OCCT11002 *Introduction to Occupational Therapy Theory and Practice*
Term 1 - 2018

Profile information current as at 02/05/2024 08:57 pm

All details in this unit profile for OCCT11002 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 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 qualiative 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 - 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 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.

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

Feedback
Unit did not follow unit profile.

Recommendation
Two students commented that classes deviated from the Unit Profile. This occurred in the context of campus closure due to Cyclone Debbie, resulting in missed classes and requiring a short period of "catch up". These changes were communicated to students; however, in the case of similar future scenarios, more efforts to ensure effective communication will be made..

Feedback from Have Your Say In-class discussion

Feedback
A number of students requested earlier release of Moodle content to facilitate their preparation for weekly classes.

Recommendation
In response to this feedback early in the term, concerted efforts were made to ensure all Moodle content was made available in a more timely manner. These efforts will continue in 2018.

Feedback from Have Your Say

Feedback
Although the assessment where we had a simulated patient was scary, I feel it was a brilliant assessment as it really showed us what it will be like out in the field

Recommendation
This comment is indicative of a number of student comments affirming the value of the simulated patient experience.

Feedback from Have your say Informal student feedback Teaching team reflections

Feedback
The case study presentations were well regarded by students, providing a positive learning experience.

Recommendation
The presentations were conducted as a joint campus event for the first time. The resulting seminar was a very positive experience for students and will thus continue to be a component of the unit.

Feedback from Have Your Say

Feedback
The great atmosphere that was created with the lecturer and students made learning much more enjoyable.

Recommendation
A number of students commented on the positive and supportive atmosphere created by the teaching team. As an entry level unit, teaching staff were cognisant of the need for support as students managed the transition to university study. We will continue to focus on this.

Feedback from Have Your Say

Feedback
The aspect of the unit that needs improvement is explanation of what is required for the assessment tasks

Recommendation
Despite including a session on academic writing and the assessment tasks specifically, a number of students suggested assessment requirements were not clear. Thus all assessment tasks and instructions will be reviewed for clarity.

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

— 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 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 (2014)
Authors: Schell, BA, Scaffa, M, Gillen, G & Cohn, E
Lippincott Williams and Wilkins
Philadelphia , PA , USA
ISBN: 9781451110807
Binding: Hardcover
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Supplementary

Occupational Therapy in Australia: Professional and Practice Issues
Edition: First (2017)
Authors: Ted Brown, Helen Bourke-Taylor, Stephen Isbel, Reinie Cordier (Eds.)
Allen & Unwin
Crows Nest , NSW , Australia
ISBN: 9781925266634
Binding: Paperback

Additional Textbook Information
Willard & Spackman's Occupational Therapy is a foundational text that will be used throughout the 4 year program. Occupational Therapy in Australia will also be used in later units in the 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
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Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Unit introduction Concepts of occupation Introduction to occupational therapy	Dickie, V. (2014). What is occupation? In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard and Spackman's occupational therapy* (12th ed., pp. 2-8). Philadelphia: Lippincott WIlliams & Wilkins. (Ch. 1) Christiansen, C. H., & Townsend, E. A. (2010). An introduction to occupation. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: The art and science of living* (2nd ed., pp. 1-34). New Jersey: Pearson Education. (Ch.1) [Available as a CRO]	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
History of occupation and the occupational therapy profession Introduction to the narrative interview	Christiansen, C. H., & Haertl, K. (2014). A contextual history of occupational therapy. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 9-34). Philadelphia: Lippincott Williams & Wilkins. (Ch. 2) Cusick, A. (2017). History of Australian occupational therapy. In T. Brown, H. Bourke-Taylor, S. Isbel, & R. Cordier (Eds.), *Occupational therapy in Australia: Professional and practice issues* (pp. 27-48). Sydney: Allen & Unwin. (Ch. 3) [Available as a CRO] Schell, B. A. B., Scaffa, M., Gillen, G., & Cohn, E. S. (2014). Contemporary occupational therapy practice. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 47-58). Philadelphia: Lippincott Williams & Wilkins. (Ch. 4)	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic

| Occupational contexts
An introduction to academic writing
Narrative interviewing cont. | Lawlor, M. C., & Mattingly, C. (2014). Family perspectives on occupation, health, and disability. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 150-162). Philadelphia: Lippincott Williams & Wilkins. (Ch. 14)

