



OCCT13009 *Professional Occupational Therapy*

Practice 1

Term 2 - 2023

Profile information current as at 05/05/2024 12:45 pm

All details in this unit profile for OCCT13009 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 18 credit point unit is a clinical unit where you will complete your first long block of work integrated learning. Successful completion of the professional practice hours will contribute towards your accreditation requirements of completing a minimum of 1000 work integrated learning 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 work integrated learning 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 work integrated learning away from your home town at your own expense. Work integrated learning opportunities will vary in start and finish dates and it is important to plan on being available for commencement from the end of Term 1 until 31 December of the same year. Additionally you will participate in a compulsory residential focusing on preparing you for the work integrated learning experience through a variety of seminars and workshops.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 18

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.375

Pre-requisites or Co-requisites

To enrol in this unit you must be enrolled in CB84 Bachelor of Occupational Therapy (Honours) and meet the following pre-requisites: OCCT13001 Enabling Work Participation OCCT13002 Enabling Strategies in Neurological Rehabilitation OCCT13007 Enabling Mental Health ALLH13011 Rural and Remote Practice for Health Professionals

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 - 2023

- 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 18-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 37.5 hours of study per week, making a total of 450 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

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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

Student feedback identified that further experience with the work integrated learning assessment before placement would be beneficial.

Recommendation

It is recommended during the pre-placement briefing that the student tutorial on the work integrated learning assessment tool is revised to further support student understanding and clarity of the assessment .

Feedback from Student feedback and unit co-ordinator reflection.

Feedback

Student feedback identified their need to revise manual handling skills prior to attending work integrated learning.

Recommendation

It is recommended that the pre-clinical briefing includes a tutorial revising manual handling skills taught during the first two years of the CB84 curriculum.

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 work integrated learning experiences, published sources and professional development

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 work integrated learning 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.

Students will continue to be meet external accreditation requirements of an honours course, as well as meeting AQF Level 8 requirements, through both learning and applying research and Evidence Based Practice (EBP) skills across the curriculum as well as completing the new Allied Health research units.

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 - Professional Practice Placement - 0%	•	•	•	•
2 - Portfolio - 0%	•	•	•	•

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 - Professional Practice Placement - 0%	•	•	•	•	•		•	•	•	
2 - Portfolio - 0%	•	•	•	•	•		•	•	•	

Textbooks and Resources

Textbooks

OCCT13009

Prescribed

The Reflective Journal

Edition: 3rd (2020)

Authors: Barbara Bassot

McMillan

London, London, London

ISBN: 978-1-352-01029-9

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- ZOOM
- Microsoft Teams (both microphone and webcam capability)

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

Schedule

Week 1 - 10 Jul 2023

Module/Topic

Chapter

Events and Submissions/Topic

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

Term Specific Information

TERM SPECIFIC INFORMATION

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

Professional practice intensive:

By the time this unit profile is published you will have completed the compulsory professional practice intensive (over 2 days) from Bundaberg and Rockhampton campus' on the 20th - 21st February. This intensive is focused on assisting you

with your preparation for both your professional practice placement and Portfolio.

Prior to the intensive, full details for these days was 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.

IMPORTANT: If your professional practice placement occurs during Term 2 dates (10th July to 6th October) you will need to discuss with your practice educator your attendance of tutorials to support your research in ALLH14002 Research Project for Health Professionals 1. Your attendance at these tutorials should be logged separately and can be signed off by the unit co-ordinator. On the weeks you attend these tutorials you will complete 38 hours of professional practice. When attending these tutorials, you do not need to make up the 2 hours in your placement week i.e., on these weeks you will be required to complete 38 hours of professional practice.

Professional Practice Placement 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 placement.

Assessment Tasks

1 Professional Practice Placement

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 placement 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 professional placement 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. You are strongly encouraged to familiarise yourself with the SPEF-R2 to understand the criteria for all professional behaviours you need to demonstrate and areas of your personal and clinical performance that will be assessed.

You will be assessed as pass or fail using the SPEF-R2 by the supervising practice educator/s. In addition to rating items, practice educators provide written feedback on the form. The evaluation is completed at halfway and again at completion of the professional placement.

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

Minimum mark or grade

This is a must Pass task.

Assessment Criteria

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 around 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 work integrated learning 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

You will need to include the following in your portfolio:

1. An introductory statement which provides a description of the placement setting and context;
2. A completed Learning Plan that includes:
 - a) At least four (4) goals representing a range of domains in the SPEF-R2;
 - b) Clearly identifies which domain of the SPEF-R2 each goal represents;
 - c) Upon completion is signed by the practice educator;
3. Demonstrate your engagement in different learning activities during your placement by providing:
 - a) Four (4) examples of different types of activities that you have completed during placement 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 on line learning opportunities;
 - b) A 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 by yourself during your placement, including:
 - a) One (1) post on your use of the hierarchy of thinking, reflecting on your professional and clinical reasoning as it was used to support one aspect of your occupational therapy student practice during placement;
 - b) Feedback on at least two (2) other students' reflections as above;
 - c) Sharing of one resource you found beneficial during your placement and why;
5. Your completed log of placement hours signed by your practice educator;
6. Your completed Student Review of Professional Practice Placement form included in the SPEF-R2;
7. If your practice educator uses a hard copy of the Student Practice Education Form - Revised Second Edition (SPEF-R2) include this in your Portfolio. If your practice educator uses the online form, they will submit your completed SPEF-R2 through the online platform;
8. Provide a summary statement that identifies your strengths and future learning and career goals as an occupational therapy student.

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

Minimum mark or grade

This is a must Pass task.

Assessment Criteria

To achieve a pass, all required Portfolio components must be submitted. In addition, the Portfolio must be presented logically with a fluent and mature writing style that includes accurate grammar, spelling, and APA referencing as well as rigorously maintaining client and/ or organisation confidentiality throughout the Portfolio.

Referencing Style

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

Submission

Online

Submission Instructions

Submit your portfolio via the assessment tab

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 work integrated learning experiences, published sources and professional development

Graduate Attributes

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

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