COURSE OUTLINE

OCC331 Foundational Placement Competencies in Occupational Therapy

School: School of Health - Occupational Therapy

2026 | Session 5

SCHI

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 you with a one week intensive simulated practice education experience to prepare you for future placements. This placement course has multiple components:
- Briefing 1- O week Trimester 1
- Briefing 2- Week 8 Trimester 1

Pre-placement learning preparation and workshops in Week 1 of Session 5. (Not timetabled. Information provided on Canvas)
- Pre-placement self-directed learning activities approx 14 hours
- Five-day simulated placement occurring in session 5.

Students not enrolled any/all trimester 1 courses, but enrolling in OCC331 should contact the Course Coordinator by week 4, trimester 1 to arrange access to all communications and course materials.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Online – Two pre-placement online workshops (1) Telehealth (2) Ergonomics	2hrs	Pre-trimester/session	2 times
Placement – Pre-briefing in Week 9 of Trimester 1. All enrolled students will be advised of date and time via SONIA. (online) Pre-placement workshops (online) see Canvas for details. Five day intensive placement (blended).	66hrs	Refer to Format	Once Only

1.3. Course Topics

Placement preparation encompassing the following topics:

- Professional behaviour
- Self-management skills
- Co-worker communication
- Communication skills
- Documentation
- Information Gathering
- Service Provision
- Service Evaluation/Reflection
- Telehealth
- Ergonomics

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 Select and apply relevant skills, knowledge and behaviours required to practice within a simulated placement context, in order to demonstrate foundational placement competencies.	Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 1.16, 2.1, 2.2, 2.5, 2.7, 2.8, 2.9, 2.10, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 4.1, 4.2, 4.4, 4.5, 4.7, 4.8, 4.9, 4.10, 4.11
2 Select and apply relevant skills, knowledge and behaviours required to manage learning within a simulated placement context.	Empowered Engaged Sustainability-focussed	1.11, 1.12, 1.13, 2.7, 2.8, 2.9, 2.10, 4.1, 4.10
3 Utilise self-evaluation and external feedback as part of a reflective process to inform practice development within a simulated placement context.	Empowered Engaged Sustainability-focussed	1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 2.8, 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.
1.7	Collaborates and consults ethically and responsibly for effective client-centred and interprofessional practice.

CODE	COMPETENCY
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.
2.1	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.
2.5	Maintains current knowledge for cultural responsiveness to all groups in the practice setting.
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.
3.7	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.
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.
4.5	Complies with legal and procedural requirements for the responsible and accurate documentation, sharing and storage of professional information and 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

(OCC321 or OCC200) and OCC301 and OCC311 and OCC312 and (OCC442 or OCC452) 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)

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

The format for each day will include briefing and de-briefing sessions which will include the opportunity for self-reflection and feedback from the Practice Educator. The role of the Practice Educator during the set learning activities throughout each day will be to provide on-the-spot formative feedback (written and/or verbal), and to schedule feedback sessions with individual and/or groups across the week. All students will participate in at least one formative feedback session with the Practice Educator. Students will be provided with templates for self-assessment and peer assessment to support skill and knowledge development. Students will participate in a simulated supervision session that will provide individual 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 the course to completion of all required placement learning activities as they relate to the specific placement (includes pre-placement learning activities, placement, and post-placement completion of learning activities).	Refer to Format	SONIA
All	2	Placement performance	Individual	Breakdown of hours 4 hours briefing 4 hours online synchronous workshops + 4 hours self-directed preparation 14 hours pre-placement self-directed learning 40 hours of placement (5 X 8 hour days) 66 hours total	Refer to Format	SONIA
All	3	Plan	Individual	Duration of the placement	Refer to Format	SONIA

All - Assessment Task 1: Code of Conduct

GOAL:	You will understand and adhere to the discipline Code of Conduct throughout course as per standard requirement of UniSC WIL policy.
PRODUCT:	Code of Conduct
AUTHORSHIP STATEMENT:	
FORMAT:	Submit: within timeframe designated on SONIA. Prior to commencement of placement the student will be provided with information regarding the Code of Conduct. The student will review the document and agree to adhere to the standards for the duration of the course, and as they relate to the specific placement. The task requires students to participate in pre-placement learning activities, and to comply with UniSC policy and procedures in order to prepare them for future practice (e.g., Code of Conduct, Occupational Therapy Board of Australia).
CRITERIA:	**No.** — **Learning Outcome assessed** 1 — The Course Coordinator or another nominated UniSC staff member will evaluate the standard and quality of student work and make an assessment about adherence to the discipline Code of Conduct. — 1
GENERIC SKILLS:	Information literacy

All - Assessment Task 2: Student Practice Evaluation Form - Revised, Second Edition (SPEF-R2) and Log of Hours

GOAL:	You will understand and demonstrate to a passing level of competence, the foundational placement competencies (as assessed by the SPEF-R2 tool) within the designated timeframe, and commensurate with the level of study, in order to prepare for future placement success.
PRODUCT:	Placement performance
AUTHORSHIP STATEMENT:	
FORMAT:	Submission: On completion of simulated placement course. Performance throughout the course will be measured using the Student Practice Evaluation Form- Revised (Second Edition). This assessment tool has been designed by University of Queensland to evaluate students in occupational therapy professional practice placements. Assessment by the UniSC practice educator will include the provision of formative assessment feedback throughout the placement and where relevant, may also include feedback from external sources (e.g., Occupational Therapy supervisors) related to performance against the criteria. Completion of placement within the designated timeframe will be evidenced using the Log of Hours template, signed by UniSC practice educator.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 — Professional Behaviour, Learner Behaviour, Communication, Information gathering as outlined in the SPEF-R2 Submission on SONIA of a log of hours signed by the Practice Educator — 1 2 3
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 3: Professional Development Plan

GOAL:	You will develop and utilise a professional development plan (PDP) to plan and progress towards specific and measurable learning goals, appropriate to the placement context and timeframe
PRODUCT:	Plan
AUTHORSHIP STATEMENT:	
FORMAT:	The PDP will include: 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) and own strengths/areas for development, related to the specific placement. These sections will be finalised in the initial stages of the placement through collaboration 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. Submit: Part 1 and 2 submitted prior to placement start, Part 2 updated during placement as required, Part 3 submitted on completion of placement.
CRITERIA:	**No.** / **Learning Outcome assessed** 1 Submission of completed Professional Development Plan on SONIA with PE signature for Part 1 and 2, and student signature for Part 3. — 1 2 3
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, 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

> There are no required/recommended resources for this course.

8.2. Specific requirements

Students should access Canvas and SONIA for all course requirements. General queries regarding assessment will be addressed via email to the course coordinator; other issues can be discussed with your course coordinator via appointment. Current certifications and placement mandatory requirements for this placement can be found in Sonia. Student uniform and ID badge; 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.
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 performance on placement and/or contribute to risk, through completion of the Student Placement Agreement: Placement Disclosure Statement, and Ongoing Disclosure form if required.

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. 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