UniSC

**C O U R S E   O U T L I N E**

OCC101 **Concepts in Human Occupation**

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

2023 | Semester 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 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 introductory course explores the history, founding values and philosophies of the profession. The role of contemporary occupational therapy will be explored in the context of the complex and multi-discipline Australian health care system. Occupational therapy theory and the practice process will be introduced to scaffold understanding of the link between engagement in meaningful occupation and wellbeing. The practice education component will introduce decolonising occupational therapy through a strengths-based approach and the development of culturally responsive practice.

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

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|---|---|---|
| **BLENDED LEARNING** | | | |
| **Tutorial/Workshop 1** – Workshop 1 is an online large group workshop designed to augment learning materials and discuss assessment tasks. Workshop is recorded. | 2hrs | Week 1 | 13 times |
| **Tutorial/Workshop 2** – Workshop 2 comprises academic content during weeks 1-9 and practice education content during weeks 10-13. Practice education hours include 4 x 1hr pre-placement independent learning activity and 4 x 2hrs simulated placement, and 3 x 1hr seminars totalling 15 hours. Participation in these sessions contributes to the required 1000 hours of practice education necessary for program completion. Workshops are face-to-face and are not recorded. | 2hrs | Week 1 | 13 times |
| **Seminar** – Three 1-hour seminars linked with practice education. | 1hr | Week 2 | 3 times |

## 1.3. Course Topics

The topics we cover in this course are outlined below:

- 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 the Occupational Therapy Practice Framework
- Occupation and Activity analysis
- Person, Environment and Occupation (PEO) model
- 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<br><br>On successful completion of this course, you should be able to... | GRADUATE QUALITIES MAPPING<br><br>Completing these tasks successfully will contribute to you becoming... | PROFESSIONAL STANDARD MAPPING *<br><br>Occupational Therapy Council of Australia Ltd |
|---|---|---|
| 1 Explain the history and evolution of occupational therapy. | Knowledgeable<br>Creative and critical thinker | 1.6 |
| 2 Describe occupational therapy's professional values and philosophies. | Ethical | 1.1, 1.3, 1.7, 1.17, 4.1 |
| 3 Differentiate key occupational therapy concepts, theories and practice processes. | Knowledgeable<br>Creative and critical thinker | 2.1, 2.2, 3.1, 3.2 |
| 4 Demonstrate ethical, respectful, culturally responsive, and professional behaviour as per the USC Occupational Therapy Code of Conduct. | Ethical<br>Engaged | 1.1, 1.5, 1.6, 1.7, 1.9, 2.4, 4.3, 4.4 |
| 5 Demonstrate academic integrity through the application of credible literature and prescribed referencing approaches. | Creative and critical thinker | 4.2, 4.5 |

\* Competencies by Professional Body

| CODE | COMPETENCY |
|---|---|
| **OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD** | |
| 1.1 | Complies with the OTBA standards, guidelines and code of conduct |
| 1.3 | Maintains professional boundaries in all client and professional relationships |
| 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. |

| CODE | COMPETENCY |
|------|-----------|
| 1.7 | Collaborates and consults ethically and responsibly for effective client-centred and interprofessional practice. |
| 1.9 | Identifies and manages the influence of her/his values and culture on practice. |
| 1.17 | Recognises and manages any inherent power imbalance in relationships with clients. |
| 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. |
| 3.1 | Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement. |
| 3.2 | Performs appropriate information gathering and assessment while identifying a client's status and functioning, strengths, occupational performance and goals. |
| 4.1 | Communicates openly, respectfully and effectively. |
| 4.2 | Adapts written, verbal and non-verbal communication appropriate to the client and practice context. |
| 4.3 | Works ethically with Aboriginal and Torres Strait Islander communities and organisations to understand and incorporate relevant cultural protocols and communication strategies, with the aim to support self-governance in communities. |
| 4.4 | Uses culturally responsive, safe and relevant communication tools and strategies. |
| 4.5 | Complies with legal and procedural requirements for the responsible and accurate documentation, sharing and storage of professional information and records of practice. |

