OCCT11002 *Introduction to Occupational Therapy Theory and Practice*
Term 1 - 2026

Profile information current as at 12/11/2026 11:40 am

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 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 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 - 2026
- 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. Occupational Therapy Theory and Practice Essay (30%) (Written Assessment)
Weighting: 30%
2. Interview and communication analysis (40%) (Practical and Written Assessment)
Weighting: 40%
3. Case Study Presentation (30%) (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
- Academic Progression Policy and Procedure
- Student Refund and Credit Balance Policy and Procedure
- 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 SUTE comments

Feedback
Students found concentrating for the entirety of long classes to be challenging.

Recommendation
It is recommended that more breaks and variety in learning activities be introduced to class content to enable continued concentration and engagement.

Feedback from SUTE comments; informal student feedback

Feedback
Students requested more guidance and exemplars for the interview practice.

Recommendation
It is recommended that increased use of demonstration be incorporated into interview practice classes, including the use of video resources.

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

— 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
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 - First Nations Knowledges				

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: 14th (2023)
Authors: Glen Gillen, Catana Brown
Wolters Kluwer
Baltimore , MD , USA
ISBN: 9781975174880
Binding: Hardcover

View textbooks at the University shop

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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Maria O'Reilly Unit Coordinator
m.oreilly@cqu.edu.au

Schedule

Week 1 - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic

Unit introduction Concepts of occupation Introduction to occupational therapy Introduction to narrative	Johnson, K. R., & Anvarizadeh, A. (2024). What is occupation? In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 2-10). Wolters Kluwer. (Ch.1) Coppola, S., Gillen, G., & Schell, B.A.B. (2024). Contemporary occupational therapy practice. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 54-72). Wolters Kluwer. (Ch. 4) Bourke-Taylor, H., Brown, T., Isbel, S., Cordier, R., & Gustafsson, L. (2021). An introduction to occupational therapy in an Australian context. In T. Brown, H. Bourke-Taylor, S. Isbel, R. Cordier, & L. Gustafsson (Eds.), *Occupational therapy in Australia: Professional and practice issues* (2nd ed., pp. 3-13). Routledge. (Ch. 1). (Available on the e-Reading list) Cohn, E.S., & Crepeau, E.B. (2024). Appendix III: First-Person Narratives Chapter A: Narrative as a key to understanding. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 1343-1349). Wolters Kluwer. (Note: Available in eBook only – see e-Reading list)	Clinical practice snapshots: brief guest presentations from clinicians during the workshop.

Week 2 - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
History of occupation and the occupational therapy profession Appropriate use of language Introduction to the narrative interview	Christiansen, C. H., & Haertl, K.L. (2024). A contextual history of occupational therapy. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp.11-37). Wolters Kluwer. Cusick, A., & Bye, R. (2021). History of Australian occupational therapy In T. Brown, H. Bourke-Taylor, S. Isbel, R. Cordier, & L. Gustafsson (Eds.), *Occupational therapy in Australia: Professional and practice issues* (2nd ed., pp. 31-49). Routledge Taylor & Francis Group. (Ch. 3). (Available on the e-Reading list) Taylor, R. (2020). *The Intentional Relationship : Occupational Therapy and Use of Self* (2nd ed., pp. 25-50). F.A. Davis. Chapter 2: "What defines a good therapist?"	ALC workshop: Academic writing and preparing for your first assessment.

Week 3 - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic

	Bourke-Taylor, H., Sim, S.S., & Rassafiani, M. (2024). An occupational therapy perspective on families, occupation, health and disability. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp.180-198). Wolters Kluwer. (Ch. 12).	
Occupational contexts Narrative interviewing: Non-verbal communication.	Barrett, K., & Matuska., K. (2024). Patterns of occupation. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp.199-208). Wolters Kluwer. (Ch.13) Garlito, P.A.C., Meaulle, D.E., & Castillo, D. (2024). Culture, equality, inclusion, diversity, and culturally effective care. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 209-223). Wolters Kluwer. (Ch. 14) Taylor, R. (2020). *The Intentional Relationship : Occupational Therapy and Use of Self* (2nd ed., pp. 204-224). F.A. Davis. Chapter 8: "Therapeutic communication".	Practical experience: Narrative interviews with simulated clients

Week 4 - 30 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Public holiday -- no classes		

Week 5 - 06 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
	Wicks, A. (2021). Values and philosophy of occupational therapy. In T. Brown, H. Bourke-Taylor, S. Isbel, R. Cordier, & L. Gustafsson (Eds.), *Occupational therapy in Australia: Professional and practice issues* (2nd ed., pp. 70-79). Routledge Taylor & Francis Group. (Ch. 6). (Available in the e-Reading list)	
Occupational therapy philosophy Ecological models of practice The International Classification of Functioning Disability, and Health (ICF) Narrative interviews: Empathic listening	Brown, C. (2024). Ecologic models in occupational therapy. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 574-585). Wolters Kluwer. (Ch. 35) Burnett, S.E. (2018). Personal and social contexts of disability: Implications for occupational therapists. In H.M. Pendleton, & W. Schultz-Krohn (Eds.), *Pedretti's occupational therapy: Practice skills for physical dysfunction* (pp. 71-91). Elsevier. (Available on the e-reading list). Taylor, R. (2020). *The Intentional Relationship : Occupational Therapy and Use of Self*. (2nd ed., pp. 225-242). Davis. Chapter 9: "Establishing intentional relationships".	Practical experience: Narrative interviews with simulated clients

