



# **OCCT13008 *Professional Occupational Therapy***

## ***Practice 1***

### **Term 2 - 2021**

Profile information current as at 30/04/2024 12:17 am

All details in this unit profile for OCCT13008 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 a combined clinical and research unit where you will complete your first long block professional practice placement and the first part of an Evidence Review that you will complete in 4th year. Successful completion of the professional practice hours will contribute towards your accreditation requirements of completing a minimum of 1000 professional practice hours. This unit aims to foster your ability to consistently utilise the occupational therapy process when working with clients. Through integrating and applying the academic concepts, professional reasoning and professional behaviours you have developed throughout your course you will ensure the ethical and legal responsibilities of your professional practice are met. You will be allocated to one professional placement opportunity, which will be selected by the practice education manager from a variety of settings and client groups. You may also be required to undertake your professional practice placement 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 a compulsory residential which will include research focused seminars, workshops, library activities, and small group activities with an academic supervisor linked to this unit. You will complete Part 1 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: 24

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.5

### Pre-requisites or Co-requisites

To enrol in this unit you must be enrolled in the CB84 Occupational Therapy course and meet the following pre-requisites: OCCT13001 Enabling Work Participation OCCT13002 Enabling Strategies in Neurological Rehabilitation OCCT13007 Enabling Mental Health SOCL19065 Rural Sociology for Health and Social Services

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 - 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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 24-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 50 hours of study per week, making a total of 600 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 Student feedback

##### **Feedback**

Enhance student navigation of resources through Moodle.

##### **Recommendation**

The unit Moodle page will transition to the tile format in 2021 which is expected to assist with navigation of unit resources. It is also recommended that the unit staff take this opportunity to review the Moodle page to ensure it is easy to navigate.

#### Feedback from Self reflection Student feedback

##### **Feedback**

Peer support and learning enhances the work integrated learning experience of the student.

##### **Recommendation**

It is recommended that the unit co-ordinator continue to embed opportunities for peer communication in the unit through the unit Moodle page discussion forum and regular emails.

#### Feedback from Student feedback

##### **Feedback**

Knowledge gaps were reported as barriers to student completion of their evidence review honours assessment.

##### **Recommendation**

It is recommended that the unit teaching team liaise with the ALLH research unit co-ordinator to review content that supports completion of the evidence review honours assessment.

## 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-centred professional practice approach
3. Demonstrate professional behaviour that meets ethical and legal responsibilities
4. Demonstrate critical reflection of learning experiences during professional practice and relate this to relevant professional practice based experiences, published sources and professional development
5. Demonstrate skills in preparing for an Evidence Review on a specific area of professional practice including developing a focused clinical question and search strategy, succinctly articulating the results of the search and identifying the best evidence.

The World Federation of Occupational Therapy (WFOT) stipulates that all occupational therapy education programs must meet the requirements of offering students a minimum of 1000 hours of professional practice within a variety of settings. WFOT also requires that students in consultation with their practice educator develop and complete learning goals to support their professional practice requirements.

The inclusion of an Evidence Review (Part 1) contributes to meeting external accreditation requirements of an honours course, as well as meeting AQF Level 8 requirements. Both of these require students to learn and apply research and Evidence Based Practice (EBP) skills across the curriculum.

## 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 - Professional Practice Placement - 0%	•	•	•	•	
2 - Portfolio - 0%	•	•	•	•	
3 - Written Assessment - 100%					•

## 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			•		
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 - Professional Practice Placement - 0%	•	•	•	•	•		•	•	•	
2 - Portfolio - 0%	•	•	•	•						
3 - Written Assessment - 100%	•	•		•						

## Textbooks and Resources

### Textbooks

OCCT13008

#### Prescribed

##### **Clinical and fieldwork placement in the health professions**

Edition: 2nd (2013)

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

Oxford University Press

South Melbourne, Victoria, Australia

ISBN: 9780195519600

Binding: Paperback

OCCT13008

#### Prescribed

##### **Evidence-based practice across the health professions**

Edition: 3rd (2017)

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

Elsevier

Chatswood, NSW, Australia

ISBN: 9780729542555

Binding: Paperback

OCCT13008

#### Prescribed

##### **The Reflective Journal**

Edition: 3rd (2020)

Authors: Bassot, B.

Macmillan Education Limited

London, United Kingdom

ISBN: 9781352010299

Binding: Paperback

#### **Additional Textbook Information**

Both paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Portfolium

## 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

**Claudia Bielenberg** Unit Coordinator

[c.bielenberg@cqu.edu.au](mailto:c.bielenberg@cqu.edu.au)

## Schedule

### Schedule - 12 Jul 2021

#### Module/Topic

Placements will commence at any time over the term. Please refer to the Term Specific Information for information regarding the unit, readings, events and submissions.