## 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 | 0% | 30 minutes | Week 4 | Online Test (Quiz) |
| All | 2 | Written Piece | Individual | 20% | 750 words | Week 6 | Online Assignment Submission with plagiarism check |
| All | 3 | Examination - not Centrally Scheduled | Individual | 40% | 1 hour, 40 Questions. See LMS for details. | Week 9 | Online Test (Quiz) |
| All | 4 | Activity Participation | Individual | 10% | Three hours per week for four weeks | Throughout teaching period (refer to Format) | Online Assignment Submission with plagiarism check |
| All | 5 | Written Piece | Individual | 30% | 650 words | Exam Period | Online Assignment Submission with plagiarism check |

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

| GOAL: | You will demonstrate your knowledge of the foundational concepts taught in the first four weeks of the course. |
|---|---|
| PRODUCT: | Quiz/zes |
| FORMAT: | Knowledge-based multiple-choice online quiz, completed via LMS. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | You will be assessed on your knowledge of the foundational concepts taught in this course. | ① ② ③ |

| GENERIC SKILLS: | Applying technologies, Information literacy |
|---|---|

### All - Assessment Task 2:  The Evolution of Occupational Therapy

| GOAL: | You will demonstrate an understanding of the history and evolution of the profession in the US and Australia and describe the scope and values of contemporary practice in Australia. |
|---|---|
| PRODUCT: | Written Piece |
| FORMAT: | A brief essay. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Describes the evolution of the profession | ① ⑤ |
| | 2 | Explains the values and scope of contemporary occupational therapy practice in Australia | ② ⑤ |
| | 3 | Applies an academic writing style using the third person, keeps within the word limit, applies APA 7th edition referencing | ⑤ |

| GENERIC SKILLS: | Communication, Information literacy |
|---|---|

**All - Assessment Task 3:** Exam

| GOAL: | You will demonstrate your knowledge of the foundational concepts taught in the first eight weeks of the course. |
|---|---|
| PRODUCT: | Examination - not Centrally Scheduled |
| FORMAT: | Knowledge-based and case-study based multiple-choice examination, completed via LMS. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | You will complete an exam to demonstrate your knowledge of the foundational concepts taught in this course. | ①②③ |

| GENERIC SKILLS: | Applying technologies, Information literacy |
|---|---|

**All - Assessment Task 4:** Practice Education

| GOAL: | Develop knowledge and skills for culturally responsive practice. |
|---|---|
| PRODUCT: | Activity Participation |
| FORMAT: | Completion of pre-workshop activities and participation in practice education workshops. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Completes practice education workbook before each workshop, and participates in workshop activities. | ④ |

| GENERIC SKILLS: | Communication, Organisation, Information literacy |
|---|---|

**All - Assessment Task 5:** Culturally Responsive Practice

| GOAL: | Demonstrate your understanding of the connection between occupational therapy theory and practice. |
|---|---|
| PRODUCT: | Written Piece |
| FORMAT: | You will prepare a written piece that applies occupational therapy theory to a contemporary occupational therapy practice scenario. You will include up to date evidence to support your writing. |

| CRITERIA: | No. | | Learning Outcome assessed |
|---|---|---|---|
| | 1 | Selects and describes relevant occupational therapy theory. | ③⑤ |
| | 2 | Links theory with contemporary and culturally-responsive practice. | ③④⑤ |
| | 3 | Applies an academic writing style using the third person, keep within the word limit, selects and applies a suitable referencing style and applies it consistently across the assignment (i.e. APA 7th ed. or Vancouver) | ⑤ |

| GENERIC SKILLS: | Communication, 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 LMS for all course requirements relating to practice education (e.g. First Aid training, vaccination). The course coordinator will respond to questions about assessment tasks via the LMS discussion board rather than by individual email. Individual issues (such as a learning access plan) can be discussed with your course coordinator via appointment during designated contact hours as specified on LMS. Students will be expected to wear their USC 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:
The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email 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 or email 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.

## 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 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 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