

# OCC102 Participation in Occupation

School: School of Health - Occupational Therapy

2024 | Semester 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 [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

In this course, you will explore the meaning and health benefits created by engagement in occupation. Through an understanding of your own occupations, you will appreciate the sense of well-being that ensues when occupational performance is optimised. Through the use of narrative, you will develop an understanding of barriers to occupational performance and will explore the ramifications of occupational dysfunction. Simulated practice education, focusing on culturally responsive practice, is an assessed component of this course. It contributes towards the total 1000 hours required by WFOT.

### 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	9 times
<b>Tutorial/Workshop 2</b> – Workshop 2 is a face-to-face workshop designed to apply learning. Workshop 2 is not recorded.	2hrs	Week 1	10 times
<b>Placement</b> – The practice education workshops in weeks 11 and 12 are mandatory and contribute towards your total 1000 hours of practice education required by the WFOT. The total hours include pre- and post-session learning activities. See Canvas for details.	19hrs	Week 11	Once Only

### 1.3. Course Topics

Topics introduced and explored in this course include:

- Participation in occupation and health
- 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 Explain the relationship between participation in occupation and health and wellbeing.	Knowledgeable	2.2, 3.1, 4.1
2 Explain personal, environmental and occupational barriers and enablers to occupational performance.	Knowledgeable Creative and critical thinker	2.1, 3.1, 4.1
3 Applies occupation and activity analysis.	Knowledgeable Creative and critical thinker Engaged	2.1, 3.1, 3.2
4 Analyse and apply the therapeutic properties of occupations.	Creative and critical thinker Ethical	2.2, 2.3, 3.1, 3.2, 3.3
5 Demonstrates ethical, respectful and professional behaviour and self-management and communication skills.	Ethical Engaged	1.7, 1.8, 1.11, 1.13, 1.14, 1.16, 3.7, 4.10

### \* Competencies by Professional Body

CODE	COMPETENCY
<b>OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD</b>	
1.7	Collaborates and consults ethically and responsibly for effective client-centred and interprofessional practice.
1.8	Adhere to all work health and safety, and quality requirements for practice.
1.11	Maintains professional competence and adapts to change in practice contexts.
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.
1.16	Contributes to education and professional practice development of peers and students.
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.
2.3	Identifies and applies best available evidence in 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.
3.3	Collaborates with the client and relevant others to determine the priorities and occupational therapy goals.
3.7	Reflects on practice to inform and communicate professional reasoning and decision-making.

CODE	COMPETENCY
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4.1	Communicates openly, respectfully and effectively.
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4.10	Seeks and responds to feedback, modifying communication and/or practice accordingly.
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## 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

## 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	Oral	Group	30%	10 minute Oral Presentation	Week 7	In Class
All	3	Examination - not Centrally Scheduled	Individual	30%	40 Questions, 1 hour.	Week 9	Online Submission
All	4	Written Piece	Individual	30%	1000 words	Refer to Format	Online Assignment Submission with plagiarism check
All	4	Activity Participation	Individual	10%	Completion of self directed learning as per the requirements of the pre and post workshop requirements.	Exam Period	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Occupational Profile

<b>GOAL:</b>	To demonstrate your ability to create a comprehensive occupational profile/ narrative of a client highlighting relevant aspects of Person, Environment and Occupation which may impact on engagement in meaningful occupation.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	Individual Submission to Canvas	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Development of a comprehensive client profile. 1
	2	Demonstration of knowledge of key aspects of person, environment and occupation. 2
	3	Demonstrate understanding of health condition/ diagnosis and potential impacts. 1
	4	Demonstrate effective team work and collaboration. 5
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Organisation	

**All - Assessment Task 2:** Oral Presentation

<b>GOAL:</b>	To demonstrate your understanding of topics learnt in the course using a case based presentation.	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	In-class group presentation.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge and application of the concept of participation in occupation. 1
	2	Knowledge and application of barriers to participation in occupation. 2
	3	Knowledge and application of general methods of enabling participation in occupation. 4
	4	Demonstrates understanding of health condition/ diagnosis. 1
	5	Includes occupation analysis. 3
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation	

### All - Assessment Task 3: Exam

<b>GOAL:</b>	To demonstrate your understanding of concepts taught in weeks 1-8 of this course.	
<b>PRODUCT:</b>	Examination - not Centrally Scheduled	
<b>FORMAT:</b>	Online completion of exam.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge and application of the concept of participation in occupation. <b>4</b>
	2	Knowledge and application of the relationship between participation in occupation and wellbeing. <b>1</b>
	3	Knowledge and application of barriers to participation in occupation. <b>2</b>
	4	Knowledge and application of general methods of enabling participation in occupation. <b>4</b>
<b>GENERIC SKILLS:</b>	Problem solving, Organisation, Information literacy	

### All - Assessment Task 4: Reflective Essay

<b>GOAL:</b>	To analyse the interrelationship between person, environment, and occupation in mediating occupational performance. To reflect on practice education at a personal and professional level.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	Essay due in Week 15	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Application and understanding of occupational therapy theory and models (the PEO model and IRM) and content learned throughout this course, linking theory to practice. <b>1 2 5</b>
	2	Demonstration and reflection of/on professional behaviours throughout simulated practice education sessions using reflective models and strategies introduced in course. <b>5</b>
<b>GENERIC SKILLS:</b>	Communication, Collaboration	

### All - Assessment Task 4: Practice Education

<b>GOAL:</b>	Develop knowledge and skills for practice.	
<b>PRODUCT:</b>	Activity Participation	
<b>FORMAT:</b>	Evidence of completion of the pre and post workshop activities and participation in practice education workshops.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Evidence of completion of the pre and post workshop activities and participation in practice education workshops. <b>5</b>
	2	Completed "Log of hours" uploaded to SONIA. <b>5</b>
<b>GENERIC SKILLS:</b>	Communication, Organisation, 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	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

### 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:

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](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)