander health philosophies, leadership, research and practices.
3.6	Seeks to understand and incorporate Aboriginal and Torres Strait Islander Peoples' experiences of health, wellbeing and occupations encompassing cultural connections.
4.4	Uses culturally responsive, safe and relevant communication tools and strategies.

## 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

Enrolled in SC440

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

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

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

Early feedback on your progress will be provided via the formative assessment in Week 4.

### 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	5%	20 minutes	Week 4	Online Test (Quiz)
All	2	Essay	Individual	30%	800 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Examination - not Centrally Scheduled	Individual	30%	1 hour, 40 Questions. See Canvas for details.	Week 9	Online Test (Quiz)
All	4	Oral	Individual	35%	5 minutes	Week 12	In Class

#### All - Assessment Task 1: Online Quiz

<b>GOAL:</b>	You will demonstrate your knowledge of the foundational concepts taught in the first four weeks of the course.	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	Knowledge-based multiple-choice online quiz, completed via Canvas.	
<b>CRITERIA:</b>	No.	<b>Learning Outcome assessed</b>
	1 You will be assessed on your knowledge of the foundational concepts taught in this course.	<b>1 2</b>
<b>GENERIC SKILLS:</b>	Organisation, Information literacy	

#### All - Assessment Task 2: Written Essay

<b>GOAL:</b>	Students will demonstrate an understanding of the history and evolution of the profession and describe the scope and values of contemporary practice in Australia.	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	Essay	
<b>CRITERIA:</b>	<b>No.</b> <ul style="list-style-type: none"> <li>1 Describes the history and evolution of the profession using credible literature.</li> <li>2 Explains the values and philosophy of the profession and how this informs the contemporary scope of occupational therapy practice in Australia using credible literature.</li> <li>3 Applies an academic writing style using third person, keeps within word limits with correct spelling and grammar.</li> <li>4 Integrates credible sources using APA 7th format correctly.</li> </ul>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Communication, Information literacy	

#### All - Assessment Task 3: Exam

<b>GOAL:</b>	You will demonstrate your knowledge of the foundational concepts taught in the course.	
<b>PRODUCT:</b>	Examination - not Centrally Scheduled	
<b>FORMAT:</b>	Knowledge-based and case-study-based multiple-choice examination, completed via Canvas.	
<b>CRITERIA:</b>	<b>No.</b> <ul style="list-style-type: none"> <li>1 You will complete an exam to demonstrate your knowledge of the foundational concepts taught in this course.</li> </ul>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Organisation, Information literacy	

#### All - Assessment Task 4: Applying the PEO Model

<b>GOAL:</b>	Demonstrate your understanding of the connection between person, occupation and environment in facilitating occupational performance, explaining through the PEO Model.	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	Oral examination	
<b>CRITERIA:</b>	<b>No.</b> <ul style="list-style-type: none"> <li>1 Describes the importance of culturally responsive practice for Aboriginal and Torres Strait Islanders in healthcare and occupational therapy.</li> <li>2 Through the lens of the PEO Model demonstrates understanding of the relationship of person, environment, and occupation and its contribution to occupational performance.</li> <li>3 Reflection of and/ or on cultural self-awareness including implication/s for future practice.</li> </ul>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Ted Brown,Helen Bourke-Taylor,Stephen Isbel,Louise Gustafsson,Reinie Cordier	2021	Occupational Therapy in Australia	2nd	Routledge
Required	American Occupational Therapy Association	2020	Occupational Therapy Practice Framework: Domain and Process	4th	AOTA

### 8.2. Specific requirements

Students should access Canvas for information about course requirements (including practice education). 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. Students will be expected to wear their UniSC Occupational Therapy uniform for in-class presentations and practice education activities throughout their degree.

## 9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the 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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.8. 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>

### 10.9. 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.

## 10.10.General Enquiries

### **In person:**

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)