OCCT14003 *Transition to Professional Practice*
Term 1 - 2023

Profile information current as at 07/05/2024 04:08 am

All details in this unit profile for OCCT14003 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

You will develop and integrate the knowledge, skills and values relevant to working as an occupational therapist in contemporary practice settings, while exploring essential skills for entry to practice, sustaining a healthy career and contributing to the future of the occupational therapy profession. Your focus will be on topics that students preparing to become new graduate occupational therapists need to consider, knowledge of which supports the transition from student to registered professional. Professional supports and resources such as those available from Occupational Therapy Australia are addressed, as well as the legal requirements of professional registration. You will develop your working knowledge of the Australian Occupational Therapy Competency Standards (AOTCS 2018), critically examining how these standards and criteria will be incorporated into your new graduate and early career practice.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisite: OCCT13009
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 - 2023

- Online

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. **Reflective Practice Assignment**
Weighting: 25%
2. **Portfolio**
Weighting: 35%
3. **Oral Examination**
Weighting: 40%

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 SUTE Unit Comments

Feedback

Students commented that this unit is crucial for preparing for the workforce, helped along by organisation of the unit content and the Moodle site.

Recommendation

It is recommended that the essence of OCCT14003 remains captured in the new design and online delivery in T1 from 2023 onwards.

Unit Learning Outcomes

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

1. Interpret the contemporary contextual factors in Australia influencing the provision of occupational therapy services.
2. Justify a plan for reflective practice and for ongoing learning, support and mentoring following graduation.
3. Appraise the relevant legal, ethical and professional reasoning principles applicable to professional practice situations for a new graduate and early career occupational therapist.
4. Construct a professional portfolio focusing on professional identity and mentoring skills which will demonstrate the imminent transition from student occupational therapist to a registered, employed occupational therapist.

All four learning outcomes and associated content and assessments map to specific criteria across the four Standards (Professionalism, Knowledge and Learning, Occupational Therapy Process & Practice, Communication) within the Australian Occupational Therapy Competency Standards 2018 (AOTCS 2018).

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 - Reflective Practice Assignment - 25%		•		
2 - Portfolio - 35%	•			•
3 - Oral Examination - 40%	•		•	

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	•	•	•	

Textbooks and Resources

Textbooks
OCCT14003

Prescribed

Occupational Therapy in Australia: Professional and Practice Issues
2nd edition (2021)
Authors: Ted Brown, Helen M. Bourke-Taylor, Stephen Isbel, Reinie Cordier & Louise Gustafsson (editors)
Taylor & Francis Ltd
London , United Kingdom
ISBN: 9781760877446
Binding: Paperback

Additional Textbook Information
The prescribed textbook can be accessed online at the CQUniversity Library website. Access may be limited.
If you would prefer your own copy, purchase either paper or eBook versions 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)
- Zoom (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

Desley Simpson Unit Coordinator
desley.simpson@cqu.edu.au

Schedule

Module 1 (weeks 1 & 2) - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Understanding your registration requirements and competency standards for practice	1. Prescribed textbook, Chapter 5: "The role of occupational therapy professional associations and regulatory bodies in Australia". pp.50-60	Guest recording OT Australia
	2. Prescribed textbook, Chapter 16: "Clinical reasoning in occupational therapy practice." pp.201-212.	
	3. Hughes, K. (2020). The use of Twitter for continuing professional development within occupational therapy [Article]. *Journal of Further and Higher Education, 44*(1), 113-125. https://doi.org/10.1080/0309877X.2018.1515900	
	4.. Teoh, J. Y. (2022). How occupational therapy practitioners use virtual communities on the Facebook social media platform for professional learning: A critical incident study. *Scandinavian Journal of Occupational Therapy, 29*(1), 58-68. https://doi.org/10.1080/11038128.2021.1895307	

Module 2 (weeks 3 & 4) - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Becoming and being a reflective, ethical practitioner	1. Prescribed textbook, Chapter 7: "Ethical and legal responsibilities of occupational therapy practice" pp.80-88.	
	2. Prescribed textbook, Chapter 11: "Decolonising occupational therapy through a strengths-based approach" pp.130-142.	
	3. Hazelwood, T., Baker, A., Murray, C.M., & Stanley, M. (2018). New graduate occupational therapists' narratives of ethical tensions encountered in practice. *Australian Occupational Therapy Journal,* 1-9. doi: 10.1111/1440-1630.12549.	
	4. VanderKaay, S., Letts, L., Jung, B., & Moll, S. E. (2020). Doing what's right: A grounded theory of ethical decision-making in occupational therapy. *Scandinavian Journal Occupational Therapy, 27*(2), 98-111.	

