COURSE OUTLINE

OCC304 Consolidation of Occupational Therapy Practice Competencies 1

School: School of Health - Occupational Therapy

2027 | Trimester 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 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 provides supervised practice education in an occupational therapy practice setting. You will attend a 10 week placement (full-time or part-time equivalent) in an area of occupational therapy practice. The course allows you to integrate the knowledge, skills and professional behaviour developed in previous courses, and apply them within a professional practice setting, to prepare you for new graduate practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Information session – Placement briefing workshop (in person, not recorded). Most likely 2 weeks prior to Trimester O Week.	2hrs	Pre-trimester/session	Once Only
Placement – Block placement undertaken at a placement site in either Trimester 2 or Trimester 3 (student will be advised of placement period and location in advance of placement commencement). OCC304 placements can commence any time from the start of July depending on placement availability.	400hrs	Not applicable	Once Only
Information session – This is a Placement debrief workshop (online, not recorded) following end of placement. Please check Canvas for when and where.	2hrs	Not applicable	Once Only
Independent Study/Research – Professional Development Plan formulation and review, continuing professional development, reflective practice, self-directed study, preliminary contributions to ePortfolio	200hrs	Not applicable	Once Only

1.3. Course Topics

- Occupational therapy practice placement within a specific clinical context.
- Placement briefing and debriefing workshops.
- Preparation and reflection

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?

48 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 Select and apply relevant skills, knowledge and behaviours required for practice within a specific context in order to demonstrate practice competencies commensurate with level of study	Empowered Organisation	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11
2 Design and use an individualised plan to manage learning within a novel practice context.	Ethical Problem solving	1.11, 1.12, 1.13, 2.7, 2.8, 2.9, 2.10, 4.1, 4.10
3 Integrate reflective practice, self-evaluation and feedback to inform professional practice in a novel context, and ongoing professional development	Engaged Organisation	1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 2.8, 4.1, 4.10
4 Deliver occupational therapy services with supervision, as appropriate to the practice context	Empowered Organisation	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 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.
1.3	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.
1.6	Incorporates and responds to historical, political, cultural, societal, environmental and economic factors influencing health, wellbeing and occupations of Aboriginal and Torres Strait Islander Peoples.
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.
1.9	Identifies and manages the influence of her/his values and culture on practice.

CODE	COMPETENCY
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.
1.15	Addresses issues of occupational justice in practice.
1.16	Contributes to education and professional practice development of peers and students.
1.17	Recognises and manages any inherent power imbalance in relationships with clients.
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.
2.4	Understands and responds to Aboriginal and Torres Strait Islander health philosophies, leadership, research and practices.
2.5	Maintains current knowledge for cultural responsiveness to all groups in the practice setting.
2.6	Maintains and improves currency of knowledge, skills and new evidence for practice by adhering to the requirements for continuing professional development.
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.
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.
3.5	Selects and implements culturally responsive and safe practice strategies to suit occupational therapy goals and environment of the client.
3.6	Seeks to understand and incorporate Aboriginal and Torres Strait Islander Peoples' experiences of health, wellbeing and occupations encompassing cultural connections.
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.
3.9	Implements an effective and accountable process for delegation, referral and handover.
3.10	Reviews, evaluates and modifies plans, goals and interventions with the client and relevant others to enhance or achieve client outcomes.
3.11	Evaluates client and service outcomes to inform future practice.
3.12	Uses effective collaborative, multidisciplinary and interprofessional approaches for decision-making and planning.
3.13	Uses appropriate assistive technology, devices and/or environmental modifications to achieve client occupational performance outcomes.
3.14	Contributes to quality improvement and service development.

CODE	COMPETENCY
4.1	Communicates openly, respectfully and effectively.
4.2	Adapts written, verbal and non-verbal communication appropriate to the client and practice context.
4.3	Works ethically with Aboriginal and Torres Strait Islander communities and organisations to understand and incorporate relevant cultural protocols and communication strategies, with the aim to support self-governance in communities.
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.
4.6	Maintains contemporaneous, accurate and complete records of practice.
4.7	Obtains informed consent for practice and information-sharing from the client or legal guardian.
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

OCC331 and enrolled in Program SC440

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

OCC322 or OCC300

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

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

Students will receive regular feedback from their placement supervisor throughout the placement, via both formal and informal supervision processes. A formal mid-way assessment, using the SPEFR-2 assessment tool, will be completed by supervising occupational therapist to provide verbal and written formative feedback.

