COURSE OUTLINE

OCC303 Enabling Occupation with Adults: A Lifespan Perspective

School: School of Health - Occupational Therapy

2027 | 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 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 will develop your occupational therapy knowledge and skills in working with adults with disability, illness, and/or natural ageing to enable occupational performance. You will explore meaningful occupation across diverse contexts, while identifying and analysing enablers and barriers to occupational performance for adults across the lifespan. You will develop competencies in selecting and applying evidence-based occupational therapy interventions and demonstrate clinical reasoning to articulate intervention choices.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – pre-class learning materials	1hr	Week 1	12 times
Tutorial/Workshop 1 – workshop 1 online, recorded, scheduled 2 hours per week	2hrs	Week 1	12 times
Tutorial/Workshop 2 – face to face, on campus, not recorded, 2 hour workshop, scheduled activities	2hrs	Week 1	12 times

1.3. Course Topics

- Foundational concepts
- Analysing enablers and barriers to occupation
- Clinical reasoning and intervention planning
- Intervention implementation
- Occupational outcomes
- Service delivery contexts

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Occupational Therapy Council of Australia Ltd
1 Apply knowledge of neuroscience and meaningful occupation as theoretical foundations to inform the occupational therapy process for adults with disability, illness and/or natural ageing	Creative and critical thinker Problem solving	1.5, 2.1, 2.2, 2.3, 2.5, 2.9, 3.1, 3.2, 4.11
2 Identify, analyze, and articulate enablers and barriers to occupational performance for adults with disability, illness, and/or natural ageing across diverse contexts.	Empowered Problem solving	1.1, 1.2, 1.6, 2.1, 3.1, 3.2, 3.4
3 Select and apply evidence-based occupational therapy interventions to address occupational performance challenges experienced by adults with disability, illness, and/or natural ageing.	Empowered Problem solving	2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.13
4 Demonstrate clinical reasoning to justify and articulate intervention choices to enable occupation for adults with disability, illness, and/or natural ageing.	Knowledgeable Communication	1.5, 2.1, 2.2, 2.3, 3.1, 3.5, 3.8, 3.10, 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.
1.5	Practices in a culturally responsive and culturally safe manner, with particular respect to culturally diverse client groups.
1.6	Incorporates and responds to historical, political, cultural, societal, environmental and economic factors influencing health, wellbeing and occupations of Aboriginal and Torres Strait Islander Peoples.
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.
2.5	Maintains current knowledge for cultural responsiveness to all groups in the practice setting.
2.9	Maintains knowledge of relevant resources and technologies.
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.
3.4	Develops a plan with the client and relevant others to meet identified occupational therapy goals.

CODE	COMPETENCY
3.5	Selects and implements culturally responsive and safe practice strategies to suit occupational therapy goals and environment of the client.
3.8	Identifies and uses practice guidelines and protocols suitable to the practice setting or work environment.
3.10	Reviews, evaluates and modifies plans, goals and interventions with the client and relevant others to enhance or achieve client outcomes.
3.13	Uses appropriate assistive technology, devices and/or environmental modifications to achieve client occupational performance outcomes.
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

(OCC100 or OCC201) and (OCC200 or OCC321) and OCC212 and OCC222 and OCC232

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 has been designed so that the workshops will provide you with opportunities to practice skills and applying knowledge relevant to every assessment. The learning activities within the workshops have been constructively aligned with both Tasks 2 and Task 3. Workshop 2 will provide you with opportunities to apply content learned to client scenario Case Studies and questions that relate to the Viva case analysis of Task 3.

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	0%	15 min	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Examination - not Centrally Scheduled	Individual	50%	90 minutes	Week 9	Online Assignment Submission with plagiarism check
All	3	Activity Participation	Individual	50%	20 min	Refer to Format	Exam Venue

All - Assessment Task 1: Quizzes

GOAL:	To check your knowledge and understanding of course content
PRODUCT:	Quiz/zes
ASSURED LEARNING:	No
PROGRAM ASSESSMENT:	Assessment Task
FORMAT:	A Series of Kahoot-style quizzes in class time
CRITERIA:	

No.		Learning Outcome assessed
1	Criteria 1 - Selection of correct responses to quiz style questions to demonstrate formative understanding of enablers and barriers to occupational performance to inform the occupational therapy process including suitable intervention approaches.	1 2

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 2: Case Study Exam

GOAL:	Articulate your knowledge of occupational therapy interventions to enable adults.
PRODUCT:	Examination - not Centrally Scheduled
ASSURED LEARNING:	No
PROGRAM ASSESSMENT:	Assessment Task
FORMAT:	Case study exam. Long answer questions submitted online (checked using Turnitin)
CRITERIA:	

No.		Learning Outcome assessed
1	Criteria 1 - Identification of appropriate occupational SMART goal, and the selection and description of occupational therapy intervention/s suitable to meet the goal with demonstrated clinical reasoning.	2 3 4
2	Criteria 2 - Transfer of knowledge and skills of occupational therapy interventions suitable for a specific client through a detailed intervention example and grading based on course content.	1 3
3	Criteria 3 – Creative and critical thinking demonstrated through application of clinical reasoning process to the occupational therapy process for a specific client.	1 2 4

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 3: Case Analysis Interview

GOAL:	Demonstrate clinical reasoning process in a case study scenario.
PRODUCT:	Activity Participation
ASSURED LEARNING:	Yes
PROGRAM ASSESSMENT:	Assessment Task
FORMAT:	You will be provided with a case study which you will have time to analyse before presenting an overview summary and responding to a set of questions focusing on intervention planning. See Canvas for full details and schedule.
CRITERIA:	

No.		Learning Outcome assessed
1	Criteria 1 - Creative and critical thinking demonstrated through the identification of occupational performance barriers and priorities to inform the occupational therapy process.	1 2
2	Criteria 2 – Creative and critical thinking demonstrated through application of clinical reasoning process to the occupational therapy process.	1 2 4
3	Criteria 3 – Transfer of knowledge and skills of occupational therapy process through justification, selection, and description of evidence-based occupational therapy intervention/s to enable occupational performance outcomes.	3 4
4	Criteria 4 – Engages in reflection to inform occupational therapy reasoning and professional practice.	3 4
5	Criteria 5 – Demonstrates professional communication and presentation.	4

GENERIC SKILLS:	Communication, 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

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	Bette R. Bonder, Vanina Dal Bello-Haas	2018	Functional Performance in Older Adults	4e	FA Davis

8.2. Specific requirements

Not applicable

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

Nil

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