Module 3 (weeks 5 & 6) - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Defining yourself as a practitioner	1. Prescribed textbook, Chapter 27: "Occupational therapy practice in regional, rural and remote Australia" pp.368-382. 2. Prescribed textbook, Chapter 28:"Population and community occupational therapy practice and project management in Australia" pp.383-394. 3. Prescribed textbook, Chapter 29: "Advocacy, promotion, leadership and entrepreneurship in the occupational therapy profession in Australia" pp.395-402. 4. Chen, C. C. (2020). Professional Quality of Life among Occupational Therapy Practitioners: An Exploratory Study of Compassion Fatigue. *Occupational Therapy in Mental Health, 36*(2), 162-175. https://doi.org/10.1080/0164212x.2020.1725713 5. Murray, C. M., Edwards, I., Jones, M., & Turpin, M. (2019). Learning thresholds for early career occupational therapists: A grounded theory of learning-to-practise. *British Journal of Occupational Therapy, 83*(7), 469-482. https://doi.org/10.1177/0308022619876842	Guest recording: CQUni Careers Specialist

Module 4 (weeks 7 & 8) - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Skills in supervision and mentoring	**Mentoring & Supervision** 1. Jackson, O., Villeneuve, M., & Millington, M. (2022). The experience and role of mentorship for paediatric occupational therapists. *Australian Occupational Therapy Journal, 70*(1). https://doi.org/10.1111/1440-1630.12839 2. Stephenson, S., Kemp, E., Kiraly-Alvarez, A., Costello, P., Lockmillere, C., & Parkhill, B. (2022). Self-Assessments of Mentoring Skills in Healthcare Professions Applicable to Occupational Therapy: A Scoping Review [Review]. *Occupational Therapy in Health Care*. https://doi.org/10.1080/07380577.2022.2053923 3. VanderKaay, S., Jung, B., Letts, L., & Moll, S. E. (2019). Continuing competency in ethical decision making: An interpretive description of occupational therapists' perspectives. *Canadian Journal of Occupational Therapy, 86*(3), 209-219. https://doi.org/10.1177/0008417419833842 AHA Delegation 4. Sarigiovannis, P., Jowett, S., Saunders, B., Corp, N., & Bishop, A. (2021). Delegation by Allied Health Professionals to Allied Health Assistants: a mixed methods systematic review [Review]. *Physiotherapy, 112,* 16-30. https://doi.org/10.1016/j.physio.2020.10.002	**Written Assessment - Reflective Practice 25%** Due: Week 7 Friday (28 Apr 2023) 11:45 pm AEST

Module 5 (weeks 9&10) - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Understanding and working within the systems that influence our practice in Australia	1. Prescribed textbook, Chapter 24: "Emerging professional practice areas: focus on technology" pp.324-342. (required) NDIS readings (required) 2. Barclay, L., Callaway, L., & Pope, K. (2020). Perspectives of individuals receiving occupational therapy services through the National Disability Insurance Scheme: Implications for occupational therapy educators. *Australian Occupational Therapy Journal, 67*(1), 39-48. https://doi.org/10.1111/1440-1630.12620 3. Smethurst, G., Bourke-Taylor, H. M., Cotter, C., & Beauchamp, F. (2021). Controlled choice, not choice and control: Families' reflections after one year using the National Disability Insurance Scheme. *Australian Occupational Therapy Journal, 68*(3), 205-216. https://doi.org/10.1111/1440-1630.12715 Private practice readings (optional) 4. Moir, E. M. A., Turpin, M. J., & Copley, J. A. (2022). New Graduates' Experiences in Paediatric Private Practice: Learning to Make Intervention Decisions. *Canadian Journal of Occupational Therapy*. https://doi.org/10.1177/00084174221102716 5. Hudgins, E., Stover, A., & Walsh-Sterup, M. (2018). Opening a Private Practice in Occupational Therapy. *OT Practice, 23*(7), 1-9. 6. Millsteed, J., Redmond, J., & Walker, E. (2017). Learning management by self-employed occupational therapists in private practice. *Australian Occupational Therapy Journal, 64*(2), 113-120. https://doi.org/10.1111/1440-1630.12331	Guest recording 1: Team Leader National Disability Insurance Agency Guest recording 2: A consumer perspective of NDIS

