



OCCT11002 *Introduction to Occupational Therapy Theory and Practice*

Term 1 - 2017

Profile information current as at 24/04/2024 01:25 am

All details in this unit profile for OCCT11002 have been officially approved by CQUUniversity 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 will provide students with a clear understanding of the the fundamental theoretical frameworks that guide occupational therapy practice. An historical overview of the profession will be presented so that students can contrast the changes and plot the evolution of occupational therapy practice over the past century. The practical application of occupational theory as it drives contemporary occupational therapy practice will be introduced via one key occupational therapy practice model. Students will be introduced to the regulatory and professional bodies guiding ethical occupational therapy practice locally and internationally. Skill development will focus on the acquisition of qualitative and quantitative information gathering techniques including interviewing and the application of standardised and non standardised assessments.

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

There are no requisites for this unit.

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 1 - 2017

- 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 and Written Assessment**

Weighting: 30%

2. **Practical and Written Assessment**

Weighting: 40%

3. **Presentation and Written Assessment**

Weighting: 30%

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 Student feedback

Feedback

A number of students reported difficulty in understanding the requirements for their first written assessment.

Recommendation

More practical support will be available for students completing their first written assessment, particularly in the areas of formatting, referencing and interpreting the topic.

Action

A session on academic writing and literature searching was included in the class schedule and both instructors spent time discussing requirements with the students.

Feedback from Student feedback

Feedback

Students commented that "this course does not require students to learn only by rote learning, but also by first-hand experience of what it feels like to work directly in the field, hence making the experience more engaging and interactive".

Recommendation

Experiential learning will continue to be a feature of this unit.

Action

Experiential learning continues to be a prominent feature of the unit. This aspect of the unit is consistently the subject of positive student comments.

Feedback from Student feedback

Feedback

Students commented that they would like to see more practical examples of patient interviews.

Recommendation

More modelling of interview skills will be provided in 2017.

Action

Instructors on both campuses spent time modelling interview skills with the students, which was received favourably.

Feedback from Standardised Patient feedback

Feedback

Students' communication skills improved markedly over a few weeks.

Recommendation

The development of sound communication skills using simulation strategies will continue to be developed in this unit.

Action

The use of simulated patient interviews is an extremely valuable component of this unit, contributing strongly to student learning. "Simulated patients" provide a "safe" opportunity for students to develop and refine their communication skills, and thus will continue to be utilised in this unit.

Unit Learning Outcomes

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

1. Explain the theory and philosophy that underpins the profession of occupational therapy.
2. Demonstrate an understanding of the development and scope of the occupational therapy profession over time.
3. Describe the occupational therapy practice process across various contexts.
4. Conduct person-centred information gathering processes.
5. Comply with the regulatory and professional body requirements for occupational therapy student practice.

This content contributes to the development of Occupational Therapy Australia Competencies for Entry Level Practitioners.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Practical and Written Assessment - 30%	•	•	•		
2 - Practical and Written Assessment - 40%	•				•
3 - Presentation and Written Assessment - 30%				•	•
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	•	•		•	
7 - Cross Cultural Competence			•		•
8 - Ethical practice	•	•	•	•	•

Graduate Attributes

Learning Outcomes

1 2 3 4 5

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 and Written Assessment - 30%	•	•	•	•			•			
2 - Practical and Written Assessment - 40%	•	•	•	•				•		
3 - Presentation and Written Assessment - 30%	•	•	•	•		•		•		
4 - Portfolio - 0%	•					•	•	•		

Textbooks and Resources

Textbooks

OCCT11002

Prescribed

Willard and Spackman's Occupational Therapy

Edition: 12th edn (2013)

