

# OCC442 Occupational Therapy Reasoning, Research & Evaluation (Project Pathway)

**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](http://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

In this course you will learn about occupational therapy reasoning and the role that research and evaluation contribute to reasoning. This course aims to prepare students to apply a range of appropriate health research and evaluation methodologies in professional practice, inclusive of quantitative and qualitative research paradigms. This course provides a foundation for an innovation project in the field of occupational therapy, and commences a pathway for research and further learning relevant to occupational therapy practice-based research.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online learning materials	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Online large group workshop to supplement learning materials. Workshop 1 is recorded.	2hrs	Week 1	13 times
<b>Tutorial/Workshop 2</b> – Face-to-face small group workshops. Workshop 2 is not recorded.	2hrs	Week 1	13 times

### 1.3. Course Topics

#### Course Topics

- Evidence-based practice;
- Research in occupational therapy;
- Overview of research methodologies;
- Appraisal of published papers;
- The Occupational Therapy Process (OTPF);
- Occupational Therapy Clinical Reasoning

## 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 Demonstrate an understanding of the varying styles of clinical reasoning and analyse how they contribute to the occupational therapy process.	Knowledgeable Engaged	1.3, 1.4, 1.5, 2.2, 2.3, 2.8, 3.7
2 Demonstrate understanding of how the various styles of clinical reasoning relate to the service user's occupational needs using clinical practice cases.	Empowered Engaged	2.8, 3.7
3 Select relevant information about a service user to create an occupational therapy intervention strategy which considers input from the service user and other professionals.	Knowledgeable Ethical	2.8, 3.2, 3.3, 3.7
4 Demonstrate engagement with each stage of the occupational therapy reasoning process in written and oral format.	Ethical Engaged	2.6
5 Demonstrate the ability to critically analyse, consolidate and synthesise health research literature to inform recommendations for further research and practice.	Creative and critical thinker	2.1, 2.3, 2.6, 2.8
6 Demonstrate knowledge of research principles and methods, including various qualitative, quantitative, and mixed research methods and the associated paradigms.	Knowledgeable Engaged	2.2, 2.3, 4.2

### \* Competencies by Professional Body

CODE	COMPETENCY
OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD	
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.
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.

CODE	COMPETENCY
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.
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.
3.7	Reflects on practice to inform and communicate professional reasoning and decision-making.
4.2	Adapts written, verbal and non-verbal communication appropriate to the client and practice context.

## 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 HLT205 and enrolled in Program SC440

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

OCC452

### 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 receive ongoing feedback during the weekly tutorials. There is one formative assessment week 3.

### 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	Written Piece	Individual	0%	No set word length.	Week 3	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	50%	2500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Individual	50%	15 minutes	Refer to Format	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: A Critical Appraisal of an Occupational Therapy Intervention

<b>GOAL:</b>	To critically appraise literature on an occupational therapy intervention	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	Template provided. See Canvas for further information.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Articulates a topic and suitable PICO and demonstrates relevance to topic 4
	2	Describes an appropriate search strategy and selection process 4
	3	Application of the McMaster review form or similar for critical appraisal of one piece of literature 5
	4	Presents discussion based on findings and critical appraisal process. Concludes with key findings. Explains implications for occupational therapy practice 5
	5	Meets requirements of assignment presentation, including referencing style, spelling, punctuation and syntax 4

### All - Assessment Task 2: Honours Project Document

<b>GOAL:</b>	You will demonstrate knowledge of evidence-based practice, and the ability to critically review and consolidate health research literature as well as use therapeutic reasoning skills to propose realistic clinical guidelines.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	Literature review	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Literature review: Reviews, analyses, consolidates and synthesis the literature applying a knowledge of research methods and paradigms to existing research 5
	2	Applies critical thinking and judgement in developing an understanding of the topic and identifying key point for use in clinical guidelines 4 5
	3	Overall presentation, including structure, flow, spelling, grammar and written expression 4

### All - Assessment Task 3: Individual Presentation

<b>GOAL:</b>	To apply the knowledge, reasoning, and evidence gained through engagement in this course in the context of an intervention plan from a professional, service user, and multidisciplinary perspective.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	An occupational therapy intervention plan is applied to a given case study. Written intervention plan and pre-recorded video – Week 10; Viva – week 10 or 11 as per schedule	

**CRITERIA:**

No.		Learning Outcome assessed
1	Application of theoretical and therapeutic reasoning styles	1 2
2	Relevance of data sources and evidence	3
3	Analysis of evidence with reference to context (conclusions and findings)	1
4	Adherence to genre for oral presentation	6
5	Adherence to genre for written intervention plan	6
6	Quality of communication	6

## 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 for all course requirements. Queries regarding assessment will be addressed on Canvas discussion boards instead of email. Other issues can be discussed with your course coordinator via appointment during designated contact hours as specified on Canvas. You are advised to wear the UniSC Occupational Therapy uniform if you deliver an oral presentation in class. It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

## 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%
- b. The course is graded using the Standard Grading scale
- c. 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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto: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](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)