Module 6 (weeks 11&12) - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Interprofessional practice, workplace policies & application of telehealth for workplace success and satisfaction	1. Prescribed textbook, Chapter 30: "Looking forward: Occupational therapy in Australia's future" pp.403-412. 2. Adamson, K., Loomis, C., Cadell, S. & Verweel, L.C. (2018). Interprofessional empathy: A fourstage model for a new understanding of teamwork. *Journal of Interprofessional Care, 32*(6), 752-761. doi: 10.1080/13561820.2018.1511523. 3. Seaton, J., Jones, A., Johnston, C., & Francis, K. (2021). Allied health professionals' perceptions of interprofessional collaboration in primary health care: an integrative review. *Journal Interprofessional Care, 35*(2), 217-228. https://doi.org/10.1080/13561820.2020.1732311 4. Love, R., & Carrington, J. M. (2020). Introducing telehealth skills into the Doctor of Nursing Practice curriculum. *Journal of the American Association of Nurse Practitioners*.	**Mentoring Assessment - Portfolio 35%** Due: Week 12 Friday (2 June 2023) 11:45 pm AEST **Oral Examination 40%** Due: Review/Exam Week Monday (5 June 2023) 12:00 am AEST

Your OCCT14003 is designed so that it is an exclusively online experience, with no requirement to attend scheduled lecture times. Your learning will be through your Moodle site. You will have written submissions due in week 7 and week 12 of term. There is a 30-minute zoom-based oral examination in week 13. I will issue the schedule for that in orientation week/week 1 so that you have plenty of time to arrange that time away with your clinical supervisor (if you are on practicum at that time). Claudia is advising all clinical supervisors of the requirement, so this unit requirement will be accommodated. For those of you who learn by asking questions verbally and having a discussion, I will have a weekly drop-in Zoom session for you for OCCT14003. It will be Wednesday lunch time 12-1pm every week. It is not mandatory. It is not a lecture or a workshop. I will be there, ready to discuss any of the concepts, readings, linking class content to your practicum experience and anything else you may need. You might like to use it to ask questions about assessments. Regardless of whether one student or all of you attend, the Zoom will occur each week at that time.

