



# OCCT11002 *Introduction to Occupational Therapy Theory and Practice*

## Term 1 - 2021

Profile information current as at 30/04/2024 12:00 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 you with a clear understanding of the fundamental theoretical frameworks that guide occupational therapy practice. An historical overview of the profession will be presented so that you can contrast the changes and plot the evolution of occupational therapy practice from the profession's foundations to the present day. The practical application of occupational theory as it drives contemporary occupational therapy practice will be introduced via one key occupational therapy practice model. You 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 - 2021

- 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. **Written Assessment**

Weighting: 30%

#### 2. **Practical and Written Assessment**

Weighting: 40%

#### 3. **Presentation and Written Assessment**

Weighting: 30%

### 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" Unit Evaluation, staff observation and reflection

##### **Feedback**

Students consistently reported that the use of in-class interaction and small group exercises were a valuable learning experience. "I liked the interaction with class mates. Please have more of this"

##### **Recommendation**

Continue with interactive workshops. Ensure interaction across campus cohorts through use of ISL and structured facilitation from teaching staff in each location.

#### Feedback from "Have your say" Unit Evaluation

##### **Feedback**

In-class interview training was highly appreciated.

##### **Recommendation**

Continue including interview practice as a part of the workshop format.

#### Feedback from "Have your say" Unit Evaluation, informal discussions with students, staff observations

##### **Feedback**

Although it was acknowledged that it was out of anyone's control and that the shift to online content had been managed well, many students reported that they struggled with the online only format.

##### **Recommendation**

Ensure face-to-face interaction remains an integral component of the unit once COVID-19 restrictions are lifted.

#### Feedback from "Have your say" Unit Evaluation Informal discussions with students.

##### **Feedback**

Scheduling the class immediately following anatomy was not ideal.

##### **Recommendation**

Where possible, back-to-back scheduling with other units should be avoided.

## 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.

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
1 - Written Assessment - 30%	•	•	•	
2 - Practical and Written Assessment - 40%	•			•
3 - Presentation and Written Assessment - 30%			•	

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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	•	•	•	•
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 - Written Assessment - 30%	•	•	•	•			•			
2 - Practical and Written Assessment - 40%	•	•	•	•				•		
3 - Presentation and Written Assessment - 30%	•	•	•	•		•		•		

## Textbooks and Resources

### Textbooks

OCCT11002

#### Prescribed

##### **The Intentional Relationship : Occupational Therapy and Use of Self**

Edition: 2nd (2020)

Authors: Renee R. Taylor

F.A. Davis

Philadelphia , PA , USA

ISBN: 978-0-8036-6977-2

Binding: Paperback

OCCT11002

#### Prescribed

##### **Willard and Spackman's Occupational Therapy**

Edition: 13th (2018)

Authors: Barbara Schell , Glen Gillen

Wolters Kluwer

Baltimore , MD , USA

ISBN: 9781975106584

Binding: Hardcover

#### Additional Textbook Information

Both of these prescribed textbooks will be used throughout the occupational therapy course.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Suitable storage media, such as a removeable USB stick

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Maria O'Reilly** Unit Coordinator

[m.oreilly@cqu.edu.au](mailto:m.oreilly@cqu.edu.au)

## Schedule

### Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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	Johnson, K.R. & Dickie, V. (2018). What is occupation? In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 2-10). Wolters Kluwer. (Ch. 1)
Unit introduction	Schell, B. A. B., Gillen, G., & Coppola, S. (2018). Contemporary occupational therapy practice. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 56-70). Wolters Kluwer. (Ch. 4)
Concepts of occupation	
Introduction to occupational therapy	Cohn, E.S. , & Crepeau, E.B. (2018). Narrative as a key to understanding. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 142-149). Wolters Kluwer. (Ch. 10)

## Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Christiansen, C. H., & Haertl, K. (2018). A contextual history of occupational therapy. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 11-42). Wolters Kluwer. (Ch. 2)	
History of occupation and the occupational therapy profession	Cusick, A. (2017). History of Australian occupational therapy. In T. Brown, H. Bourke-Taylor, S. Isbel, & R. Cordier (Eds.), <i>Occupational therapy in Australia: Professional and practice issues</i> (pp. 27-48). Allen & Unwin. (Ch. 3) [Available on the e-reading list]	
Introduction to the narrative interview	Taylor, R. (2020). <i>The Intentional Relationship : Occupational Therapy and Use of Self</i> (2nd ed., pp. 25-50). F.A. Davis. Chapter 2: "What defines a good therapist?"	

## Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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	Lawlor, M. C., & Mattingly, C. (2018). Family perspectives on occupation, health, and disability. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 196-211). Wolters Kluwer. (Ch. 17)
Occupational contexts	Matuska, K., & Barrett, K. (2018). Patterns of occupation. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 212-222). Wolters Kluwer. (Ch. 18)
Narrative interviewing: Non-verbal communication.	Black, R.M. (2018). Culture, diversity, and culturally effective care. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 223-239). Wolters Kluwer. (Ch. 19).
	Taylor, R. (2020). <i>The Intentional Relationship : Occupational Therapy and Use of Self</i> (2nd ed., pp. 204-224). F.A. Davis. Chapter 8: "Therapeutic communication".

#### Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Public holiday (Good Friday): no classes</b>		

#### Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Occupational therapy philosophy	Hooper, B., & Wood, W. (2018). The philosophy of occupational therapy: A framework for practice. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 43-55). Wolters Kluwer. (Ch. 3)	
Ecological models of practice	Brown, C. E. (2018). Ecological models in occupational therapy. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 622-632). Wolters Kluwer. (Ch. 43)	<b>Practical experience:</b> Narrative interviews with simulated clients
The International Classification of Functioning Disability, and Health (ICF) and occupational therapy.	Burnett, S.E. (2018). Personal and social contexts of disability: Implications for occupational therapists. In H.M. Pendleton, & W. Schultz-Krohn (Eds.), <i>Pedretti's occupational therapy: Practice skills for physical dysfunction</i> (pp. 71-91). Elsevier. (Available on the e-reading list).	<b>Occupational Therapy Theory and Practice Essay (30%)</b> Due: Week 5 Friday (9 Apr 2021) 11:45 pm AEST
Narrative interviews: Empathic listening	Taylor, R. (2020). <i>The Intentional Relationship : Occupational Therapy and Use of Self</i> . (2nd ed., pp. 225-242). Davis. Chapter 9: "Establishing intentional relationships".	

**Vacation Week - 12 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Assessment #2:</b> Client case study for interview made available.

**Week 6 - 19 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Occupational therapy practice processes	Craik, J., Davis, J., & Polatajko, H.J. (2007). Introducing the Canadian Practice Process Framework (CPPF): Amplifying the context. In E.A. Townsend, & H.J. Polatajko (Eds.), <i>Enabling occupation II: Advancing an occupational therapy vision for health, well-being, and justice through occupation</i> (pp. 229-246). Canadian Association of Occupational Therapists. (Available on the e-reading list).	<b>Practical experience:</b> Narrative interviews with simulated clients
Narrative interviewing: Therapeutic relationships and the intentional use of self (Guest lecture: Prof Pamela Meredith)	Taylor, R. R. (2018). Therapeutic relationship and client collaboration: Applying the Intentional Relationship Model. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 527-538). Wolters Kluwer. (Ch. 37)	<b>Assessment #3:</b> Allocate presentation groups
	Taylor, R. (2020). <i>The Intentional Relationship : Occupational Therapy and Use of Self</i> . (2nd ed., pp. 2-24). Davis. Chapter 1: "Therapeutic use of self in occupational therapy"	

**Week 7 - 26 Apr 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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Unsworth, C.A. (2017). Professional reasoning in occupational therapy practice. In M. Curtin, M. Egan, & J. Adams (Eds.), *Occupational therapy for people experiencing illness, injury or impairment: Promoting occupation and participation* (7th ed., pp. 90-104). Elsevier. (Available on the e-reading list)

Baker, N., & Tickle-Degnen, L. (2018). Evidence-based practice: Integrating evidence to inform practice. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 498-512). Wolters Kluwer. (Ch. 35)

Shotwell, M. P. (2018). Evaluating clients. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 369-389). Wolters Kluwer. (Ch. 28)

Gillen, G., & Schell, B. A. B. (2018). Introduction to evaluation, intervention, and outcomes for occupations. In B. A. B. Schell, & G. Gillen (Eds.), *Willard and Spackman's occupational therapy* (13th ed., pp. 710-713). Wolters Kluwer. (Ch. 49)

**Practical experience:** Narrative interviews with simulated clients

**Assessment #3:** Case studies for presentations allocated.

Professional reasoning

Assessment and evaluation

#### Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Manual handling workshop:</b> Inter-professional session, held in conjunction with PSIO11004 (physiotherapy). 9.00am-4.pm; location to be confirmed.	See Moodle for manual handling resources	<b>Practical experience:</b> learning how to safely assist people with bed mobility and transfers. <b>Attendance is compulsory.</b>

#### Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>No classes:</b> Assessment #2 (client interviews)	See Moodle for details	<b>Assessment #2:</b> Recording of video interviews, Wednesday 12 May/ Friday 14 May.  Students to attend to record their interview on one of the above dates. Scheduling to be determined in class.

#### Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Environmental interventions	Rigby, P.J., Trentham, B., & Letts, L. (2018). Modifying performance contexts. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 460-479). Wolters Kluwer. (Ch. 33)	<b>Assessment #2:</b> submission of interview analysis.
Collaborative goal setting	Bowman, J., Mogensen, L., & Lannin, N. (2017). Writing occupation-focused goals. In M. Curtin, M. Egan, & J. Adams (Eds.), <i>Occupational therapy for people experiencing illness, injury or impairment: Promoting occupation and participation</i> (7th ed., pp. 308-319). Elsevier. (Available on the e-reading list)	<b>Interview and communication analysis (40%)</b> Due: Week 10 Wednesday (19 May 2021) 11:45 pm AEST

### Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethical practice	Doherty, R. F. (2018). Ethical practice. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp.513-526). Wolters Kluwer. (Ch. 36)	
Documentation and professional communication (Guest lecturer: Claudia Bielenberg).	Sames, K. M. (2018). Documentation in practice. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 572-581). Wolters Kluwer. (Ch. 40)	
Term overview	Gateley, C. A., & Borchering, S. (2017). Documentation manual for occupational therapy: Writing SOAP notes (4th ed.). Slack. Chapter 4: "General guidelines for documentation" (pp.29-44). (Available on the e-reading list)	
	Taylor, R. (2020). <i>The Intentional Relationship : Occupational Therapy and Use of Self.</i> (2nd ed., pp. 309-329). F.A. Davis. Chapter 14: "Professional Behavior, Values, and ethics".	
	Falk-Kessler, J. (2018). Professionalism, communication, and teamwork. In B. A. B. Schell, & G. Gillen (Eds.), <i>Willard and Spackman's occupational therapy</i> (13th ed., pp. 556-571). Wolters Kluwer. (Ch. 39)	

### Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>No classes:</b> preparation for Assessment #3 (In-class presentation).		

### Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>End of term seminar:</b> all students <b>must attend</b> Tuesday 8 June, 9:00am-2:00pm for group presentations.		
		<b>Assessment #3:</b> Group presentation
		<b>Case Study Presentation (30%)</b> Due: Review/Exam Week Tuesday (8 June 2021) 11:45 pm AEST

## Assessment Tasks

### 1 Occupational Therapy Theory and Practice Essay (30%)

#### Assessment Type

Written Assessment

#### Task Description

This essay-based assessment will allow you to develop your emerging literature-searching and analysis skills and enhance your understanding of the occupational therapy profession. It is worth 30% of your total OCCT11002 mark. There are two parts to this assessment task: (1) an essay, and (2) a personal reflection.

- For the **essay** you will answer the following question: ***Where has occupational therapy come from and where is it going?***
- For the **reflection**, you will discuss how your own understanding of the practice of occupational therapy has developed as a result of researching and writing this paper.

Please include a reference list using APA 7 referencing style and containing a **minimum of six references**. You may include prescribed readings, but **at least three of your references should come from outside sources** (i.e. refereed journal articles, books or book chapters).

Word count: 1500 words (+/- 10%), excluding reference list, personal reflection, or any appendices.

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

#### Assessment Due Date

Week 5 Friday (9 Apr 2021) 11:45 pm AEST

Submit online via Moodle

#### Return Date to Students

Week 7 Monday (26 Apr 2021)

Marked assignments and rubrics will be returned via Moodle

#### Weighting

30%

#### Minimum mark or grade

15/30

#### Assessment Criteria

- Conceptual Knowledge - Theoretical understanding of occupational history and philosophy (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 7th Edition \(APA 7th edition\)](#)

#### 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 on campus 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.

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. Respectful and professional conduct should be evident through all of your interactions with the client.

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

You will submit your interview questions and your completed self-reflection by the due date.  
See Moodle for more details

### Assessment Due Date

Week 10 Wednesday (19 May 2021) 11:45 pm AEST

Submission of interview schedule and self-reflection on this date: interview occurs in Week 9

### Return Date to Students

Week 12 Friday (4 June 2021)

Marked assignments and rubrics will be returned via Moodle

### Weighting

40%

### Minimum mark or grade

20/40

### Assessment Criteria

- Establish an effective therapeutic relationship and create a supportive environment (4)
- Use of appropriate language and questions (8)
- Active listening (8)
- Obtaining information (8)
- Appropriate closure of interview (4)
- Realistic self analysis (8)

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Offline Online

### Submission Instructions

Interview schedule and self-reflection to be submitted via Moodle; interview to be recorded onsite.

### Learning Outcomes Assessed

- Explain the theory and philosophy that underpins the profession of occupational therapy
- Conduct person-centred information gathering processes.

### 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. Group allocations will occur in Week 6.

You will be provided with a case study containing details of your client in class during Week 7. You are required to prepare a **10 minute presentation** for a student and professional audience that systematically outlines how you would apply occupational therapy practice processes, 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 on-slide references must be included. Slides and individual "contribution to group" forms must be submitted to Moodle the day of the presentation.

See Moodle for more details

#### Assessment Due Date

Review/Exam Week Tuesday (8 June 2021) 11:45 pm AEST

The presentation seminar will occur in-class; slides and individual "contribution to group forms" must be submitted to Moodle by the above deadline

#### Return Date to Students

Marks and feedback will be returned after certification of grades

#### Weighting

30%

#### Minimum mark or grade

15/30

#### Assessment Criteria

- Presentation Content, Structure and Organisation (15)
- Presentation Style (10)
- Use of technology and Materials (5)

#### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### Submission

Offline Online

#### Submission Instructions

Presentation slides to be uploaded onto Moodle by one member of the group on the day of the seminar. Each member of the group must submit their completed group contribution forms by 11.45 pm on the day of the seminar.

#### Learning Outcomes Assessed

- Describe the occupational therapy practice process across various contexts

#### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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