Matuska, K., & Barrett, K. (2014). Patterns of occupation. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 163-172). Philadelphia: Lippincott Williams & Wilkins. (Ch. 15)

Black, R. (2014). Culture, race, and ethnicity and the impact on occupation and occupational performance. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 173-187). Philadelphia: Lippincott Williams & Wilkins. (Ch. 16) | |

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Occupational theories and ecological models	Cohn, E. S., & Coster, W. J. (2014). Unpacking our theoretical reasoning: Theory and practice in occupational therapy. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 478-493). Philadelphia: Lippincott Williams & Wilkins. (Ch. 37) Brown, C. E. (2014). Ecological models in occupational therapy. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 494-504). Philadelphia: Lippincott Williams & Wilkins. (Ch. 38) Turpin, M. (2017). Occupational therapy practice models and frames of reference. In T. Brown, H. Bourke-Taylor, S. Isbel, & R. Cordier (Eds.), *Occupational therapy in Australia: Professional and practice issues*. Sydney: Allen & Unwin. (Ch. 15) [Available as a CRO]	**Practical experience**: Narrative interviews with simulated clients

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Public holiday: No classes		**Assessment #1** due **Occupational Therapy Theory and Practice Essay (30%)** Due: Week 5 Friday (6 Apr 2018) 11:45 pm AEST

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
The therapeutic process: • Communication and empathic listening • Intentional use of self	Crepeau, E. B., & Cohn, E. S. (2014). Narrative as a key to understanding. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 96-102). Philadelphia: Lippincott Williams & Wilkins. (Ch. 8) Feldhaus-Weber, M., & Schreiber-Cohn, S. A. (2014). An excerpt from The Book of Sorrows, Book of Dreams: A first-person narrative. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 103-116). Philadelphia: Lippincott Williams & Wilkins. (Ch. 9) Taylor, R. R. (2014). Therapeutic relationship and client collaboration. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 425-436). Philadelphia: Lippincott Williams & Wilkins. (Ch. 33)	**Practical experience**: Narrative interviews with simulated clients

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Using formal assessment tools	Shotwell, M. B. (2014). Evaluating clients. In B. A. B. Schell (Ed.), *Willard & Spackman's occupational therapy* (pp. 281-301). Philadelphia: Lippincott WIlliams & Wilkins. (Ch. 24) Gillen, G., & Schell, B. A. B. (2014). Introduction to evaluation, intervention, and outcomes for occupations. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (pp. 606-609). Philadelphia: Lippincott Williams & Wilkins. (Ch. 47)	**Practical experience**: Narrative interviews with simulated clients

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

	Bowman, J., & Mogensen, L. L. (2009). Writing occupation-focused goals. In M. Curtin, M. Molineux, & J.-A. Webb (Eds.), *Occupational Therapy and Physical Dysfunction: Enabling Occupation* (6th ed., pp. Chapter 8). e-book: Elsevier.	
Collaborative goal setting Professional reasoning	Schell, B. A. B. (2014). Professional reasoning in practice. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 384-397). Philadelphia: Lippincott Williams & Wilkins. (Ch. 30) Baker, N., & Tickle-Degnen, L. (2014). Evidence-based practice: Integrating evidence to inform practice. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 398-412). Philadelphia: Lippincott WIlliams & Wilkins. (Ch. 31)	**Practical experience**: Narrative interviews with simulated clients **Assessment #3**: Group and case-study allocation

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
No classes - public holiday		**Assessment #2:** Recording of video interviews, Thursday 10 May/ Friday 11 May

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Environmental interventions	Rigby, P., Trentham, B., & Letts, L. (2014). Modifying performance contexts. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 364-381). Philadelphia: Lippincott Williams & Wilkins. (Ch. 29)	**Interview and communication analysis (40%)** Due: Week 10 Friday (18 May 2018) 11:45 pm AEST