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).	Refer to Format	SONIA
All	2	Placement performance	Individual	400 hours (each placement day will be 8hrs, inclusive of meal breaks, unless negotiated between UniSC, Student and workplace)	Refer to Format	SONIA
All	3	Plan	Individual	Duration of the placement	Refer to Format	SONIA
All	4	Activity Participation	Individual	400 hours (each placement day will be 8hrs, inclusive of meal breaks, unless negotiated between UniSC, Student and workplace)	Refer to Format	SONIA

All - Assessment Task 1: Code of Conduct

GOAL:	Student will understand and adhere to the discipline Code of Conduct throughout course as per standard requirement of UniSC WIL policy
PRODUCT:	Code of Conduct
FORMAT:	Prior to commencement of the placement, the student will be provided with the Code of Conduct and a briefing explanation regarding the document. 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. This task requires students to comply with UniSC policy and procedures in order to prepare them for future practice (eg Occupational Therapy Board of Australia Code of Conduct). Code of Conduct to be signed on Sonia within timeframe designated on Sonia.
CRITERIA:	

No.		Learning Outcome assessed
1	The Course Coordinator or nominated UniSC staff member will evaluate the quality and standard of student adherence to the Code of Conduct	1

GENERIC SKILLS:	Communication, Collaboration, Applying technologies, Information literacy

All - Assessment Task 2: Student Practice Evaluation Form (SPEF-R2)

GOAL:	The student will understand and demonstrate placement competencies commensurate with level of study and within the designated placement timeframe.
PRODUCT:	Placement performance
FORMAT:	Performance on placement will be assessed using the Student Practice Evaluation Form - Revised Edition 2 (SPEF-R2). This assessment is industry standard. It allows the student to be assessed and to be given feedback on the development of the professional skills required to be successful in this industry. The assessment is completed by the external Practice Educator through assessment of performance over placement duration. Formative assessment is provided half-way through placement and summative assessment at end of placement (ie at the completion of 400hours of placement, unless otherwise negotiated between student, practice educator and course coordinator). Submit: Upload to Sonia End of Placement
CRITERIA:	

No.		Learning Outcome assessed
1	Professional Behaviour, Self-Management, Communication, Information Gathering, Service Provision, Evaluation, Documentation as outlined in the SPEF-R2	1 2 3 4
2	Submission on SONIA of SPEF-R2	1

GENERIC SKILLS:	

All - Assessment Task 3: Professional Development Plan

GOAL:	The Professional Development Plan will enable the student to develop specific and measurable learning goals that can be achieved within the specific placement context and the set timeframe.
PRODUCT:	Plan
FORMAT:	The Professional Development Plan template will be used to support development of goals relevant to the specific placement context, and to support planning post-placement. The Professional Development Plan includes: Part 1: Placement Overview Part 2: Learning Agreement Part 3: Continuing Professional Development Plan Parts 1 and 2 will be drafted by the student prior to the placement start, based on knowledge of placement context (briefing, information from site) and own strengths/areas for development related to the specific placement. These sections will be finalised in the initial stages of the placement through conversation with the Practice Educator to ensure suitability for the context. Part 2 will be updated as required based on completion of goals and identification of further learning needs. Part 3 will be completed by the student after completion of placement, based on learning and feedback across the placement and reflection on final performance assessment. Students are to upload their professional development plan to Sonia, complete with placement supervisor signature, at the completion of placement.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 The 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
GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 4: Log of Hours

GOAL:	Participation, attendance and completion of placement within the designated timeframe.
PRODUCT:	Activity Participation
FORMAT:	Completion of placement within the designated timeframe will be evidenced using the 'Log of Hours' template, signed by the Practice Educator. Students are to upload their competed log of hours to Sonia at end of placement.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Demonstrate participation and attendance on placement via submission of Log of Hours (signed by the Practice Educator and correctly tallied) on Sonia. — 1
GENERIC SKILLS:	Organisation

