



OCCT13005 *Professional Practice 2*

Term 2 - 2018

Profile information current as at 09/05/2024 02:46 am

All details in this unit profile for OCCT13005 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 is your second long block professional practice placement and successful completion of these hours will contribute towards your accreditation requirements of completing 1000 professional practice hours. This unit aims to foster a consistent ability to utilise the occupational therapy process when working with clients through integrating and applying academic concepts, professional reasoning and professional behaviours that meet ethical and legal responsibilities within a client centred approach. Professional placements will include a variety of settings and client groups and you may also be required to undertake professional practice placements away from your home town at your own expense. Placement opportunities will vary in start and finish dates and it is important to plan on being available for placement from the end of Term 1 until 31 December of the same year. Additionally, you will participate in research focused seminars, workshops and library activities in small groups, with an academic supervisor linked to this unit. You will complete Part 2 of your Evidence Review in a small group, on a research topic negotiated with your academic supervisor.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *12*

Student Contribution Band: *8*

Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

OCCT13001 Enabling Work Participation OCCT13002 Enabling Strategies in Neurological Rehabilitation OCCT13007 Enabling Mental Health

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

Offerings For Term 2 - 2018

- Bundaberg
- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

Each 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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. **Professional Practice Placement**

Weighting: Pass/Fail

2. **Portfolio**

Weighting: Pass/Fail

3. **Written Assessment**

Weighting: 100%

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 co-ordinator reflections

Feedback

Students have identified that the placement debriefing is a valuable part of this unit as it provides opportunities to learn from their peers.

Recommendation

Continue to ensure that a range of placement debriefing opportunities are offered at the end of this unit to accommodate the variety of student professional placement commencement and finishing dates.

Feedback from Have your say Unit co-ordinator reflections

Feedback

Students have identified that working with other students in small groups on their evidence review assessment whilst on professional placement in differing geographical locations can be challenging at times.

Recommendation

Continue to ensure that students are exposed to a variety of resources that will support assessment completion in small groups despite being located in different geographical regions, for example google docs and zoom.

Feedback from Have your say Unit co-ordinator reflections

Feedback

Students have identified that consolidating knowledge relating to the specific clinical area of their professional placement can be challenging in a short time frame.

Recommendation

The occupational therapy teaching team is developing an overview of the course and its units to assist students and educators with identifying what has been taught in each unit. This summary will be used in the unit briefing prior to placement to assist students with starting to revise their knowledge and prepare for placement. This summary will also be included in the unit Moodle site to allow students to continue to reflect back on it during placement.

Unit Learning Outcomes

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

1. Utilise the occupational therapy process when working with clients
2. Apply sound professional reasoning within a client-centered practice approach
3. Demonstrate professional behaviour that meets ethical and legal responsibilities
4. Maintain an e-portfolio which contains descriptions of critical learning experiences during professional practice and additional analysis of learning seminar topics
5. Demonstrate skills in preparing an Evidence Review related to a specific area of professional practice.

The inclusion of an Evidence Review (completed in two parts) assists us to meet external accreditation requirements as students are required to learn and apply research and EBP skills across the curriculum.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Textbooks and Resources

Textbooks

OCCT13005

Prescribed

Clinical and fieldwork placement in the health professions

Edition: 2nd edn (2013)

Authors: Stagnitti, K., Schoo, A., & Welch, D. (Eds.)

Oxford University Press

South Melbourne , Victoria , Australia

ISBN: 9780195519600

Binding: Paperback

OCCT13005

Prescribed

Evidence-based practice across the health professions

Edition: 3rd edn (2017)

Authors: Hoffman, T., Bennett, S., & Del Mar, C.

Elsevier

Chatswood , NSW , Australia

ISBN: 9780729542555

Binding: Paperback

Additional Textbook Information

Additional journal articles will be provided throughout the unit.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

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

Claudia Bielenberg Unit Coordinator

c.bielenberg@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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The professional placement dates below are a general outline only as placements may commence on different dates. Please refer to Term Specific Information below for details of the unit (formerly known as course), readings and events / submissions.

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Professional practice

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Professional practice

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Professional practice

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Professional practice

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Professional practice		

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Professional practice		

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Professional practice		Written Assessment due 22 Oct 11.55 PM AEST

Term Specific Information

Schedule information can be found in this section as professional placements may commence on different dates.

Events

In addition to completing your 245 hours (7 weeks) of supervised professional practice you will be required to attend the following events after completion of your placement:

1. Fourth year OT student conference.

You will be able to attend these events from either the Bundaberg or Rockhampton campuses. Full details of these events can be found on the unit Moodle site.

Readings

Readings have been provided during OCCT13006 Professional Practice 1. Full details of these are also located on the unit (formerly known as course) Moodle site.

Assessment Tasks

1 Professional Practice Placement

Assessment Type

Professional Practice Placement

Task Description

This unit requires you to complete a minimum of 245 hours of supervised professional practice over a seven week block placement. This beginning level placement will provide key opportunities for you to integrate previously acquired knowledge (theories and principles of occupational therapy) with professional practice experience.

The practice educator who supervises the professional placement will assess you using the Student Practice Evaluation Form Revised Edition (SPEF-R). This will then be returned to the CQU Professional Education Manager, Occupational Therapy for the results to be recorded in Moodle.