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Ethical practice Documentation in the professional context Term overview	Doherty, R. F. (2014). Ethical practice. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 413-424). Philadelphia: Lippincott Williaims & Wilkins. (Ch. 32) Sames, K. M. (2014). Documentation in practice. In B. A. B. Schell, G. Gillen, & M. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 466-475). Philadelphia: Lippincott WIlliams & Wilkins. (Ch. 36)	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Class presentations (Assessment #3)		**Assessment #3:** In-class seminar This class may run later than usual to allow all students to complete their presentations. **Case Study Presentation (30%)** Due: Week 12 Monday (28 May 2018) 11:45 pm AEST

Review/Exam Week - 04 Jun 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Finalise portfolios		

Exam Week - 11 Jun 2018		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Assessment #4 (Professional portfolio) due
		Professional Portfolio (P/F) Due: Exam Week Monday (11 June 2018) 11:45 pm AEST

Assessment Tasks

1 Occupational Therapy Theory and Practice Essay (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, based on 6-10 literature sources where you discuss:

- the history of the occupational therapy profession, with particular focus on its development in Australia
- theories and philosophies 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.

You must include a reference list using APA referencing style.

Word count 1500 +/-10%. Appendices do not contribute word count.

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

See Moodle for more details

Assessment Due Date
Week 5 Friday (6 Apr 2018) 11:45 pm AEST
Submit online via Moodle

Return Date to Students
Week 6 Friday (20 Apr 2018)

Weighting
30%

Minimum mark or grade
15/30

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
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). 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. During the interview you are expected to draw on the theoretical knowledge and practical skills you have developed in the unit to date. Your choice of questions and information gathering approaches should demonstrate evidence of your understanding of different forms of information gathering. Your understanding of professional reasoning and ethical practice should be implicit in all your interactions.

The interview will be video-recorded and on completion of your interview you will receive an electronic copy of the recording to take away and complete a reflection on your interview performance. You will use a self-assessment to guide your reflection.

You will submit your interview schedule and your completed self-reflection by the due date.

See Moodle for more details

Assessment Due Date
Week 10 Friday (18 May 2018) 11:45 pm AEST
Submission of interview schedule and self-reflection

Return Date to Students
Week 12 Friday (1 June 2018)

Weighting
40%

Minimum mark or grade
20/40

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

Submission Instructions
Interview schedule and self-reflection to be submitted via Moodle

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 is a group assignment designed to allow you to integrate the knowledge you have gained during the unit, as well as independent research, to develop a class presentation based on a case-study. 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 in class during Week 8. 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, identification of occupational issues, collaborative goal setting, and intervention planning.

Presentation Format

10 minute presentation suitable for a professional audience using a range of AV materials including PowerPoint; all group members must participate in the presentation. A reference list and in-text references must be included. Slides must be submitted to Moodle prior to the presentation.

See Moodle for more details

Assessment Due Date
Week 12 Monday (28 May 2018) 11:45 pm AEST
The presentation seminar will occur in-class; slides must be submitted to Moodle prior to the seminar

Return Date to Students
Exam Week Monday (11 June 2018)

Weighting
30%

Minimum mark or grade
15/30

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
Before engaging in clinical practice, there are a number of legislative requirements that must be completed to allow your participation. Over the course of this year, you will be required to compile these into a professional practice portfolio.

As you progress through your degree, you will use your portfolio in a number of units as a storage site for evidence of your learning and professional development, and to show evidence of your eligibility to participate in field-work. The portfolio will also form an essential repository of evidence for use when applying for jobs post-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, which will occur from the beginning of Year 2. **Failure to complete these requirements will prevent you from enrolling in subsequent occupational therapy units.**

- Blue Card application submitted
- Australian Federal Police check completed
- Evidence of completion of mandatory immunisations

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

Assessment Due Date
Exam Week Monday (11 June 2018) 11:45 pm AEST
Submit evidence of completion to unit coordinator or unit co-teachers

Return Date to Students
Exam Week Friday (15 June 2018)

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 should be submitted to the unit coordinator or unit co-teachers

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