Authors: Schell, BA, Scaffa, M, Gillen, G & Cohn, E

Lippincott Williams and Wilkins

Philadelphia, PA, USA

ISBN: 9781451110807

Binding: Hardcover

Additional Textbook Information

This foundational text will be used throughout the 4 year program

[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 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Course Introduction Concepts of Occupation	Christiansen, C. H., & Townsend, E. A. (2010). Introduction to occupation: The art and science of living (2nd ed). New Jersey: Pearson Education. (Chapter 1) Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW (Chapter 1).	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
History of Occupation and Occupational Therapy Profession	Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW. (Chapter 2 & 4) Brown, T., Bourke-Taylor, H., Isbel, S., & Cordier, R. (Eds.). (2017). Occupational therapy in Australia: Professional and practice issues. Sydney: Allen & Unwin. (Chapter 3)	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Contexts An introduction to academic writing	Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW. (Chapter 14, 15, 16)	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Theories and Ecological Models	Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW (Chapter 37, 38). Brown, T., Bourke-Taylor, H., Isbel, S., & Cordier, R. (Eds.). (2017). Occupational therapy in Australia: Professional and practice issues. Sydney: Allen & Unwin. (Chapter 15)	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
The OT Process - Qualitative Information Gathering	Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW (Chapter 8, 9 & 33).	Occupational Therapy Theory and Practice (30%) Due: Week 5 Friday (7 Apr 2017) 5:00 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

The OT Process -
Quantitative Information Gathering

Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW (Chapter 24 & 46).

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Professional Reasoning	Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW (Chapter 30,& 31).	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theoretical Reasoning and Goal Setting	Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW (Chapter 37).	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Planning Interventions and collaborations - The person	Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW (Chapter 26 & 28).	

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Planning Interventions and collaborations - Occupation	Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW (Chapter 47 & 49, 50).	Recording of video interviews

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Planning interventions and collaborations - Environment	Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW (Chapter 29).	Interview and communication analysis (40%) Due: Week 10 Monday (15 May 2017) 5:00 pm AEST

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Legislation and Ethics Documentation in professional context	Boyt Schell, B., Gillen, G., & Scaffa, M. (2014). Willard & Spackman's Occupational Therapy. Philadelphia:LWW (Chapter 32 & 36).	This class may run later than usual to allow all students to complete their presentations.

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Class Presentations		This class may run later than usual to allow all students to complete their presentations. Case Study Presentation (30%) Due: Week 12 Friday (2 June 2017) 5:00 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This introductory class will provide you with foundation knowledge and skills to begin your journey towards becoming an occupational therapist. As this is a professional program professional behaviour is expected in all interactions. Students are required to attend and actively participate in all learning activities. Weekly readings must be completed in preparation for class. At times external guest lecturers will present content. Minor changes in the course schedule may occur subject to changes in their availability.

Assessment Tasks

1 Occupational Therapy Theory and Practice (30%)

Assessment Type

Practical and Written Assessment

Task Description

This assessment will allow you to develop your emerging literature-searching and analysis skills and enhance your understanding of the occupational therapy profession. You are required to prepare a written paper where you discuss:

- the history of the occupational therapy profession, with particular focus on its development in Australia
- theories that have informed the development and growth of the profession
- the significance of the concept of "occupation" and what it means for occupational therapy practice

You will also reflect on how your understanding of the practice of occupational therapy has developed as a result of researching and writing this paper. Word count 1500 +/-10%. Appendices do not contribute word count.

You must ensure that all the work is your own, in line with the University requirements.

Assessment Due Date

Week 5 Friday (7 Apr 2017) 5:00 pm AEST

Return Date to Students

Week 7 Friday (28 Apr 2017)

Weighting

30%

Minimum mark or grade

15%

Assessment Criteria

Conceptual Knowledge - Theoretical understanding of occupational history and theories (10)

Professional Knowledge - Application of theory to practice (10)

Procedural Knowledge - Clear, concise written style and APA referencing all within word count (5)

Professional Knowledge - Reflection on learning (5)

Referencing Style

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

Submission

Offline Online

Learning Outcomes Assessed

- Explain the theory and philosophy that underpins the profession of occupational therapy.
- Demonstrate an understanding of the development and scope of the occupational therapy profession over time.
- Describe the occupational therapy practice process across various contexts.

Graduate Attributes

- Communication
- Problem Solving

- Critical Thinking
- Information Literacy
- Cross Cultural Competence

2 Interview and communication analysis (40%)

Assessment Type

Practical and Written Assessment

Task Description

This assessment will allow you to develop your emerging skills of interviewing and information gathering. You will prepare an interview schedule (list of questions/themes) and conduct a **15 minute** interview with a "standardised client" (an actor plays this role). This person lives at home and has volunteered to be interviewed by you. Interviews will be held at CQU and scheduled to occur in Week 9; you will be given a time in which to conduct the interview, we will arrange for the "client" to be present.

