



OCCT11001 *Introduction to Activity and Occupation*

Term 2 - 2018

Profile information current as at 10/04/2024 05:15 am

All details in this unit profile for OCCT11001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces occupational therapy assessment and intervention processes involving activity and occupation as core concepts. You will become familiar with a range of common meaningful occupations and learn how to undertake an occupational therapy activity analysis. Concepts of participation limitations at the person level will be introduced. You will engage in a variety of workshop activities that link key theoretical concepts to occupational therapy practice contexts for activity analysis. You will explore ways of grading and adapting activities to enable client participation. You will be supported to undertake a range of tasks that facilitate future attendance at professional practice placements. This unit will complement occupational therapy theory and practice in regard to occupation focused assessment and client centred information gathering.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

OCCT11002 Pre-requisite PSYC11010 Pre-requisite ALLH11001 Pre-requisite ALLH11005 Pre-requisite ALLH11004 Co-requisite

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2018

- Bundaberg
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical Assessment**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

3. **Group Work**

Weighting: 40%

4. **Portfolio**

Weighting: Pass/Fail

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say Informal student feedback Staff reflection and discussion

Feedback

Utilisation of a teaching team with presence on both campuses facilitates learning.

Recommendation

The importance of having a staff member in each classroom for students in the early years was reinforced during implementation of this unit. This approach will continue.

Feedback from Have Your Say Informal student feedback Staff observation and reflection

Feedback

Hands-on workshops facilitated practical application of concepts learned and provided a tangible link to assessment. Some minor format changes were suggested by students and via staff reflection.

Recommendation

The practical workshops remain a strength of the unit; linking workshop experiences to Assessment 2 also provided a context for learning and an incentive to attend. Therefore the workshops will remain as an integral component of the unit. Workshops in 2018 will contain more opportunities for practicing essential component skills and to spend time on preclinical requirements.

Feedback from Have Your Say Informal student feedback

Feedback

Clarification on some assessment and a bit more support and direction for those assessments.

Recommendation

Assessment instructions will be reviewed for clarity of content and revised as needed. More in-class support will be instigated to ensure all students understand the assessment requirements.

Feedback from Staff observation

Feedback

It was observed that students found it challenging to plan, organise and fulfil the completion of their preclinical requirements.

Recommendation

Incorporate more progress checks into the class schedule to ensure all students are on track and minimise the risk of student failure come end of term.

Feedback from Have Your Say Staff observation

Feedback

Some PPT slides were difficult to read.

Recommendation

All PowerPoint slides will be reviewed for clarity and adjusted accordingly.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Use relevant terminology to define and classify concepts related to human performance in activity and occupation.
2. Choose suitable methods for grading common meaningful occupations.
3. Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge.
4. Use occupational therapy processes for comprehensive activity analysis.
5. Provide evidence for completion of preclinical requirements.

This unit feeds directly into Occupational Therapy Australia Competencies for unit accreditation requirements:

1.4 Promotes and facilitates occupation through application of knowledge, skills, attitudes and evidence appropriate to the practice context.

2.1 Performs relevant, comprehensive assessment of occupational performance

3.2 Promotes client occupational performance and participation

4.2 Demonstrates ability to understand and conduct multiple evaluation methods and techniques

Alignment of Learning Outcomes, Assessment and Graduate Attributes



N/A
Level



Introductory
Level



Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|--------------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Practical Assessment - 20% | • | | | | |
| 2 - Written Assessment - 40% | • | • | • | • | |
| 3 - Group Work - 40% | | • | • | • | |
| 4 - Portfolio - 0% | | | | | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---------------------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Communication | • | • | • | • | • |
| 2 - Problem Solving | • | • | • | • | • |
| 3 - Critical Thinking | • | • | • | • | • |
| 4 - Information Literacy | • | • | • | • | • |
| 5 - Team Work | | • | • | • | |
| 6 - Information Technology Competence | | • | | • | • |

| Graduate Attributes | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 7 - Cross Cultural Competence | | • | | • | • |
| 8 - Ethical practice | • | • | | • | • |
| 9 - Social Innovation | | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | | |

Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|--------------------------------|---------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Practical Assessment - 20% | • | • | • | • | | | • | • | | |
| 2 - Written Assessment - 40% | • | • | • | • | • | • | • | • | | |
| 3 - Group Work - 40% | • | • | • | • | • | • | • | • | | |
| 4 - Portfolio - 0% | | • | | • | | • | | • | | |

Textbooks and Resources

Textbooks

OCCT11001

Prescribed

Introduction to occupation: the art and science of living: new multidisciplinary perspectives for understanding human occupation as a central feature of individual experience and social organization

Edition: 2nd ed. (2010)

Authors: C.H. Christiansen, E.A. Townsend,
Pearson

Upper Saddle River , N.J. , U.S.A.

ISBN: 9780131999428

Binding: Paperback

Additional Textbook Information

This is a foundational text for the occupational therapy profession. It has a companion Website with learning activities that students will find useful for reviewing information from the text along with relevant web links for global occupational therapy. Chapter 1 is available as a CRO, however much of the text will be referred to during the unit.

Students will also need to access the prescribed text for OCCT11002 in this unit, Willard & Spackman's Occupational Therapy (2014).

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Maria O'Reilly Unit Coordinator

m.oreilly@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Occupation: Basic concepts Working in a team | Chapter 1 Christiansen & Townsend (2010) | |

Week 2 - 16 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------|---|------------------------------|
| Therapeutic utilisation of activity | Creighton, C (1992). The Origin and Evolution of Activity Analysis. The American Journal of Occupational Therapy, 46(1), 45-48. | |

Week 3 - 23 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------|---|------------------------------|
| Physical Function in Occupation | Chapter 21. Willard & Spackman's Occupational Therapy (2014) Other sources specified in Moodle | |

Week 4 - 30 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|--|------------------------------|
| Activity Analysis | Chapter 21. Willard & Spackman's Occupational Therapy (2014) | |

Week 5 - 06 Aug 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|---|
| Frames of Reference for Activity Analysis in Occupational Therapy | Chapter 23. Willard & Spackman's Occupational Therapy (2014) | Notify presentation groups "What is Occupational Therapy?" Poster Due: Week 5 Wednesday (8 Aug 2018) 4:00 pm AEST |

Vacation Week - 13 Aug 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| No classes | | |

Week 6 - 20 Aug 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------|---|------------------------------|
| Occupational Behaviour | Chapter 5. Christiansen & Townsend (2010) | |

Week 7 - 27 Aug 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|---|
| Social aspects of occupation- group dynamics | Chapter 7. Christiansen & Townsend (2010) | Notify Presentation activity & condition choice |

Week 8 - 03 Sep 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Occupational perspective on development | Chapter 6. Christiansen & Townsend (2010) | Progress check on pre-clinical requirements |

Week 9 - 10 Sep 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------|--|---|
| Occupational Participation | Chapter 11. Christiansen & Townsend (2010) | Workshop Activity Analysis Report Due: Week 9 Friday (14 Sept 2018) 11:45 pm AEST |

Week 10 - 17 Sep 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|--|------------------------------|
| Occupational Deprivation | Chapter 12. Christiansen & Townsend (2010) | |

Week 11 - 24 Sep 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------|--|------------------------------|
| Activity Limitation and Adaptation | Unit 5. Activity Gradation and Adaptation. In Hersch, G., Lamport, N. K., & Coffey, M. S. (2005). <i>Activity analysis : Application to occupation</i> . Thorofare, NJ : Slack (pp 63-72). | |

Week 12 - 01 Oct 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Public holiday: no classes. Self directed learning- achieving occupational balance. Preparation for presentations | Chapter 9. Christiansen & Townsend (2010). | |

Review/Exam Week - 08 Oct 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| All students must attend Monday 8 October, 9am-1.00pm for Group Presentations. | | Occupational Therapy & Activity Analysis Presentation Due: Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST |

Exam Week - 15 Oct 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| All pre-clinical requirements to be uploaded to SONIA | | Pass/Fail Pre-Clinical Requirements Due: Exam Week Monday (15 Oct 2018) 11:45 pm AEST |

Term Specific Information

Classes for this unit consist of lectures and workshops. Primary theoretical content will be provided in the lectures, which will be reinforced by practical applications within the workshops. Workshop activities will include practical experience with activity analysis and other key skills, and non-attendance will greatly diminish your abilities to adequately complete assessment tasks. Time will also be provided within the workshops to assist students with pre-clinical requirements and uploads.