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN OCCUPATIONAL THERAPY COMPETENCY STANDARDS				
All delivery modes	Activity Participation	Log of Hours	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			4.5	Assessed
	Code of Conduct	Code of Conduct	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			1.3	Practiced, Assessed
			1.4	Practiced, Assessed
			1.5	Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.6	Practiced, Assessed
			1.7	Taught, Practiced, Assessed
			1.8	Practiced, Assessed
			1.9	Practiced, Assessed
			1.10	Practiced, Assessed
			1.11	Practiced, Assessed
			1.12	Taught, Practiced, Assessed
			1.13	Taught, Practiced, Assessed
			1.14	Practiced, Assessed
			1.15	Practiced, Assessed
			1.16	Practiced, Assessed
			1.17	Practiced, Assessed
	Placement performance	Student Practice Evaluation Form (SPEF-R2)	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			1.3	Practiced, Assessed
			1.4	Practiced, Assessed
			1.5	Practiced, Assessed
			1.6	Practiced, Assessed
			1.7	Practiced, Assessed
			1.8	Practiced, Assessed
			1.9	Practiced, Assessed
			1.10	Practiced, Assessed
			1.11	Practiced, Assessed
			1.12	Practiced, Assessed
			1.13	Practiced, Assessed
			1.14	Practiced, Assessed
			1.15	Practiced, Assessed
			1.16	Practiced, Assessed
			1.17	Practiced, Assessed
			2.1	Taught, Practiced, Assessed
			2.2	Taught, Practiced, Assessed
			2.3	Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			2.4	Practiced, Assessed
			2.5	Practiced, Assessed
			2.6	Practiced, Assessed
			2.9	Taught, Practiced, Assessed
			2.10	Taught, Practiced, Assessed
			3.1	Practiced, Assessed
			3.2	Practiced, Assessed
			3.3	Practiced, Assessed
			3.4	Taught, Practiced, Assessed
			3.5	Practiced, Assessed
			3.6	Practiced, Assessed
			3.7	Taught, Practiced, Assessed
			3.8	Taught, Practiced, Assessed
			3.9	Practiced, Assessed
			3.10	Practiced, Assessed
			3.11	Practiced, Assessed
			3.12	Practiced, Assessed
			3.13	Taught, Practiced, Assessed
			3.14	Taught, Practiced, Assessed
			4.1	Practiced, Assessed
			4.2	Practiced, Assessed
			4.3	Practiced, Assessed
			4.4	Practiced, Assessed
			4.5	Practiced, Assessed
			4.6	Taught, Practiced, Assessed
			4.7	Practiced, Assessed
			4.8	Practiced, Assessed
			4.9	Practiced, Assessed
			4.10	Practiced, Assessed
			4.11	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
	Plan	Professional Development Plan	1.9	Taught, Practiced, Assessed
			1.10	Practiced, Assessed
			1.12	Practiced, Assessed
			2.6	Taught, Practiced, Assessed
			2.7	Practiced, Assessed
			2.8	Practiced, Assessed

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	Karen Stagnitti,Adrian Schoo,Dianne Welch	2013	Clinical and Fieldwork Placement in the Health Profession	2nd	OUP Australia & New Zealand

8.2. Specific requirements

This course provides a practice education placement supervised by a qualified occupational therapist. A range of online and/or face-to-face learning support activities will be offered as additional support for student learning.

Students should access Canvas and SONIA for all course requirements. Current certifications (Bluecard, NDIS worker screening check, First Aid and CPR; additional may be required on request); student uniform and ID badge (unless otherwise advised); proof of required vaccinations; additional site-specific requirements as relevant e.g., SCHHS Student Information Form, Qld Health requirements; travel and other expenses incurred on placement will be the student's responsibility unless otherwise advised.

General queries regarding assessment will be addressed via email to the course coordinator; other issues can be discussed with your course coordinator via appointment.

There is minimal health and safety risk in this course because you will be provided with a Workplace Health and Safety Orientation within the first week of your placement. It is your responsibility to request this if it is not provided and to ensure you orientate yourself to WH&S policies and procedures applicable to the placement setting. 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 Placement Disclosure Statement or Disclosure Statement Variation forms if required.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. 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. 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