#### Chapter

#### Events and Submissions/Topic

**Evidence Review - Part A** Due:  
Week 12 Monday (4 Oct 2021) 11:45  
pm AEST

## Term Specific Information

Please note the terms professional practice placement and work integrated learning (WIL) are both used throughout the unit profile to both represent the practical application of your academic learning in the workplace.

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

### **Professional Practice intensive:**

You will be required to attend the compulsory professional practice intensive (over 6 days) from Bundaberg and Rockhampton via ISL prior to commencing your WIL to assist with preparation for completion of your WIL, Portfolio and written assessment.

Prior to the intensive full details for these days will be emailed to you and will also be available on the unit Moodle site.

### **Readings**

Readings will be provided during the professional practice intensive. Full details of these will also be located in the unit Moodle site

### **WIL expected activities include:**

#### **Week 1**

- Orientation
- Prepare for supervision
- Begin learning goals and learning plan which may include expected projects and presentations
- Populate diary, highlighting expected dates over the coming 10 weeks
- Document reflections
- Completion of weekly log of hours

#### **Week 2**

- Prepare for supervision
- Complete learning goals and learning plan
- Document reflections
- Begin Portfolio
- Completion of weekly log of hours

#### **Week 3 / 4**

- Prepare for supervision
- Document reflections
- Continue Portfolio
- Completion of weekly log of hours

#### **Week 5 / 6**

- Complete self assessment with SPEF-R2
- Mid-way assessment with SPEF-R2
- Review of learning goals and learning plan
- Completion of weekly log of hours
- Prepare for supervision
- Document reflections
- Continue Portfolio

#### **Week 7 - 9**

- Prepare for supervision
- Document reflections
- Continue Portfolio
- Completion of weekly log of hours

#### **Week 10**

- Prepare for final supervision
- Complete final self assessment
- Document reflections
- Final assessment on SPEF-R2
- Finalise log of hours

#### **Week 11**

- Finalise and submit Portfolio one week after completion of professional practice

### **Evidence Review expected activities include:**

During attendance at the compulsory professional practice intensive days you will be provided with your evidence review template, topic and allocated a partner to complete the assessment with. The evidence review days will also provide you with the foundation skills to complete this assessment.

You will be expected to work on your evidence review with your partner across Term 2. It will be essential to develop strategies to assist with this work whilst completing your professional practice placement.



## Assessment Tasks

### 1 Work Integrated Learning (WIL)

#### Assessment Type

Professional Practice Placement

#### Task Description

This unit requires you to complete a minimum of 400 hours of supervised professional practice over a ten week block placement. This intermediate level WIL will provide key opportunities for you to integrate previously acquired knowledge (theories and principles of occupational therapy) within your professional practice experience.

The practice educator who supervises the WIL will assess you using the Student Practice Evaluation Form Revised Second Edition (SPEF-R2). This will then be returned to the CQU Professional Education Manager, Occupational Therapy for the results to be recorded in Moodle.

#### Assessment Due Date

Your practice educator will forward the completed SPEF-R2 to the unit co-ordinator within one week of WIL completion.

#### Return Date to Students

You will receive your SPEF-R2 result during the final evaluation with the practice educator during WIL.

#### Weighting

Pass/Fail

#### Assessment Criteria

You will be assessed as pass or fail using the Student Practice Evaluation Form Revised Second Edition (SPEF-R2) 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 halfway and again at completion of WIL.

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-R2 can be found in the user manual supplied to you during the intensive and also located on the unit Moodle site. Minimum requirements for passing each learning objective are specifically located on page 15 of the SPEF-R2 user manual.

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

#### Referencing Style

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

#### Submission

Online

#### Learning Outcomes Assessed

- Utilise the occupational therapy process when working with clients
- Apply sound professional reasoning within a client-centred professional practice approach
- Demonstrate professional behaviour that meets ethical and legal responsibilities
- Demonstrate critical reflection of learning experiences during professional practice and relate this to relevant professional practice based experiences, published sources and professional development

#### Graduate Attributes

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

## 2 Portfolio

### Assessment Type

Portfolio

### Task Description

- An introductory statement which includes a description of the WIL and a clear rationale for your choice of individual learning goals from your learning plan for your WIL.
- Completed and signed learning plan with at four learning goals addressing different domains in the SPEF-R2.
- Completed Student Review of Professional Practice Placement form from the SPEF-R2.
- Completed log of fieldwork hours (this is not marked however these hours need to be recorded for evidence that the WFOT WIL requirements have been met at graduation).
- Evidence of a wide range of skills, knowledge and a good use of WIL opportunities that displays obvious improvements in competencies over the 10 week duration of the WIL. This evidence will be clearly linked with competencies relating to your learning plan.
- Evidence of Moodle forum posts on relevant resources and applied professional reasoning.
- A summary statement at the end of the portfolio which summarises your strengths and future learning and career goals as an occupational therapist.