Assessment Tasks

1 Written Assessment - Reflective Practice 25%

Assessment Type
Reflective Practice Assignment

Task Description
There are two elements to this written assessment piece. The first is the preparation and submission of a CPD plan and portfolio, as well as a narrative reflection supporting it. The narrative reflection is to be no less than 600 words and no more than 750 words. The second is the preparation of a curriculum vitae which must be no less than two pages in length and no more than four pages in length. When explored in combination, the two elements in this assessment provide a clear picture of you as you emerge into your final term before graduating as a new graduate occupational therapist.
Details of the assessment are as follows:
Part 1:
a) Initial development of CPD plan following the relevant lecture content and guidance in weeks 1-2.
b) This is informed by a reflection on your current knowledge and gaps in knowledge.
c) The CPD plan will span your 4th year and is a realistic, authentic and practical plan for your individual professional development. Activities may include attendance at or provision of in-services at your professional placement venue, participation in journal clubs, reading of journal articles, workshop attendance to name a few, and will be in line with the relevant requirement as per Occupational Therapy Board of Australia (OTBA).
d) This is intended to be a living document throughout T1 (and then beyond into the remainder of your 4th year) and is designed to help you transition to developing CPD plans as required by OTBA as a registration condition.
e) Together with your CPD plan, you will document your CPD portfolio. This is a record of what you participated in, what you learned from the process, and if and how it has changed your practice moving forward. At the time of submitting this assessment in week 7, you may only have a plan in place, with no evidence for the portfolio, but please set the document up so that there is a place for you to link or embed your portfolio evidence. Some of you may be able to include portfolio evidence between week 1 and week 7 of term when you submit the assessment. The rubric does not disadvantage students who haven't had the opportunity to participate in CPD. The main focus is the CPD plan.
f) You are encouraged to discuss this with your placement supervisors (past and present) to understand how practising clinicians manage this requirement.
g) You do not need to exceed two pages in length, formatted in either landscape or portrait, for your CPD plan and portfolio.
h) The final part of this process will be a narrative linking your CPD plan, portfolio and reflections. It is a clear explanation of your rationale, identified gaps, objectives and goals, linking what you have learned in modules 1,2 and 3 to the CPD plan and portfolio.
Part 2:
a) The development of your curriculum vitae will be informed by your acquired knowledge in OCCT14003.
b) Specific guidance will be supplied in the module provided by the CQUni Careers specialist and this will add to your skills in communicating who you are as a candidate for an employed occupational therapy position.
c) The format must include: your personal contact details, career objective, education, details of professional placement skills and experience, past employment, transferable knowledge and skills from past employment or volunteering opportunities, details of two referees.
d) The CV must not exceed four pages.
Please upload two documents for assessment:
1) CPD plan and portfolio (2 pages formatted in either landscape or portrait), with the addition of the

narrative summary at the end
2) Curriculum vitae (2-4 pages)

Assessment Due Date
Week 7 Friday (28 Apr 2023) 11:45 pm AEST

Return Date to Students
Week 9 Friday (12 May 2023)

Weighting
25%

Minimum mark or grade
Students must receive 50% of the total available marks in order to pass the assessment and the unit overall.

Assessment Criteria

- skills in linking CPD plan to AOTCS 2018, AHPRA Shared Code of Conduct and gaps identified through SPEF-R processes
- justifiable, realistic, achievable CPD plan is produced
- coherent narrative supplied to articulate rationale, the identified gaps, aims for career direction
- compilation of a curriculum vitae that is organised, concise, and optimally representative of skills, experience and career objectives

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Justify a plan for reflective practice and for ongoing learning, support and mentoring following graduation.

2 Mentoring Assessment - Portfolio 35%

Assessment Type
Portfolio

Task Description
This is a mentoring experience in which you provide mentoring as a 4th year occupational therapy student to students in their first term of their 2nd year of occupational therapy studies. Mentoring is entirely online at a time mutually suitable to mentors and mentees.
It is expected that a minimum of 6 of the total 12 weeks of term will be spent mentoring your allocated 2nd year occupational therapy students. There must be evidence of (via a record of the session) that each meeting occurred for a minimum of 30 minutes.
You and another 4th year student will be paired, and you will be allocated a group of 3-4 occupational therapy students in their second year. This is expected to occur online via Microsoft Teams, Zoom or similar at a time that is mutually convenient to you and your group of mentees. The focus will be on remote mentoring and so please creatively use any tools or strategies at your disposal such as Doodle, Google Doc, and free versions of project management tools such as Trello. Participation in this activity and associated assessment ready you for mentoring newer therapists, students and allied health assistants in your new graduate and early career as an occupational therapist.
Before you feel ready to engage in formal clinical supervision of students or newer graduates, mentoring skills consolidate your knowledge and skills and ready you for a transition to supervising. During your early career and then beyond, you may provide both mentoring and supervision in various contexts. It is acknowledged that you will build these skills as you go throughout Term 1 in this mentoring relationship and won't possess everything you need immediately.
The main aims of this mentoring activity and assessment are as follows:
1. Encourage the development of mentees' identity as a current 2nd year occupational therapy student and as a future health practitioner.
2. Support mentees in their own reflective practice and self-management, with a particular focus on managing their study demands with a focus on OCCT12006 Understanding the Environment (and possibly OCCT12003 Occupational Therapy Across the Lifespan 1).
3. Conclude the period of mentoring by facilitating your mentees to articulate what they have gained from the mentoring arrangement and how it might shape their studies and self-management in T2 and beyond.
You will keep a mentoring portfolio that includes a list of the meeting topics, the actions and outcomes arising from the meetings and reflections on your developing mentoring skills. This portfolio must be in a format that can be readily uploaded to Moodle. It is usually preferable to upload in a Word format and large files will be allowed. **Please upload**