Week 6 - 13 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Occupational therapy practice processes Narrative interviewing: Therapeutic relationships and the intentional use of self	Fossey, E., Restall, G., Egan, M., & Moll, S. (2025). Models of practice that focus on human occupation. In T. Brown, S. Isbel, L. Gustaffson, S. Gutman, D. Powers, B. Collings, & T. Barlott (Eds.), *Human occupation: Contemporary concepts and lifespan perspectives* (pp. 75-99). Routledge. (N.B. please read pp. 88-93: The Canadian Occupational Therapy Inter-relational Practice Process Framework) de las Heras de Pablo, C.G., & Munoz, J.P. (2024). Therapeutic relationships and person-centered collaboration: Applying the intentional relationship model. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 468-480). Wolters Kluwer. (Ch. 28) Taylor, R. (2020). *The Intentional Relationship : Occupational Therapy and Use of Self*. (2nd ed., pp. 2-24). Davis. Chapter 1: "Therapeutic use of self in occupational therapy" Supplemental Reading The following chapter from your textbook provides extra information about the OT process: Chisholm, D., & Schell, B.A.B. (2024). Overview of the occupational therapy process and outcomes. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 282-298). Wolters Kluwer. (Ch. 18)	Practical experience: Narrative interviews with simulated clients Assessment #2: Client case study for interview made available on Friday. Occupational Therapy Theory and Practice Essay (30%) Due: Week 6 Thursday (16 Apr 2026) 11:45 pm AEST

Vacation Week - 20 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
No classes		

Week 7 - 27 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic

Assessment and evaluation Collaborative goal setting Professional reasoning	Marazita, I., Petrocelli, T.K., & Shotwell, M.P. (2024). Evaluating clients. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 299-319). Wolters Kluwer. (Ch. 19) Gillen, G., & Schell, B.A.B. (2024). Introduction to evaluation, intervention, and outcomes for occupations. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 684-688). Wolters Kluwer. (Ch. 42) Bowman, J., Mogensen, L., & Lannin, N. (2017). Writing occupation-focused goals. In M. Curtin, M. Egan, & J. Adams (Eds.), *Occupational therapy for people experiencing illness, injury or impairment: Promoting occupation and participation* (7th ed., pp. 308-319). Elsevier. (Available on the e-reading list) 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) Schell, B.A.B., & Benfield, A.M. (2024). Professional reasoning in practice. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 420-437). Wolters Kluwer. (Ch. 25)	Practical experience: Narrative interviews with simulated clients Assessment #2: nominate interview times. Assessment #3: Allocate presentation groups

Week 8 - 04 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
Manual handling workshop: Inter-professional session, held in conjunction with PSIO11004 (physiotherapy). Tuesday 5 May, 8am-12pm; location to be confirmed. *(No class on Friday this week)*	See Moodle for manual handling resources	Practical experience: learning how to safely assist people with bed mobility and transfers. Attendance is compulsory. Assessment #3: Case studies for presentations allocated.

Week 9 - 11 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
No classes: Assessment #2 (client interviews)	See Moodle for details	Assessment #2: Recording of video interviews, Monday 11 May - Friday 16 May. *Students to attend to record their interview on one of the above dates. Scheduling to be determined in class. See Moodle for full details.*

Week 10 - 18 May 2026

Module/Topic	Chapter	Events and Submissions/Topic

	Leclair, L., & Ripat, J. (2024). Modifying performance contexts. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 391-418). Wolters Kluwer. (Ch. 24)	ALC Workshop: Preparing presentations and working in teams. Clinical practice snapshots: brief guest presentations from clinicians during the workshop.
Environmental interventions Clinical assessments: practical experience	Law M, Baptiste S, McColl M, Opzoomer A, Polatajko H, & Pollock N. (1990). The Canadian Occupational Performance Measure: An outcome measure for occupational therapy. *Canadian Journal of Occupational Therapy, 57*(2):82-87. https://doi.org/10.1177/000841749005700207	Assessment #2: recordings made available Monday 18 May. Interview and communication analysis (40%) Due: Week 10 Friday (22 May 2026) 11:45 pm AEST

Week 11 - 25 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
No classes		

Week 12 - 01 Jun 2026

Module/Topic	Chapter	Events and Submissions/Topic
	Doherty, R.F. (2024). Ethical practice. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 454-467). Wolters Kluwer. (Ch. 27)	
Ethical practice Professional behaviour and competency standards Term review	Falk-Kessler, J. (2024). Professionalism, communication, and teamwork. In G. Gillen & C. Brown (Eds.), *Willard and Spackman's occupational therapy* (14th ed., pp. 496-511). Wolters Kluwer. (Ch 30) Taylor, R. (2020). *The Intentional Relationship : Occupational Therapy and Use of Self.* (2nd ed., pp. 309-329). F.A. Davis. Chapter 14: "Professional Behavior, Values, and ethics".	

