UniSC

COURSE OUTLINE

OCC311 Enabling Occupation: The Adult

School: School of Health - Occupational Therapy

| 2024 | Semester 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 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 consolidate and extend your knowledge and skills in working with adults to enhance occupational performance. You will explore the occupations of adults within the context of the home, the workplace, and the wider community and build on your neuroscience and occupational science knowledge. You will develop initial competencies in selecting and applying various occupational therapy interventions relevant to working with adults with occupational performance issues.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Weekly online learning materials	1hr	Week 1	13 times
Tutorial/Workshop 1 – Online synchronous large group workshop to supplement learning materials	2hrs	Week 1	13 times
Tutorial/Workshop 2 – Small-group tutorials each week for application of learning	2hrs	Week 1	13 times
Placement – This course will include a placement component. Placement dates and times may vary, full details will be provided to students in a timely way via Canvas. This will involve the development of telehealth intervention skills and online assessment preparation	8hrs	Week 12	Once Only

1.3. Course Topics

- Choosing and planning occupational therapy interventions
- Physical, sensory and motor interventions
- Cognitive and perceptual interventions
- Pain management
- Technological interventions
- NDIS and assistive technology
- Occupation-focused interventions (ADL, sexuality (mature content), IADL, Sleep and rest, leisure and social participation, work)
- Telehealth for interventions

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 Apply knowledge of neuroscience and occupation as a theoretical basis for occupational therapy intervention.	Knowledgeable	2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.7, 4.11
2 Identify and articulate occupational performance goals relevant to adult clients.	Empowered	2.1, 2.2, 2.3, 2.6, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.7, 4.1, 4.2, 4.11
3 Select and articulate occupational therapy interventions to restore maintain and promote healthy occupational engagement and to prevent occupational dysfunction.	Engaged	2.1, 2.2, 2.3, 2.6, 2.8, 2.9, 2.10, 3.1, 3.2, 3.3, 3.4, 3.7, 3.13, 4.1, 4.2, 4.11
4 Integrate literature and evidence to justify the choice of occupational therapy interventions to meet client goals	Creative and critical thinker Ethical	2.1, 2.2, 2.3, 2.6, 2.8, 2.9, 2.10, 3.4, 3.7, 4.1, 4.2, 4.11

* 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.
2.3	Identifies and applies best available evidence in professional practice and decision-making.
2.6	Maintains and improves currency of knowledge, skills and new evidence for practice by adhering to the requirements for continuing professional development.
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.

CODE	COMPETENCY
3.7	Reflects on practice to inform and communicate professional reasoning and decision-making.
3.13	Uses appropriate assistive technology, devices and/or environmental modifications to achieve client occupational performance outcomes.
4.1	Communicates openly, respectfully and effectively.
4.2	Adapts written, verbal and non-verbal communication appropriate to the client and practice context.
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

OCC201 and OCC212 and OCC222 and OCC232 and enrolled in Program 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 be able to conduct occupational therapy assessments. You will have previous knowledge of occupational therapy theory and occupational therapy skills. You require knowledge of causes of occupational dysfunction including neurological disease and associated presentations

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

In week 3 there will be a summative online quiz

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	5%	20 mins	Week 3	Online Test (Quiz)
All	2	Examination - not Centrally Scheduled	Individual	45%	90 minutes	Week 9	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	50%	2000 words	Exam Period	Online Assignment Submission with plagiarism check
All	4	Activity Participation	Individual	0%	8 hours	Refer to Format	In Class

All - Assessment Task 1: Week 3 Summative exam

GOAL:	Test your knowledge and application of course content in an online quiz
PRODUCT:	Quiz/zes
FORMAT:	Online quiz.

CRITERIA:	No.		Learning Outcome assessed
	1	Selection of correct options in an online test to demonstrate understanding of occupational performance goals and suitable intervention approaches.	1 2

All - Assessment Task 2: Case study exam

GOAL:	Articulate your knowledge of occupational therapy interventions to enable adults.
PRODUCT:	Examination - not Centrally Scheduled
FORMAT:	Case study exam. Long answer questions submitted online (checked using Turnitin)

CRITERIA:	No.		Learning Outcome assessed
	1	Identification of appropriate occupational SMART goal, and the selection and description of occupational therapy intervention suitable to meet the goal	2 3
	2	Transfer of knowledge and skills of occupational therapy interventions suitable for a specific client through the detailed intervention example and grading based on course content	3

All - Assessment Task 3: Adapted NDIS occupational therapy intervention plan

GOAL:	Demonstrate your ability to identify appropriate goals and select relevant interventions suitable for an NDIS participant.
PRODUCT:	Written Piece
FORMAT:	Complete a report using the provided template and allocated case study. See Canvas for details.

CRITERIA:	No.		Learning Outcome assessed
	1	Creative and critical thinking demonstrated through the identification of occupational SMART goals and priorities.	1 2
	2	Selection and description of occupational therapy interventions suitable to meet goals based on literature and evidence	3 4
	3	Creative and critical thinking demonstrated through justification and selection of reasonable and necessary occupational therapy interventions based on literature and evidence.	3 4
	4	Transfer of knowledge and skills of occupational therapy intervention approach/es to specific NDIS participant through the detailed intervention example and grading	3
	5	Written communication	3

All - Assessment Task 4: Placement

GOAL:	Prepare to apply learning from the course in a practical setting.
PRODUCT:	Activity Participation
FORMAT:	This course has a placement component that includes attending an OCC331 practice education preparation workshop during the usual class time. See canvas for details and schedule.

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	Dirette & Gutman	2020	Occupational Therapy for Physical Dysfunction	8th edition	LWW
Required	Curtin, Egan, & Adams	2016	Occupational Therapy for People Experiencing Illness, Injury or Impairment: promoting occupation and participation	7th edition	Elsevier

8.2. Specific requirements

Students should access Canvas for all course requirements (including practice education). 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 a practice education (placement) component. Practice education sessions and briefings may fall outside of timetabled workshops and students will be required to arrange transport to/from the practice education site. Students will be expected to wear their UniSC Occupational Therapy uniform for 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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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