COURSE OUTLINE

OCC402 Professional Issues in Occupational Therapy

School: School of Health - Occupational Therapy

2026 | 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

You will develop an understanding of professional issues relevant to working as an occupational therapist in contemporary practice. The course will explore essential skills for entry to practice, specialised and emerging areas of practice, sustaining a healthy career and contributing to the future of the occupational therapy profession. You will understand registration procedures and the functions of professional bodies (OT Australia and WFOT) and focus on enhancing your readiness to enter practice. Activities will include professional development, career planning, mentoring, and preparation for entry to practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Information session – Employability Workshop (in-class, not recorded)	8hrs	Orientation week	Once Only
Tutorial/Workshop 1 – In-class scheduled workshop (not recorded)	2hrs	Week 1	9 times
Tutorial/Workshop 2 – Online scheduled workshops (not recorded)	2hrs	Week 1	11 times
Independent Study/Research – StudentLink Mentoring	1hr	Week 1	12 times

1.3. Course Topics

Topics we will address in OCC402

- Professional and ethical practice
- Teamwork, mentoring and supervision
- Strategic management and leadership
- Identifying and addressing emerging issues in practice
- Cultural responsiveness and consumer-focused planning
- Professional sustainability and growth

2. What level is this course?

400 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 Describe and evidence graduate-level professional competency.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration Problem solving Organisation Applying technologies Information literacy	1.3, 1.10, 1.12, 2.7
2 Support the development of self and others for the benefit of the profession and the wider community.	Engaged Sustainability-focussed	1.11, 1.14, 1.16, 2.6, 2.9, 2.10, 3.14
3 Demonstrate the ability to identify and address emerging issues in practice.	Knowledgeable Creative and critical thinker	1.1, 1.3, 1.5, 1.8, 2.1, 2.4, 2.6, 3.14
4 Communicate knowledge, experience and ideas clearly, coherently and professionally.	Knowledgeable Empowered Ethical Communication	1.1, 1.2, 3.7, 4.1, 4.5
5 Adapt knowledge and skills to meet the needs of different individuals in a range of contexts.	Empowered Engaged	1.5, 2.4, 4.8, 4.9, 4.10

* 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
1.5	Practices in a culturally responsive and culturally safe manner, with particular respect to culturally diverse client groups.
1.8	Adhere to all work health and safety, and quality requirements for 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.

CODE	COMPETENCY
1.12	Identifies and uses relevant professional and operational support and supervision.
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.
2.4	Understands and responds to Aboriginal and Torres Strait Islander health philosophies, leadership, research and practices.
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.
2.9	Maintains knowledge of relevant resources and technologies.
2.10	Maintains digital literacy for practice.
3.7	Reflects on practice to inform and communicate professional reasoning and decision-making.
3.14	Contributes to quality improvement and service development.
4.1	Communicates openly, respectfully and effectively.
4.5	Complies with legal and procedural requirements for the responsible and accurate documentation, sharing and storage of professional information and records of practice.
4.8	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.

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

OCC401 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

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

You will receive early formative feedback on Task 1a in Week 2 and on Task 2 in Week 4.

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	1a	Practical / Laboratory Skills, and Written Piece	Individual	30%	Mentoring Preparation (including in-class participation and workbook activities) up to 18 hours Practice Education (mandatory attendance).	Exam Period	Online Submission
All	1b	Practical / Laboratory Skills, and Written Piece	Individual	20%	Mentoring Participation - up to 30 hours Practice Education subject to variation in number of mentees.	Exam Period	Online Submission
All	2	Portfolio	Individual	50%	2500 words equivalent	Week 9	Online ePortfolio Submission

All - Assessment Task 1a: StudentLink Mentoring Preparation

GOAL:	To develop mentoring skills through participation in in-class preparation and workbook activities.
PRODUCT:	Practical / Laboratory Skills, and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Complete mentoring preparation activities during class in your StudentLink Workbook. See Canvas for due dates and times. *Formative Assessment in Weeks 2 to help you understand the preparation & participation processes.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Participate in mentoring preparation activities during your workshops. — 2 4 5 2 Complete your StudentLink workbook activities — 2 4 5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 1b: StudentLink Mentoring Participation

GOAL:	You will develop your mentoring skills by participating in mentoring and completing your StudentLink Log Book.
PRODUCT:	Practical / Laboratory Skills, and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Evidence of participation in the StudentLink mentoring program by completing the Mentoring Log and related assessment tasks in the StudentLink workbook. See Canvas for specific dates and times.

CRITERIA:

No.		Learning Outcome assessed
1	Describes how the mentoring process has developed the mentee's identity as a healthcare student and future healthcare practitioner.	2 4 5
2	Provides constructive and objective written feedback to each mentee	2 4 5
3	Completes Mentoring Log to a professional standard.	4

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

All - Assessment Task 2: ePortfolio

GOAL:	Create a comprehensive, coherent and independent exposition of your values, experiences, competencies, and aspirations as a graduating occupational therapist.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	
FORMAT:	A professional ePortfolio in PebblePad. See Canvas for specific dates and times.

CRITERIA:

No.		Learning Outcome assessed
1	Professional statement links personal values with career aspirations.	1 4
2	Considers the impact of professional issues influencing occupational therapy practice on personal aptitude for work in various practice areas.	3 4
3	Presents a comprehensive and concise resume linking current competencies and skills with graduate career aspirations.	1 3 4
4	Creation of a continuing professional development plan for your graduate year linking current competencies and skills with graduate career aspirations.	2 3
5	Credible and relevant evidence demonstrating competency for practice against the UniSC Graduate Attributes aligned with the Australian Occupational Therapy Competency Standards (2018)	1 4
6	Professional presentation, clear communication, and alignment across all components of the eportfolio.	4

GENERIC SKILLS:	Communication, 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

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
Recommended	Brown, Bourke-Taylor, Isbel,Gustafsson, & Cordier	2021	Occupational Therapy in Australia	2nd edition	Routledge
Recommended	Richmond & Powers	2009	Business Fundamentals for the Rehabilitation Professional	2nd edition	SLACK Incorporated
Recommended	Dunbar & Winston	2015	An Occupational Perspective on Leadership. Theoretical and Practical Dimensions	2nd edition	SLACK Inc
Recommended	Allan	2019	Law and Ethics for Health Practitioners	n/a	Elsevier
Recommended	Robbins, Judge, Edwards, Sandiford, Fitzgerald, & Hunt	0	Organisational Behaviour	9th ed	Pearson Education Australia

8.2. Specific requirements

Students will need to access Canvas and PebblePad for all course requirements.

Queries regarding assessment will be addressed on Canvas – not by email. Other issues can be discussed with your course coordinator via appointment during the designated contact hours as specified on Canvas. You are required to wear the USC OT uniform for any in-class presentations.

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. 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