Exam Week - 08 Jun 2026

Module/Topic	Chapter	Events and Submissions/Topic
End of term seminar: *all students must attend* Friday 12 June, 9:00am-4:00pm for group presentations.		Assessment #3: Group presentation Case Study Presentation (30%) Due: Exam Week Friday (12 June 2026) 8:00 am AEST

Assessment Tasks

1 Written Assessment

Assessment Title
Occupational Therapy Theory and Practice Essay (30%)

Task Description
This assignment introduces you to foundational skills in occupational therapy, including literature searching, critical analysis, and reflective writing. Using a historical photograph and an artificial intelligence (AI) tool, you will explore the development of occupational therapy and evaluate how AI-generated information compares to academic sources. This assessment is worth 30% of your total OCCT11002 mark.

This task has two parts:
- Part 1: Essay (500 words + AI outputs).
- Part 2: Personal reflection (approximately 300 words).

The essay is to be written in response to an artificial intelligence (AI) enquiry about an historical photograph. The photographs each capture a moment in time concerning aspects of health service environments and/or occupational therapy provision.

You will be required to generate a description and analysis of the photograph using an AI platform such as Copilot or ChatGPT, verify that description by consulting the literature, and critique the response generated by AI.
You must include in-text citations and reference list using American Psychological Association referencing style (7th ed.), containing a minimum of six references. You should refer to your readings from Weeks 1-5, paying particular attention to the Week 2 readings; however, at least two references should be from outside sources (i.e. refereed journal articles, books or book chapters). All references need to come from primary academic sources, NOT commercial websites, social media, or blogs.

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.

Word count:
- Analysis: 500 words (AI outputs are not included in this count).
- No word limit for AI prompts/responses, but the results of five (5) prompts must be shown (include them as an appendix or clearly labelled section).
- Reflection: approximately 300 words.

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

Note: Large Language Models (LLMs; e.g., ChatGPT, Copilot) can only be used in assignments at CQU if permitted by the Unit Coordinator (as per the following Guideline:
https://delivery-cqucontenthub.stylelabs.cloud/api/public/content/Guidelines_referencing_Artificial_Intelligence?v=7f19c75d)
This assessment permits Level 3 AI use: i.e., you may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.

See Moodle for a detailed task description, including photographs.

Assessment Due Date
Week 6 Thursday (16 Apr 2026) 11:45 pm AEST
Submit online via Moodle

Return Date to Students
Week 8 Monday (4 May 2026)
Marked assignments and rubrics will be returned via Moodle

Weighting
30%

Minimum mark or grade
15/30

Assessment Criteria
- Use of AI platform and quality of prompts/responses (10)
- Accuracy of historical analysis and verification with literature (5)
- Understanding of occupational therapy concepts (5)
- Academic writing quality and APA referencing (5)
- 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 Practical and Written Assessment

Assessment Title
Interview and communication analysis (40%)

Task Description
This assessment will allow you to develop your emerging skills of interviewing and information gathering. These are critical professional skills you will use as an occupational therapist every time you interact with a client.

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 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.
(Note: you do not need to upload your video recording)

Level of GenAI use allowed: Level 1, i.e., no AI: You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.

Note: the 72hr grace period does not apply to this assessment.

See Moodle for detailed task description and self-reflection template.

Assessment Due Date
Week 10 Friday (22 May 2026) 11:45 pm AEST
Submission of interview questions and self-reflection on this date: interview occurs in Week 9

Return Date to Students
Exam Week Monday (8 June 2026)
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 Presentation and Written Assessment

Assessment Title
Case Study Presentation (30%)

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 7.

Each group will be provided with a case study containing details of a client during Week 8 (e.g., a child living with cerebral palsy, a young woman with schizophrenia, an older gentleman who has fractured his neck of femur). 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 with this client, 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 supported by AV materials such as PowerPoint; all group members must contribute equally to preparation and presentation. A reference list and on-slide citations must be included. At the end of the presentation, all group members will be individually asked questions about the case, simulating a case conference.
Slides and individual "contribution to group" forms must be submitted to Moodle on the day of the presentation.

Level of GenAI use allowed: Level 3: You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use and ensure all references are appropriate and accurate.

Note: the 72hr grace period does not apply to this assessment.

See Moodle for a detailed task description and Contribution to Group forms.

Assessment Due Date
Exam Week Friday (12 June 2026) 8:00 am 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 prior to certification of grades

Weighting
30%

Minimum mark or grade
15/30

Assessment Criteria
- Presentation content, structure and organisation (10)
- Presentation style (10)
- Use of technology and materials (5)
- Participation in question time (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 8.00 am 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