

OCC232 Foundational Placement Competencies in Allied Health

School: School of Health - Occupational Therapy

2025 | Semester 2

SCHI

**BLENDED
LEARNING**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

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 is a placement preparation course for allied health students, designed to develop emerging professional skills, knowledge and behaviours that will be required for future work-integrated-learning (WIL) experiences.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Placement – This placement course has multiple components: briefing; practice education sessions; community-based learning at external organisations; mentoring; and intensive days	112hrs	Orientation week	Once Only

1.3. Course Topics

- Professional behaviour and managing learning in an allied health placement context
- Self-management and reflection in allied health practice
- Clinical observations
- Communication skills within allied health practice settings
- Professional/workplace reasoning
- Complexities in communication

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 Demonstrate professional skills, knowledge and behaviours relevant to Allied Health practice to prepare for future placements.	Empowered Ethical Engaged	1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.12, 1.14, 1.16, 2.7, 2.8, 2.9, 3.7, 3.12, 4.1, 4.2, 4.4, 4.8, 4.9, 4.10, 4.11
2 Demonstrate self-directed learner behaviour in the creation of a professional development plan applicable to an Allied Health placement context.	Empowered Engaged Sustainability-focussed	1.11, 1.12, 1.13, 2.7, 2.9, 2.10, 4.1, 4.10
3 Understand the role of self-evaluation and external feedback in the reflective process to inform professional development.	Empowered Engaged	1.9, 1.12, 1.14, 1.16, 2.8, 4.10, 4.11
4 Differentiate your discipline-specific professional identity within an inter-professional workplace.	Empowered Engaged	2.2, 4.11

* Competencies by Professional Body

CODE	COMPETENCY
OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD	
1.1	Complies with the OTBA standards, guidelines and code of conduct
1.2	Adheres to legislation relevant to practice.
1.3	Maintains professional boundaries in all client and professional relationships
1.4	Recognises and manages conflicts of interest 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.
1.8	Adhere to all work health and safety, and quality requirements for practice.
1.9	Identifies and manages the influence of her/his values and culture on practice.
1.10	Practices within limits of her/his own level of competence and expertise.
1.11	Maintains professional competence and adapts to change in practice contexts.
1.12	Identifies and uses relevant professional and operational support and supervision.
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.
2.2	Applies theory and frameworks of occupation to professional practice and decision-making.
2.7	Implements a specific learning and development plan when moving to a new area of practice or returning to practice.
2.8	Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice.
2.9	Maintains knowledge of relevant resources and technologies.
2.10	Maintains digital literacy for practice.

CODE	COMPETENCY
3.7	Reflects on practice to inform and communicate professional reasoning and decision-making.
3.12	Uses effective collaborative, multidisciplinary and interprofessional approaches for decision-making and planning.
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.
4.8	Maintains professional collaborative relationships with clients, health professionals and relevant others.
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.
4.11	Identifies and articulates the rationale for practice to clients and relevant others.

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

OCC202 and enrolled in Program SC440. Or HLT208 and enrolled in program SC307. Or OCC202 and enrolled in SC367 with a Prosthetics & Orthotics Extended Major.

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

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

By week 5 you will receive early feedback during class from a Practice Educator regarding your engagement and performance in sessions and professional behaviour to support you to develop your professional development plan. All students are encouraged to compare feedback with self-reflection and peer feedback. Formative feedback provides a chance to clarify any additional requirements to ensure the successful completion of the course.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Code of Conduct	Individual	From enrolment in course to completion of all required learning activities (includes pre-placement learning activities and extension to placement where applicable).	Week 1	SONIA
All	2	Activity Participation	Individual	112 hours comprised of: Practice Education sessions; Community-Based Learning; Mentoring; Honours Conference.	Exam Period	SONIA
All	3	Plan	Individual	Duration of the placement.	Exam Period	Online Submission