four documents for assessment:
1) The signed Mentoring Agreement (template available on Moodle).
2) Log of mentoring - dates, start & finish time of meeting, attendees, topics discussed (template available on Moodle).
3) Your self-assessment of your developing mentoring skills over T1 (template available on Moodle).
4) Your weekly reflections (x6), summarising what went well in each session, what was difficult or challenging, observation of your personal strengths and weaker points, with a concluding overall summary of how this experience has developed your skills. Word count = 250-350 for each summary and 800-1000 for the concluding summary.

A resource folder has been tailored and compiled for you on Moodle to support you to undertake this activity. You may find some elements more useful than others but a range will be provided. Please ensure you are thoroughly cognisant of the resources that have been selected to support your skills in this mentoring activity and the associated documentation.

Assessment Due Date
Week 12 Friday (2 June 2023) 11:45 pm AEST

Return Date to Students

Weighting
35%

Minimum mark or grade
Students must receive 50% of the total available marks in order to pass the assessment and the unit overall.

Assessment Criteria

- Organised portfolio capturing all necessary elements
- Reflection skills linked to self-assessment of the process
- Written communication skills

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit to Moodle as per Task Description

Learning Outcomes Assessed

- Interpret the contemporary contextual factors in Australia influencing the provision of occupational therapy services.
- Construct a professional portfolio focusing on professional identity and mentoring skills which will demonstrate the imminent transition from student occupational therapist to a registered, employed occupational therapist.

3 Oral Examination 40%

Assessment Type
Oral Examination

Task Description
This is an oral format assessment in which you will undergo a viva to examine your knowledge of the Australian Occupational Therapy Competency Standards (2018) (AOTCS 2018) as they relate specifically to a range of clinical scenarios and questions. This will occur as an individual assessment and will be for a duration of 15 minutes (with an additional 10 minutes of perusal time). It will be conducted via zoom and will be recorded for the purposes of assessment moderation. Please set aside 30 minutes for this assessment as per the schedule provided to you by the unit coordinator.

All Oral Examinations will be scheduled during week 13 of term. The schedule will be provided to you in week 1 of term, so that you may arrange your time in advance, particularly regarding the provision of notice to your clinical supervisor if you are on professional practice placement at that time. It is expected that you will arrange all other commitments around this appointment time of 30 minutes' duration.

In this Oral Examination, you will demonstrate your thorough working knowledge of the AOTCS 2018, communicating how the criteria feature in the provision of occupational therapy services and critically determining which criterion or combination of criteria are applicable in which clinical and service scenarios.

Sample case scenarios with relevant questions about the AOTCS (2018) will be supplied on the Moodle platform

throughout term to consolidate lecture content and will scaffold your learning and prepare you. You are encouraged to fully engage with those learning opportunities.

Assessment Due Date
Review/Exam Week Monday (5 June 2023) 12:00 am AEST
Please attend your scheduled timeslot as supplied by the unit coordinator

Return Date to Students

Weighting
40%

Minimum mark or grade
Students must receive 50% of the total available marks in order to pass the assessment and the unit overall.

Assessment Criteria
Matched to criteria within the Australian Occupational Therapy Competency Standards (2018). Each clinical scenario will have questions across all four standards of the AOTCS 2018.
Standard 1 Professionalism: any of the seventeen criteria or a combination of same may be addressed in the clinical scenario
Standard 2 Knowledge & Learning: any of the ten criteria or a combination of same may be addressed in the clinical scenario
Standard 3 Occupational Therapy Process & Practice: any of the fourteen criteria or a combination of same may be addressed in the clinical scenario
Standard 4 Communication: any of the eleven criteria or a combination of same may be addressed in the clinical scenario

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Interpret the contemporary contextual factors in Australia influencing the provision of occupational therapy services.
- Appraise the relevant legal, ethical and professional reasoning principles applicable to professional practice situations for a new graduate and early career occupational therapist.

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