Assessment Tasks

1 "What is Occupational Therapy?" Poster

Assessment Type

Practical Assessment

Task Description

Scenario:

The CQUniversity Open days occur regularly in August each year. You have been talking with some friends about what you have been doing in OCCT11001 this term, and they think it sounds fun! They would like to know more about "activity and occupation" and how occupational therapists use this concept in their work. They are planning to come to the Open Day to find out more about the occupational therapy course.

Your lecturer has asked you to produce a poster for display at the Open Day that includes

- A definition of "activity and occupation" as used in occupational therapy literature
- A simple explanation of how and why Occupational Therapists use Activity Analysis - suitable for non-occupational therapists to understand

Your poster should explain the concepts in an organised and attractive way, using good poster design principles. You can be as creative as you wish with its design, but also ensure it contains useful information.

It is NOT expected that students will produce a professionally printed poster for this task - a large format cardboard sheet with elements drawn, written, or printed and securely attached will suffice. You may choose the size and colour of your poster - however it should be easily readable from a distance of 3-4 metres.

Students are to ensure their name is on the BACK of the poster.

The poster should be submitted in hard copy to nominated campus staff at Bundaberg and Rockhampton by close of business on the due date. A selection of posters will be chosen for display at the Bundaberg or Rockhampton Open Day.

Assessment Due Date

Week 5 Wednesday (8 Aug 2018) 4:00 pm AEST

Return Date to Students

Week 7 Monday (27 Aug 2018)

Feedback will be provided via Moodle; students can collect posters once marked.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

Each poster will be given marks reflecting the quality of work as below:

85-100% **Exemplary** work that demonstrates clear, accurate, detailed and comprehensive understanding of the relevant facts and is attractive and well organised in presentation.

75-84% **Accomplished** work that demonstrates mastery of the relevant facts and is organised in presentation

65-74% **Commendable** work that is reflecting progress towards mastery of the relevant facts and organisation of content.

50-64% **Acceptable** work that shows limited depth of understanding of facts and limited organisation of presented content.

<50% **Inadequate** understanding of facts and poorly organized content

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Submission Instructions

Please hand in to nominated staff on each campus.

Learning Outcomes Assessed

- Use relevant terminology to define and classify concepts related to human performance in activity and occupation.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Cross Cultural Competence
- Ethical practice

2 Workshop Activity Analysis Report

Assessment Type

Written Assessment

Task Description

Scenario:

You will take part in a variety of practical activities in the weekly class workshops.

You will choose **one of the activities you have participated in during the weekly class workshops**. You will complete a written activity analysis report for your chosen activity. This assessment task links with the "Practice Reasoning" component of the Occupational Therapy Practice Process (OTPP) as it involves your reflection about your personal activity participation. It will also help you develop skills for client assessment which relates to the "Information Gathering" and "Occupational Assessment" components of the OTTP.

Part 1: After the workshop sessions, you will individually complete a 1200 word report focusing on one activity. You will use the Activity Analysis template found in **Table 21.2 of Willard and Spackman's Occupational Therapy** (Schell et al, 2014, pp241-43). **You must cite the complete APA reference for the chapter author and edited book source of this template in your reference list.**

You are to **complete only the template sections listed below** from the perspective of how someone without any significant health condition would usually perform the activity:

1. Task description
2. Equipment/objects used
3. Space requirements
4. Task step sequence
5. Required motor, process and social skills (see Schell et al, 2014, pp252-254)
6. Body structures and functions used for each task step
7. Safety hazards

Part 2: You are to write a brief narrative paragraph (up to 300 words) reflecting on the following questions:

- What **feelings** did you experience prior to, during and after doing the activity?
- What **meaning** did doing this activity have for you?
- Describe anything that **surprised** you about your participation.
- What did you think about the **therapeutic potential** of this activity for working with clients? Cite 2-3 APA style references from the professional literature (textbooks or relevant published journal articles) to support your opinion.

