

OCC201

# Occupational Therapy Theory

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

2025 | 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

Occupational therapy practice is underpinned by occupational therapy theory. This course will present you with occupational therapy models and concepts relating to philosophy, theory, and practice. It will provide a basis for understanding occupational function and dysfunction and introduce you to the basis of the clinical reasoning processes. Simulated practice education is included as an assessed component of the learning in this course and 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> – Large Group Workshop, these are recorded.  | 2hrs  | Week 1          | 13 times  |
| <b>Tutorial/Workshop 2</b> – Face to face small group tutorials. These are not recorded.  | 2hrs  | Week 1          | 13 times  |
| <b>Placement</b> – The practice education workshops 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. | 20hrs | Refer to Format | Once Only |

### 1.3. Course Topics

- Occupational therapy theory in occupational therapy practice:
  - Occupational therapy process
  - Occupational therapy models and frameworks
  - Frames of reference applied in occupational therapy
  - Clinical reasoning
  - Reflective practice

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

### 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 Differentiate and apply occupational therapy models, frameworks and frames of reference to occupational therapy practice.                      | Knowledgeable  | 2.1, 2.2, 2.8, 3.7, 4.1, 4.4                                |
| 2 Apply occupational therapy language and terminology to demonstrate the integration of theory to occupational therapy practice.                 | Empowered  | 2.1, 2.2, 2.8   |
| 3 Analyse occupational therapy theory in relation to the individual and demonstrate how it informs the occupational therapy process in practice. | Knowledgeable<br>Sustainability-focussed                               | 2.1, 2.2, 2.8, 3.1, 3.3, 3.7, 3.8, 4.1, 4.2, 4.5, 4.9, 4.10 |

#### \* 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.  |
| 2.8   | Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice.                                |
| 3.1   | Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement.  |
| 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.   |
| 3.8   | Identifies and uses practice guidelines and protocols suitable to the practice setting or work environment.  |
| 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.  |
| 4.5   | Complies with legal and procedural requirements for the responsible and accurate documentation, sharing and storage of professional information and records of practice. |
| 4.9   | Uses effective communication skills to initiate and end relationships with clients 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

OCC102 and LFS112 and LFS122 and PSY100 and PSY101 and (HLT205 or SCI110)

## 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

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 Submission         |
| All           | 2        | Examination - not Centrally Scheduled | Individual          | 40%         | 90 minutes                     | Week 11               | In Class                  |
| All           | 3        | Written Piece                         | Individual          | 50%         | 2500 word equivalent           | Refer to Format       | Online Submission         |

### All - Assessment Task 1: Quiz

|                 |  |  |  |  |                           |
|-----------------|--|--|--|--|---------------------------|
| GOAL:           | To test your knowledge of the theoretical basis and principles of occupational therapy practice. |  |  |  |                           |
| PRODUCT:        | Quiz/zes   |  |  |  |                           |
| FORMAT:         | Online quiz  |  |  |  |                           |
| CRITERIA:       | No.  |  |  |  | Learning Outcome assessed |
|                 | 1  | Knowledge of theoretical concepts and models                   |  |  | 1 2                       |
|                 | 2  | Recall the theoretical basis for occupational therapy practice |  |  | 1                         |
|                 |  |  |  |  |                           |
| GENERIC SKILLS: | Information literacy   |  |  |  |                           |

### All - Assessment Task 2: Video analysis exam

|                        |  |                                  |
|------------------------|--|----------------------------------|
| <b>GOAL:</b>           | Analyse and apply frames of reference and occupational therapy practice models to video case studies.                  |                                  |
| <b>PRODUCT:</b>        | Examination - not Centrally Scheduled  |                                  |
| <b>FORMAT:</b>         | A written examination with video case studies  |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>   | <b>Learning Outcome assessed</b> |
|                        | 1 Knowledge of occupational therapy models and frames of reference   | 1                                |
|                        | 2 Translation and application of selected contemporary occupational therapy models of practice and frames of reference | 1 2                              |
|                        | 3 Ability to apply knowledge of occupational therapy models and frames of reference to case scenarios                  | 2                                |
| <b>GENERIC SKILLS:</b> | Problem solving, Information literacy  |                                  |

### All - Assessment Task 3: Application of Models and Frames of Reference

|                        |  |                                  |
|------------------------|--|----------------------------------|
| <b>GOAL:</b>           | Apply theoretical concepts learned in this course in a two-part case study assessment.           |                                  |
| <b>PRODUCT:</b>        | Written Piece  |                                  |
| <b>FORMAT:</b>         | Participation in all practice education sessions. Submission of the written piece: Week 15       |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>   | <b>Learning Outcome assessed</b> |
|                        | 1 Translation and application of models of occupational therapy practice and frames of reference | 2 3                              |
|                        | 2 Engages in reflection to inform professional practice  | 3                                |
| <b>GENERIC SKILLS:</b> | 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

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  | Curtin, Egan, & Adams | 2017 | Occupational Therapy for People Experiencing Illness, Injury or Impairment: promoting occupation and participation | 7th     | Elsevier  |

### 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. This course includes engagement in telehealth activities, therefore you will need access to reliable internet services at home or by attending campus to use the UniSC computer networks. 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)