All - Assessment Task 1: Code of conduct

GOAL:	The student will understand and adhere to the discipline Code of Conduct throughout the course, as per the standard requirement of UniSC WIL policy.								
PRODUCT:	Code of Conduct								
FORMAT:	<p>Prior to commencement of the placement, the student will be provided with information regarding the code of conduct. The student will be asked to review the document and agree to adhere to the standards for the duration of the course, and as they relate to the specific placement preparation course.</p> <p>This task requires students to participate in preplacement learning activities and to comply with UniSC policy and procedures in order to prepare them for future practice (Codes of conduct, OT Board of Australia).</p> <p>Submit: Within the timeframe designated on SONIA.</p>								
CRITERIA:	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>The course coordinator or another UniSC staff member will evaluate the standard and quality of the student's work and make an assessment about adherence to the discipline Code of Conduct</td><td>1</td></tr></table>			No.		Learning Outcome assessed	1	The course coordinator or another UniSC staff member will evaluate the standard and quality of the student's work and make an assessment about adherence to the discipline Code of Conduct	1
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GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy								

All - Assessment Task 2: Placement performance

GOAL:	The student will understand and demonstrate foundational placement competencies within the designated timeframe, and commensurate with the level of study, in order to prepare for future placement success.		
PRODUCT:	Activity Participation		
FORMAT:	<p>Submission: On completion of the placement preparation course.</p> <p>Performance throughout the course will be measured using the Evaluation of Foundational Placement Competencies (EFPC). This assessment tool has been designed by the University of Sydney to assess the competencies associated with success on allied health student placement. Assessment by the UniSC Practice Educator will include the provision of formative assessment feedback throughout the placement, and may, where relevant, include feedback from external sources (e.g. CBL workplace, student mentors) related to performance against the criteria. Students are required to submit a signed log of hours via SONIA, as evidence of their participation in the WIL placement hours within the designated timeframe.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Professional Behaviour, Learner Behaviour, Communication, Information Gathering as outlined in the EFPC	1 2 3 4
	2	Submission to SONIA of a log of hours signed by the Practice Educator, CBL supervisor, and student mentor, as relevant.	1
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation		

All - Assessment Task 3: Professional Development Plan

GOAL:	The student will develop and utilise a Professional Development Plan to plan and progress towards specific and measurable learning goals appropriate to the context and timeframe of the placement preparation course; and then to inform ongoing learning.		
PRODUCT:	Plan		
FORMAT:	<p>The Professional Development plan has 3 parts:</p> <p>Part 1 will be completed based on knowledge of the placement context developed via briefing materials; and on consideration of individual strengths and areas for development. It will be submitted as a draft prior to the commencement of the course, as part of pre-placement learning activities.</p> <p>Part 2 will be developed within a practice education session, utilising support and feedback from Practice Educators and student mentors.</p> <p>Part 2 will be updated throughout the placement preparation course based on completion of goals and/or identification of further learning needs and opportunities.</p> <p>Part 3 will be completed on completion of the placement preparation course, based on learning and feedback received across the entire course, and reflection on the final performance assessment.</p> <p>Submit: The entire Professional Development Plan will be submitted via Canvas upon completion of the course.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	A completed Professional Development plan, parts 1 and 2 signed off by the student and Practice Educator; and part 3 signed by the student, to be uploaded on SONIA.	1 2 3 4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation		

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

There are no required/recommended resources for this course.

8.2. Specific requirements

Students should access Canvas for all course requirements and SONIA for placement requirements. General queries regarding assessment will be addressed on Canvas instead of email; other issues can be discussed with your course coordinator via appointment during designated contact hours, as specified on Canvas.

Mandatory requirements should be maintained and evidenced on SONIA (Blue Card, National Police Check, First Aid and CPR, proof of vaccinations; QH mandatory requirements, Student Placement Agreement).

Student uniform and ID badge are required (unless otherwise advised). Travel and other expenses incurred on placement will be the student's responsibility unless otherwise advised.

Students are required to disclose any health, disability or other concerns that may impact on performance on placement and/or contribute to risk, through completion of the Student Placement Agreement Personal Information Disclosure Form, and Ongoing Disclosure Form if required.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. 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

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

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.

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.

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