You can find full details of the Portfolio assessment on the unit Moodle site.

### Assessment Due Date

The portfolio is due one week following completion of placement.

### Return Date to Students

You will be informed of your final results for the Portfolio upon certification of grades.

### Weighting

Pass/Fail

### Assessment Criteria

To achieve a pass, the minimum content of the Portfolio must include:

1. An introductory statement which provides a description of the WIL;
2. A completed Learning Plan that:
  - a) Is signed by the practice educator;
  - b) Has at least four (4) goals representing a range of domains in the SPEF-R2;
  - c) Clearly identifies which domain of the SPEF-R2 each goal represents;
3. Evidence of the different types of learning activities completed during WIL including:
  - a) Four (4) examples of different types of activities that you have completed during WIL to support your learning.

Whilst not limited to, the learning activities may include one of any of these examples;

- in-service education programs,
- workshops, journal club,
- development of evidence-based practice resources,
- reading a journal article,
- de-identified case study,
- reflective journaling and
- online learning opportunities;

b) Reflection on each activity presented regarding how it is linked to your Learning Plan goals and its impact on your practice as an occupational therapy student;

4. Evidence of at least four (4) Moodle discussion forum posts, including:

- a) One (1) post on your use of the hierarchy of thinking to reflect on your professional reasoning as it was used to support one aspect of your occupational therapy practice as a student during WIL;
- b) Feedback on at least two (2) other students' reflections as above;
- c) Sharing of one resource you found beneficial during your WIL;

5. Completed log of WIL hours signed by your practice educator;

6. Completed Student Review of Professional Practice Placement form included in the SPEF-R2;

7. Completed Student Practice Education Form - Revised Second Edition (SPEF-R2) is to be included in your Portfolio if your practice educator uses the hard copy of the form. If your practice educator uses the online form, they will submit your completed SPEF-R2 through that online platform;

8. Summary statement at the end of the page which summarises your strengths and future learning and career goals as an occupational therapy student.

Each piece of evidence of learning, cited in the Portfolio, is clearly linked to the Learning Plan goals.

The Portfolio is presented logically and is easy to follow with a fluent and mature writing style that includes accurate grammar, spelling, and APA referencing.

Client and/ or organisation confidentially is rigorously maintained throughout the Portfolio.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit your portfolio via Portfolium

### **Learning Outcomes Assessed**

- Utilise the occupational therapy process when working with clients
- Apply sound professional reasoning within a client-centred professional practice approach
- Demonstrate professional behaviour that meets ethical and legal responsibilities
- Demonstrate critical reflection of learning experiences during professional practice and relate this to relevant professional practice based experiences, published sources and professional development

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## **3 Evidence Review - Part A**

### **Assessment Type**

Written Assessment

### **Task Description**

Please use the template provided during the professional practice intensive to complete the Evidence Review - Part A - 2,500 words. The template will assist you to structure the evidence review under the following sections:

- a) Declarative title
- b) Clinical Scenario/ rationale
- c) Focused clinical question
- d) Limitations
- e) Search strategy
- f) Data base and search terms
- g) Search inclusion and exclusion criteria
- h) Results of search
- i) Selection of review tools
- j) Summary of best evidence (individual component)
- k) Characteristics table
- l) Conclusion
- m) References

### **Assessment Due Date**

Week 12 Monday (4 Oct 2021) 11:45 pm AEST

### **Return Date to Students**

Marks will be returned to students upon certification of grades.

### **Weighting**

100%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

You will need to complete the Evidence Review - Part A - in 2,500 words and a template will be provided to assist you with this during the professional practice intensive.

Below are the marks allocated to each sections required in the Evidence Review:

- a) Declarative title (3 marks)

- b) Clinical Scenario/ rationale (16 marks)
- c) Focused clinical question (3 marks)
- d) Limitations (2 marks)
- e) Search strategy (10 marks)
- f) Data base and search terms (10 marks)
- g) Search inclusion and exclusion criteria (8 marks)
- h) Results of search (10 marks)
- i) Selection of review tools (3 marks)
- j) Summary of best evidence (individual component) (10 marks)
- k) Characteristics table (3 marks)
- l) Conclusion (3 marks)
- m) References (5 marks)
- n) Appendix 2 (copies of searches) (8 marks)
- o) Appendices 1 & 3 (Copies of articles and appraisal tools) (6 marks)

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Demonstrate skills in preparing for an Evidence Review on a specific area of professional practice including developing a focused clinical question and search strategy, succinctly articulating the results of the search and identifying the best evidence.

### **Graduate Attributes**

- Communication
- Problem Solving
- Information Literacy

## 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