Assessment Due Date

Week 9 Friday (14 Sept 2018) 11:45 pm AEST

Return Date to Students

Week 11 Friday (28 Sept 2018)

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Marks will be allocated as follows (Total = 100):

- Task description, Space requirements, and Objects used **(15 marks)**
- Task step sequence and Required skills **(25 marks)**
- Body structures and functions, safety hazards **(25 marks)**
- Reflective Narrative **(25 Marks)**

Professional presentation and References **(10 Marks)**

A detailed marking rubric will be available on Moodle.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Upload document to Moodle

Learning Outcomes Assessed

- Use relevant terminology to define and classify concepts related to human performance in activity and occupation.
- Choose suitable methods for grading common meaningful occupations.
- Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge.
- Use occupational therapy processes for comprehensive activity analysis.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Occupational Therapy & Activity Analysis Presentation

Assessment Type

Group Work

Task Description

Scenario:

After seeing the poster about occupational therapy at the University Open Day, many people wanted more information about the profession. It has been decided to invite interested potential students to a seminar explaining how occupational therapists work with clients, using meaningful activity. OCCT11001 students will take part in the Occupational Therapy and Activity Analysis seminar.

Students will select their own group members for this task. **Groups must consist of at least 3 students.** Students are to advise the unit coordinator the names of students in their group in the Week 5 class.

Groups of 3-4 students will prepare and present an activity analysis of an Activity of Daily Living (ADL) **or** Instrumental Activity of Daily Living (IADL) task for a person with a condition that would likely be referred to occupational therapy.

This task will allow students to demonstrate their emerging professional reasoning skills for information gathering, identifying occupational issues and possible interventions, as part of the *Occupational Therapy Practice Process (OTPP)*.

Groups must select from ADL categories of

- bathing/showering
- bowel and bladder management
- dressing
- eating and feeding
- personal hygiene and grooming
- toilet hygiene

OR IADL categories of

- meal preparation
- shopping
- community mobility

Groups must choose one of the conditions listed below:

- Amputations
- Arthritis
- Cerebral Palsy
- CVA (Stroke)
- Hand and Wrist conditions
- Orthopaedic conditions-hip and knee replacements
- Spinal cord injury
- Traumatic brain injury
- Visual impairments

Some useful information about the conditions is available in pp 1098-1189 of Willard & Spackman's Occupational Therapy (Schell et al., 2014).

Groups must submit their choice of activity and condition to the unit coordinator by end of Week 7 for approval.

As the task is a valuable peer learning activity, it is important for there to be a range of conditions and tasks presented to the class. Groups who have selected the same condition and task as another group may be asked to modify their selection.

The maximum time allowed for each group presentation will be **20 minutes ± 2 minutes**. All students are expected to attend the symposium, and each group member should speak for at least one section of the oral presentation.

A PowerPoint to accompany the group oral presentation should be prepared and submitted to Moodle by 11.45pm on the day of presentation.

The oral presentation should include:

- A brief description of the chosen condition (citing your evidence based sources on your slides and in your reference list)
- An explanation of the likely impact of the condition on the person's ability to participate in the activity. (citing your evidence based sources on your slides and in your reference list)
- A detailed description of the chosen task and an occupational analysis using an occupational therapy template of your choice (cite your occupational therapy analysis template source on your slide and in your reference list)
- A description of 3 ways the task could be graded to decrease challenge, and 3 ways to increase the challenge for the person with the chosen condition (cite evidence that your grading is relevant on your slide and in your reference list)

You will each also submit an **individual reflection** about the group process and your role in it. This will be worth 20% of the Seminar Presentation marks.