You are responsible for ensuring that the environment is appropriate for conducting an interview. The purpose of the interview is to establish a therapeutic relationship, learn about the occupational performance of this person and explore any occupational barriers they are experiencing. The interview will be recorded on your campus. During the interview you are expected to draw on the theoretical knowledge and practical skills you have developed in the course to date. Evidence of your understanding of different forms of information gathering will be expected through your choice of questions and information gathering approaches. Your understanding of professional reasoning and ethical practice should be implicit in all your interactions.

On completion of your interview you will receive a electronic copy to take away and complete a reflection on your interview performance. You will use a self-assessment to guide your reflection.

Documentation related to this assessment task will be available on Moodle.

You will submit your interview schedule, an electronic copy of the interview and your completed self-reflection. All items must be clearly marked with your Student ID number.

Assessment Due Date

Week 10 Monday (15 May 2017) 5:00 pm AEST

Return Date to Students

Week 12 Friday (2 June 2017)

Weighting

40%

Minimum mark or grade

20%

Assessment Criteria

Establish an effective therapeutic relationship and create a supportive environment (5)

Effective use of client centred communication strategies (10)

Integration of active listening skills (5)

Generation of relevant information (5)

Appropriate closure of interview (5)

Realistic self analysis (10)

Referencing Style

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

Submission

Offline Online

Learning Outcomes Assessed

- Explain the theory and philosophy that underpins the profession of occupational therapy.
- Comply with the regulatory and professional body requirements for occupational therapy student practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

3 Case Study Presentation (30%)

Assessment Type

Presentation and Written Assessment

Task Description

This assessment is designed to allow you to integrate the knowledge you have gained during the unit and your independent research to develop a class presentation. You will describe how you would work with a client using the OT Practice Process as your guide. Presenting to colleagues, peers and clients is an important professional skill for you to master over the course of your degree.

You will be provided with a case study containing details of your client. You are required to prepare a 10 minute presentation for a student and professional audience that systematically outlines how you would apply the OT Practice Process including theoretical foundations, information gathering and assessment, problem identification and collaborative goal setting, and intervention planning. You will support your decision making with a dialogue describing the professional reasoning you used along the way.

Presentation Format

10 minute presentation suitable for a professional audience using a range of AV materials including PowerPoint. A reference list and in-text references must be included.

Assessment Due Date

Week 12 Friday (2 June 2017) 5:00 pm AEST

Students may be scheduled to present in week 11 or week 12 depending on enrolment numbers

Return Date to Students

Exam Week Friday (16 June 2017)

Weighting

30%

Minimum mark or grade

15%

Assessment Criteria

Presentation Content, Structure and Organisation (20)

Presentation Style (5)

Use of technology and Materials (5)

Referencing Style

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

Submission

Offline Online

Learning Outcomes Assessed

- Conduct person-centred information gathering processes.
- Comply with the regulatory and professional body requirements for occupational therapy student practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

4 Professional Portfolio (P/F)

Assessment Type

Portfolio

Task Description

Over the duration of your program you will use your portfolio in a number of units as a storage site for evidence of your learning and professional development. Much of the information we ask you to store will contribute to your professional practice requirements during your program and assist you on graduation.

For this unit you are required to provide evidence of completion of a range of professional practice pre-requisites. These pre-requisites must be completed to prepare you for any fieldwork visits. In Term 1 you are required to complete the following pre-requisites. **Failure to complete these requirements prevent you from enrolling in subsequent occupational therapy units.**

- Blue Card Application submitted
- Australian Federal Police check completed
- CQU Student Declaration
- Evidence of completion of mandatory immunisations

Full details of fieldwork requirements will be available on Moodle and will be discussed in class.

Assessment Due Date

Exam Week Wednesday (14 June 2017) 3:00 pm AEST

Copies of evidence of completion to unit coordinator and school administration

Return Date to Students

Exam Week Friday (16 June 2017)

Gradebook

Weighting

Pass/Fail

Assessment Criteria

Preparation for practice evidenced by successful completion of pre-requisite requirements.

Referencing Style

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

Submission

Offline Online

Submission Instructions

Copies of evidence for pre-requisite completion to course coordinator and school administration

Learning Outcomes Assessed

- Demonstrate an understanding of the development and scope of the occupational therapy profession over time.
- Comply with the regulatory and professional body requirements for occupational therapy student practice.

Graduate Attributes

- Communication
- Information Technology Competence
- Cross Cultural 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