OCC402 Professional Issues in Occupational Therapy

School: School of Health and Behavioural Sciences

2022 | Semester 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 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

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 OT Australia and focus on enhancing your readiness to enter practice. Activities will include professional development, career planning, mentoring and developing a professional ePortfolio.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials	1hr	Week 1	13 times
Tutorial/Workshop 2 – Scheduled online workshop (not recorded)	2hrs	Week 1	13 times
Tutorial/Workshop 1 – On-campus interactive workshop (not recorded)	2hrs	Week 1	13 times

1.3. Course Topics

Topics we will address in OCC402 (not necessarily in this order)

- Business fundamentals
- Readiness for practice
- Mentoring and supervision
- Professional registration and Association membership
- Leadership, management and teamwork
- Culturally inclusive practice

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 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 Describe and evidence graduate-level professional competency.	Empowered Engaged	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 apply foundation business skills in the context of future practice.	Knowledgeable Creative and critical thinker	1.1, 1.3, 1.8, 2.1
4 Communicate knowledge, experience and ideas clearly, coherently and ethically.	Empowered Ethical	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.
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.

CODE	COMPETENCY
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

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 be provided with early formative feedback on your assessment tasks during class time.

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	Oral and Written Piece	Group	40%	10-12 slides 1200-1500 word script 10-12 minute presentation	Week 6	Online Assignment Submission with plagiarism check
All	2	Portfolio	Individual	40%	2500 words equivalent	Week 9	Online ePortfolio Submission
All	3	Written Piece	Individual	20%	1500 words equivalent	Week 13	Online ePortfolio Submission

All - Assessment Task 1: Program or Service Plan

GOAL:	You will work in a small group to develop a plan for a new program or service offering which meets the needs of a specific group or population.		
PRODUCT:	Oral and Written Piece		
FORMAT:	You will work in small groups to develop a plan and presentation.		
CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Creation of a consumer profile	③
	2	Selection and explanation of the proposed program or service	③ ④
	3	Link consumer need with program/service plan	③
	4	Application of basic business and legal theoretical frameworks	③ ④
	5	Preparation of a professional presentation	④
	6	Program or service is culturally responsive and culturally safe plan for Aboriginal and Torres Strait Islander peoples	③ ⑤
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 2: ePortfolio

GOAL:	You will create a comprehensive, coherent and independent exposition of your knowledge, skills and experience as a graduating occupational therapist.
PRODUCT:	Portfolio
FORMAT:	You will create a professional ePortfolio in PebblePad that includes four key components which, when combined and viewed as a whole, provide a clear picture of you as a new graduate occupational therapist.

CRITERIA:	No.		Learning Outcome assessed
	1	Clear professional statement that links personal values with contemporary practice issues	① ④
	2	Comprehensive and concise resume/ curriculum vitae	①
	3	Credible and relevant evidence demonstrating competence for practice against the Australian Occupational Therapy Competency Standards (2018)	①
	4	A continuing professional development plan for your graduate year	②
	5	Alignment across ePortfolio components	④
	6	Consistent visual professional presentation that aligns with content and connects components	④
GENERIC SKILLS:	Communication, Organisation, Applying technologies		

All - Assessment Task 3: StudentLink Mentoring

GOAL:	You will develop your mentoring skills by mentoring second-year students.
PRODUCT:	Written Piece
FORMAT:	You will participate in mentoring with second-year students during the semester. You will attend weekly meetings with your mentees at a scheduled time. Mentoring training and mentoring meetings are embedded in tutorial times. You will keep a mentoring portfolio in PebblePad that includes a list of the meeting topics, the actions and outcomes arising from the meeting and a brief reflection on your developing mentoring skills. You will provide verbal feedback to mentees on their progress towards their Learning Agreement and contribute to the midway and end of the mentoring feedback, which will be compiled by the academic team.

CRITERIA:	No.		Learning Outcome assessed
	1	Completes mentoring preparation fully and on time	②
	2	Promotes the development of mentee(s) identity as a healthcare student	② ⑤
	3	Promotes the development of mentee(s) identity as an emerging health practitioner.	②
	4	Provides constructive and objective written feedback to mentee(s)	③
	5	Completes Mentoring Log clearly and professionally	③
GENERIC SKILLS:	Communication, Collaboration, Problem solving, 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

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
Recommended	Ted Brown,Helen Bourke-Taylor,Stephen Isbel,Louise Gustafsson,Reinie Cordier	2021	Occupational Therapy in Australia	2nd	Routledge
Recommended	Tammy Richmond,Dave Powers	2009	Business Fundamentals for the Rehabilitation Professional	2nd ed	SLACK Incorporated
Recommended	Dunbar & Winston	2015	An Occupational Perspective on Leadership. Theoretical and Practical Dimensions	2nd	SLACK Inc
Recommended	Sonia Allan	2019	Law and Ethics for Health Practitioners	n/a	Elsevier

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:

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