Assessment Due Date

Review/Exam Week Monday (8 Oct 2018) 11:45 pm AEST

Seminar scheduled for 9.00-1.00; slides and reflections to be submitted by 11.45pm

Return Date to Students

Marks and feedback will be posted in Moodle 2 weeks after the presentation date

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Marks will be allocated as follows (Total = 100 marks):

- Comprehensive Occupational Analysis using referenced occupational therapy template or method **(20 marks)**
- Appropriate and realistic grading of task for both decreasing and increasing challenge **(20 marks)**
- Accurate evidence based information from professional journals or textbooks about the condition and likely impact on participation **(20 marks)**
- Correct on slide APA style citations and reference list for 4-6 sources **(10 marks)**
- Professional oral delivery and presentation of visual material (PowerPoint and handout) including spelling, terminology and grammar **(10 marks)**
- Individual reflection on group process **(20 marks)**

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline Online

Submission Instructions

Submit slides, handouts and individual group process reflections by 11.45pm on the day of presentation.

Learning Outcomes Assessed

- Choose suitable methods for grading common meaningful occupations.
- Reflect on personal participation in meaningful occupations to integrate theoretical and practical knowledge.
- Use occupational therapy processes for comprehensive activity analysis.

Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 Pass/Fail Pre-Clinical Requirements

Assessment Type

Portfolio

Task Description

In Term 1 you received the WIL Information Booklet about mandatory checks, and you should have already commenced or completed the following preclinical requirement tasks as part of OCCT11002:

- National Police Check
- Blue Card
- Vaccination requirements including Hepatitis B and TB screening form

As part of OCCT11001 assessment, you will be required to complete the prescribed checks and to upload all evidence to SONIA. It is **strongly suggested** the next tasks to be organised urgently are

1. Find provider and book into CPR and First Aid training (Week 1-2)
2. Make GP appointments for completion of vaccination series (e.g. MMR, Hepatitis B) and serology results (Week 2-4)

Time in class from Weeks 1- 9 will be allocated for students to complete the online learning modules required by Queensland Health. Students must [register for an iLearn account with Queensland Health](#). Your progress with all requirements will be checked in Week 8. Students who have submitted documents by Week 8 will receive feedback about which items are incomplete or missing before the final deadline. You will receive notification of Pass for the assessment item when **all documents are checked off as completed and correct** by unit coordinator. Students are required to read and follow the instructions in the **Mandatory Checks Information for Occupational Therapy Students** document you received in Term 1, available on Moodle. This document contains information regarding pre-clinical requirements. This guide will be updated regularly, however some external organisation requirements are subject to change. Teaching staff will inform students of any additional requirements as soon as known.

As stated in the guide, some requirements for professional practice must be renewed yearly. It is the **student's responsibility** to note when requirements are due for renewal.

Important:

Students who were awaiting issue of Blue Cards and/or Police Check Certificates from Term 1 must ensure these are provided as part of your preclinical requirements for OCCT11001. **Students who do not complete preclinical requirements are at risk of failing OCCT11001.** Students with outstanding requirements cannot take part in fieldwork in second year. Failure to complete preclinical requirements may also affect your ability to progress to further units of study in occupational therapy.

Assessment Due Date

Exam Week Monday (15 Oct 2018) 11:45 pm AEST

Ensure all required evidence has been uploaded or entered into SONIA by the due date

Return Date to Students

After certification of grades

Weighting

Pass/Fail

Assessment Criteria

All documents completed correctly and submitted by the due date = Pass

Some or all documents missing or incomplete by the due date = Fail

If you cannot submit all requirements by the due date you **MUST** discuss this as soon as possible with your unit coordinator.

NB: Students with F grade for OCCT11001 will not be permitted to enrol in Second Year OCCT units.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submission processes are to be advised.

Learning Outcomes Assessed

- Provide evidence for completion of preclinical requirements.

Graduate Attributes

- Problem Solving
- Information Literacy
- Information Technology Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem