

**OCC301 Enabling Occupation: The Child and Adolescent****School:** School of Health - Occupational Therapy

2026 | Trimester 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](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**

This course will develop your skills in working with children and adolescents to enhance occupational performance. It will explore the occupational development of the child and young person within the context of the home, school and wider community. You will be introduced to relevant theory and frames of references. You will select and apply various paediatric occupational therapy assessments and produce evidenced-based interventions.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Complete weekly online, self-directed learning activities to prepare for Workshop 1.	2hrs	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Online interactive workshops (recorded).	2hrs	Week 1	12 times
<b>Tutorial/Workshop 2</b> – Interactive small group tutorials on campus (not recorded).	2hrs	Week 1	12 times

**1.3. Course Topics**

The course integrates the following topics:

- Foundations of paediatric practice
- Family and client-centred practice
- Developmental milestones
- Occupations of children and adolescents
- Clinical reasoning
- Evidenced-based interventions
- Cultural responsiveness

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 Demonstrate understanding of occupational development in childhood and adolescence.	Knowledgeable Sustainability-focussed	2.1
② Identify, describe and evaluate a range of paediatric assessments and interventions.	Knowledgeable Sustainability-focussed	3.2, 3.3, 4.2, 4.9
③ Appraise and evaluate literature pertaining to the efficacy of paediatric occupational therapy interventions.	Knowledgeable Ethical	2.2, 2.3
④ Create paediatric occupational therapy goals and intervention plans, that are informed by best practice principles and supported by clinical reasoning.	Knowledgeable Sustainability-focussed	1.1, 1.7, 2.2, 3.2, 3.5, 3.7, 4.9

\* Competencies by Professional Body

CODE	COMPETENCY
<b>OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD</b>	
1.1	Complies with the OTBA standards, guidelines and code of conduct
1.7	Collaborates and consults ethically and responsibly for effective client-centred and interprofessional 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.
2.3	Identifies and applies best available evidence in professional practice and decision-making.
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.
3.5	Selects and implements culturally responsive and safe practice strategies to suit occupational therapy goals and environment of the client.
3.7	Reflects on practice to inform and communicate professional reasoning and decision-making.
4.2	Adapts written, verbal and non-verbal communication appropriate to the client and practice context.
4.9	Uses effective communication skills to initiate and end relationships with 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

Pre: (OCC201 or OCC100) and OCC212 and OCC222 and OCC232 and 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)

You will have previous knowledge of occupational therapy theory and causes of occupational dysfunction.

## 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 1 (quiz) has been designed to provide you with early feedback about 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	15%	30 minutes	Week 3	Online Test (Quiz)
All	2	Oral	Individual	35%	10 minutes	Week 6	To be Negotiated
All	3	Report	Individual	50%	2500 (+/- 10%) words.	Week 12	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Quiz

<b>GOAL:</b>	You will demonstrate your knowledge and application of early course content in an individual online quiz.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	Online		
<b>CRITERIA:</b>	<b>No.</b>  1 Knowledge of developmental milestones 2 Demonstrate knowledge of occupational development and occupational performance issues in childhood and adolescence. 3 Describe and apply best practice principles to inform effective decision-making when working with children, young people and families.		
<b>GENERIC SKILLS:</b>	Applying technologies, Information literacy		

**All - Assessment Task 2: VIVA Case Analysis Interview**

<b>GOAL:</b>	You will demonstrate the application of knowledge to a paediatric case study.		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	Participation in VIVA as per schedule.		
<b>CRITERIA:</b>	<b>No.</b>		
	1	Interprets and concisely synthesises key information from case study to demonstrate understanding of occupational development and occupational performance.	
	2	Provides clear and robust justification for goal setting and intervention planning, drawing on relevant occupational therapy theory.	
	3	Recommends occupation-focussed goals that are informed by best practice principles.	
	4	Demonstrates professional speaking and presentation.	
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy		

**All - Assessment Task 3: Occupational therapy report and intervention plan**

<b>GOAL:</b>	You will write an occupational therapy report and an evidence-based, feasible intervention plan in the context of a case study.		
<b>PRODUCT:</b>	Report		
<b>FORMAT:</b>	Report and plan, using the provided template and allocated case study.		
<b>CRITERIA:</b>	<b>No.</b>		
	1	Demonstrates understanding of child development, occupational performance enablers and barriers, and the occupational therapy role.	
	2	Demonstrates clinical reasoning through the identification of occupational SMART goals, that are informed by family-centred principles and occupational therapy theory.	
	3	Describes and clinically reasons an occupational therapy plan, that is family-centred, feasible, creative and evidenced-based.	
	4	Demonstrates professional communication through an organised, professional and adequately referenced occupational therapy report and plan.	
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, 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	Jane Clifford O'Brien,Heather Kuhaneck	2019	Case-Smith's Occupational Therapy for Children and Adolescents - E-Book	8th Edition	Elsevier Health Sciences
Recommended	Sylvia Rodger,Ann Kennedy-Behr	2017	Occupation-Centred Practice with Children	(2nd edition)	John Wiley & Sons

## 8.2. Specific requirements

Students should access Canvas for all course requirements. Students should access Canvas for information about 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.

## 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. 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](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)