Assessment Due Date

You or the practice educator will forward the completed SPEF-R to the Professional Education Manager within one week of placement completion.

Return Date to Students

Weighting

Pass/Fail

Minimum mark or grade

The student must be awarded a Pass.

Assessment Criteria

You will be assessed as pass or fail using the Student Practice Evaluation Form-Revised (SPEF-R) by the supervising

practice educator/s. In addition to rating items, practice educators provide written feedback in the feedback / recommendation spaces provided on the form. The evaluation is completed at half-way and again at completion of the professional placement. To achieve an overall pass on the final evaluation you will need to:

- pass all core items (a rating of 3 or more). If you fail a core item, you will consequently fail the evaluation overall.
- pass the additional minimum requirements indicated for each learning objective
- pass the relevant learning objectives for all domains

More detailed information on the SPEF-R can be found in the user manual supplied to you during the intensive and also located on the unit (formerly known as course) Moodle site. Minimum requirements for passing each learning objective are specifically located on page 15 of the SPEF-R user manual.

A final summary statement regarding your overall performance is recorded together with your grade of pass or fail.

Referencing Style

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

Submission

Online

Submission Instructions

Your educator will submit your SPEF-R online

Learning Outcomes Assessed

- Utilise the occupational therapy process when working with clients
- Apply sound professional reasoning within a client-centered practice approach
- Demonstrate professional behaviour that meets ethical and legal responsibilities
- Maintain an e-portfolio which contains descriptions of critical learning experiences during professional practice and additional analysis of learning seminar topics

Graduate Attributes

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

2 Portfolio

Assessment Type

Portfolio

Task Description

You are required to submit an ePortfolio using Mahara.

The ePortfolio should consist of:

- An introductory statement which includes a description of the placement and a clear rationale for your choice of individual learning goals from your learning plan for this placement.
- Completed and signed learning plan with at four learning goals addressing different domains in the SPEF-R.
- Completed Student Review of Professional Practice Placement form from the SPEF-R.
- Completed log of fieldwork hours (this is not marked however these hours need to be recorded for evidence that the WFOT fieldwork requirements have been met at graduation).
- Evidence of a wide range of skills, knowledge and a good use of placement opportunities that displays obvious improvements in competencies over the 6 week duration of the professional placement. This evidence will be clearly linked with competencies relating to your learning plan.
- Completed and signed copy of the SPEF-R if educator doesn't use online SPEF-R.
- A summary statement at the end of the page which summarises your strengths and future learning and career goals as an occupational therapist.

You can find full details of the ePortfolio assessment on the unit (formerly known as course) Moodle site.

Assessment Due Date

The eportfolio is due one week following completion of placement.

Return Date to Students

You will be informed of your results two weeks following submission of your eportfolio.

Weighting

Pass/Fail

Minimum mark or grade

The student must be awarded a Pass.

Assessment Criteria

To achieve an acceptable rating you will need to clearly link each piece of evidence in the ePortfolio to your individual learning plan and at a minimum include the following in your ePortfolio:

- Introductory statement which includes a description of the placement and a clear rationale for your choice of individual learning goals from your learning plan for this placement.
- Completed and signed individual Learning Plan with four learning goals representing a range of domains of the SPEF-R.
- Evidence of two occasions of participation in formal learning activities (e.g. attending conferences, workshops, seminars, developing evidenced based practice resources, certificates evidencing learning outcomes).
- Evidence of two occasions of participation in informal learning activities (e.g. private study, case presentations, journal of reflection, receiving supervision).
- Completed and signed log of placement hours.
- Completed Student Review of Professional Practice Placement form included in the SPEF-R.
- Completed and signed copy of the SPEF-R if not completed online.
- Summary statement at the end of the page which summarises your strengths and future learning and career goals as an occupational therapist.

You will be awarded a fail rating for your ePortfolio if the minimum number of pieces are not included and / or if these pieces are not linked to your learning plan and / or presentation of evidence is unprofessional and / or confidentiality is breached.

Further details of the marking criteria can be located in the ePortfolio assessment marking information on the unit (formerly known as course) Moodle page.

Referencing Style

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

Submission

Online

Submission Instructions

Please upload your secret URL.

Learning Outcomes Assessed

- Utilise the occupational therapy process when working with clients
- Apply sound professional reasoning within a client-centered practice approach
- Demonstrate professional behaviour that meets ethical and legal responsibilities
- Maintain an e-portfolio which contains descriptions of critical learning experiences during professional practice and additional analysis of learning seminar topics

Graduate Attributes

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

3 Written Assignment

Assessment Type

Written Assessment

Task Description

Complete Evidence Review-Part B - 2,500 words (Template will be forwarded).

You will use the template provided to complete the following:

- a) Informative title
- b) Clinical Scenario
- c) Focused clinical question
- d) Search strategy
- e) Data base and search terms
- f) Search inclusion and exclusion criteria
- g) Categorisation of papers (4)
- h) Select suitable appraisal tools
- i) Endnote library
- j) Summary and appraisal Study 1
- k) References

Assessment Due Date

22/10/2018

Return Date to Students

After board of examiners meeting.

Weighting

100%

Minimum mark or grade

50%

Assessment Criteria

Tasks a) through to k) as listed above are graded using a Marking Matrix loaded onto Moodle. Each section is awarded points to total 100 marks

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Demonstrate skills in preparing an Evidence Review related to a specific area of professional practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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