

OCC102 Participation in Occupation

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

This course applies foundational occupational therapy theory and processes that facilitate occupational performance. You will develop your understanding of occupational performance barriers and enablers. You will also develop professional communication skills with the focus on the importance of therapeutic use of self in the therapy process. You will have the opportunity demonstrate ethical, respectful, professional behaviour and self management in a simulated practice context.

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. Workshop 1 is recorded.	2hrs	Week 1	9 times
Tutorial/Workshop 2 – Workshop 2 is an interactive face-to-face, on campus workshop designed to apply and consolidate learning. Workshop 2 is not recorded.	2hrs	Week 1	10 times
Placement – The simulated on-campus practice education workshops are mandatory and contribute towards your total 1000 hours of practice education required by the World Federation of Occupational Therapists. See Canvas for details of practice education delivery.	22hrs	Refer to Format	Once Only

1.3. Course Topics

- Application of occupation analysis
- Therapeutic properties of occupation
- Barriers and enablers to participation in occupation
- Occupational performance issues among individuals and communities
- Occupational science concepts including occupational justice and occupational deprivation
- The Intentional Relationship Model and Therapeutic Relationships
- Professional communication

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 Explains occupational performance and participation by identifying barriers and enablers to engagement.	Knowledgeable Creative and critical thinker Empowered Communication Collaboration Problem solving Organisation Information literacy	2.1, 2.2, 3.1, 3.2
2 Demonstrates professional communication skills in context.	Knowledgeable Empowered Ethical Communication Collaboration	4.1, 4.2, 4.8, 4.10
3 Demonstrates ethical, respectful, professional behaviour and self management in the practice context.	Empowered Ethical Communication Collaboration	1.1, 1.13, 1.14, 4.10

* Competencies by Professional Body

CODE	COMPETENCY
OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD	
1.1	Complies with the OTBA standards, guidelines and code of conduct
1.13	Manages resources, time and workload accountably and effectively.
1.14	Recognises and manages her/his own physical and mental health for safe, professional 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.
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.
4.8	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

Not applicable

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

This course will include early assessment in week 4 which will provide an opportunity for you to receive formative feedback on your academic progress. In week 4 of this course, a draft copy of your assessment will be peer reviewed during your tutorial.

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	Written Piece	Individual	0%	500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Artefact - Creative, and Written Piece	Group	20%	500 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	30%	7 minutes	Week 8	Exam Venue
All	4	Written Piece	Individual	35%	700 words	Exam Period	Online Assignment Submission with plagiarism check
All	5	Activity Participation	Individual	15%	Completion of self directed learning as per the requirements of the pre and post workshop requirements. Mandatory requirements completed.	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Occupational Profile

GOAL:	To create a comprehensive written occupational profile.	
PRODUCT:	Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	Individual Submission to Canvas	
CRITERIA:	No.	Learning Outcome assessed
	1	Development of a comprehensive client profile. 1
	2	Demonstration of knowledge of key aspects of person, environment and occupation. 1
	3	Demonstrate understanding of health condition/ diagnosis and potential impacts. 1
GENERIC SKILLS:	Communication, Collaboration, Organisation	

All - Assessment Task 2: Poster

GOAL:	Working in small groups students will produce an informative poster outlining what is the occupation (as allocated) and strategies for adapting and grading the occupation, supported by credible literature.	
PRODUCT:	Artefact - Creative, and Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	Group assignment	
CRITERIA:	No.	Learning Outcome assessed
	1	Defines and describes the allocated occupation. 1
	2	Explains strategies for adapting and grading the allocated occupation, supported by credible literature. 1
	3	Creates a professional artefact that is visually appealing, including structure and correct spelling and grammar throughout. Vancouver or APA 7th referencing style is used. 1
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation	

All - Assessment Task 3: Occupation Analysis

GOAL:	To demonstrate an understanding of occupation analysis, including grading and adapting strategies, using the assigned case study.																
PRODUCT:	Oral																
AUTHORSHIP STATEMENT:																	
FORMAT:	Individual Oral Assessment																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrate understanding of the client, through occupational profile, with consideration of relevant information relating to person, environment and occupation and the impact on occupational performance.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Analyses occupational performance by completing an occupation analysis.</td> <td>1</td> </tr> <tr> <td>3</td> <td>Presents potential barriers and enablers to occupational performance and grading and adapting strategies for facilitating participation in the meaningful occupation are presented.</td> <td>1</td> </tr> <tr> <td>4</td> <td>Uses clear, concise, professional communication with demonstration of emerging occupational therapy language.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrate understanding of the client, through occupational profile, with consideration of relevant information relating to person, environment and occupation and the impact on occupational performance.	1	2	Analyses occupational performance by completing an occupation analysis.	1	3	Presents potential barriers and enablers to occupational performance and grading and adapting strategies for facilitating participation in the meaningful occupation are presented.	1	4	Uses clear, concise, professional communication with demonstration of emerging occupational therapy language.	2	
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GENERIC SKILLS:	Communication, Problem solving, Organisation																

All - Assessment Task 4: Reflection

GOAL:	You will produce a written reflection which focuses on the importance of communication in occupational therapy and provide a personal reflection of one (1) experience of communication.													
PRODUCT:	Written Piece													
AUTHORSHIP STATEMENT:														
FORMAT:	Written reflection													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrate an understanding of the importance of communication in health care and occupational therapy. Information is to be supported by credible literature.</td> <td>2</td> </tr> <tr> <td>2</td> <td>Using Gibbs Reflective Cycle a reflection of an experience of communication is presented.</td> <td>2</td> </tr> <tr> <td>3</td> <td>Applies an academic writing style using first person, keeps within word limits with correct spelling. and grammar. APA 7th edition reference adhered to.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrate an understanding of the importance of communication in health care and occupational therapy. Information is to be supported by credible literature.	2	2	Using Gibbs Reflective Cycle a reflection of an experience of communication is presented.	2	3	Applies an academic writing style using first person, keeps within word limits with correct spelling. and grammar. APA 7th edition reference adhered to.	2	
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3	Applies an academic writing style using first person, keeps within word limits with correct spelling. and grammar. APA 7th edition reference adhered to.	2												
GENERIC SKILLS:	Communication, Problem solving													

All - Assessment Task 5: Attendance and Participation

GOAL:	Develop knowledge and skills for practice.		
PRODUCT:	Activity Participation		
AUTHORSHIP STATEMENT:			
FORMAT:	Written responses to learning activities. Evidence of completion of Mandatory requirements supplied.		
CRITERIA:	No.		Learning Outcome assessed
	1	Evidence of completion of the pre and post practice education activities. Participates ethically and professionally in practice education workshops. All Mandatory requirements completed.	3
GENERIC SKILLS:	Communication, Collaboration		

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	Brown, Bourke-Taylor, Isbel, Gustafsson, Cordier	2021	Occupational Therapy in Australia	2nd edition	Routledge
Required	American Occupational Therapy Association	0	Occupational Therapy Practice Framework	4th edition	AOTA
Recommended	Renee R Taylor	2020	The Intentional Relationship: occupational therapy and use of self	2nd	F.A. Davis

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?

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](#)