



# OCCT14006 *Professional Practice 3*

## Term 1 - 2020

Profile information current as at 28/11/2021 06:25 pm

All details in this unit profile for OCCT14006 have been officially approved by CQUUniversity 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

In this unit students will complete a minimum of 420 hours of supervised professional practice. During these placements students will integrate previously acquired knowledge (theories and principles of occupational therapy) with professional practice experience. By the end of this unit students will be expected to be working as an entry level practitioner and engage in management activities related to the professional practice setting. Students may be required to undertake professional practice placements away from their home town at their own expense.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 24

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.5

#### Pre-requisites or Co-requisites

OCCT13006 Professional Practice 1 AND OCCT13005 Professional Practice 2

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 - 2020

- 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 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

### 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 debriefing

**Feedback**

Students have identified that maintaining contact with their peers and university teaching staff increases resilience whilst on placement.

**Recommendation**

The unit co-ordinator will continue to update and imbed opportunities for communication in assessment items, the unit Moodle page, regular emails and telephone.

#### Feedback from Non-university practice educator feedback, unit co-ordinator reflections

**Feedback**

Practice educators (non-university supervisors) have identified that regular university contact is beneficial to their ability to support students whilst on placement.

**Recommendation**

The unit co-ordinator will continue to imbed opportunities for non university practice educators to have regular contact with the university prior to, during and after 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. Demonstrate sound clinical reasoning when problem solving with clients.
3. Demonstrate client centred practice in practice settings.
4. Demonstrate professional behaviour that meets ethical and legal responsibilities.
5. Maintain an e-portfolio which contains descriptions and additional analysis of critical learning experiences during professional practice.
6. Achieve a 'satisfactory rating' on the Student Practice Evaluation Form Revised Edition Package (SPEF-R).



## Textbooks and Resources

### Textbooks

OCCT14006

#### Prescribed

#### **Clinical and fieldwork placement in the health professions 2nd (2013)**

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

Oxford University Press

South Melbourne, Victoria, Australia

ISBN 9780195519600

Binding: Paperback

#### **Additional Textbook Information**

Copies are available for purchase 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)
- 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](mailto:c.bielenberg@cqu.edu.au)

## Schedule

### **Week 1 - 09 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Term Specific Information for details of the unit, readings, events and submissions.		

## Term Specific Information

Schedule information can be found in this section due to the variation in commencement dates for professional placements.

As a CQUniversity occupational therapy student you may be required to complete clinical placements outside of term teaching weeks to accommodate placement requirements and availabilities. Placement blocks may commence from January and finish before term 2 commences.

You will be completing a minimum of 400 professional practice hours supervised by your non-university practice educator on placement. You will also complete 20 hours of supervised professional practice with the unit co-ordinator through briefings, debriefings and direct student support whilst on placement.

You need to complete a minimum of 35-40 placement hours per week (the number of hours depends on the placement length), in order to successfully complete the placement. In addition you will be expected to spend between 10 -15 hours on placement preparation and assessment each week.

### **Events**

You will be required to attend the following events:

- 1) Professional practice briefing on Tuesday 28th January 2020 from 10.00 am to 3.00pm via ISL link between the Bundaberg and Rockhampton campuses. The briefing will provide you with information to prepare for your professional placement and the written assessment (eportfolio).
- 2) You will be required to attend a debriefing in Term 2. The date will be specified upon commencement of Term 2 and will be scheduled around your Term 2 unit requirements. The debriefing will provide you with an opportunity to reflect on and integrate your critical learning experiences and share in peer learning opportunities.

### **Readings**

The following readings will assist you to complete the activities during the briefing. Each reading can be found in the prescribed textbook:

Stagnitti, K., Schoo, A. & Welch, D. (Eds). (2013). *Clinical And Fieldwork Placement In The Health Professions*. 2nd Edition. Oxford University Press, Victoria.

- Maidment, J., (2013). Getting Ready for Placement. In Stagnitti, K., Schoo, A., & Welch, D., (Eds) *Clinical Fieldwork Placement in the Health Professions* (pp3-12). 2nd Edition. Australia: Oxford University Press.
- O'Reilly, S., (2013). Working in Diverse Settings. In Stagnitti, K., Schoo, A., & Welch, D., (Eds) *Clinical Fieldwork Placement in the Health Professions* (pp13-25). 2nd Edition. Australia: Oxford University Press.
- Courtney, M., & Maidment, J., (2013). Fostering Partnerships with Action. In Stagnitti, K., Schoo, A., & Welch, D., (Eds) *Clinical Fieldwork Placement in the Health Professions* (pp251-262). 2nd Edition. Australia: Oxford University Press.
- Pepin, G., Watson, J., Hagiliassis, N., & Larkin, H., (2013). Ethical and Supported Decision Making. In Stagnitti, K., Schoo, A., & Welch, D., (Eds) *Clinical Fieldwork Placement in the Health Professions* (pp263-280). 2nd Edition. Australia: Oxford University Press.
- Wilson, L., (2013). The Three R's: Roles, Rights and Responsibilities. In Stagnitti, K., Schoo, A., & Welch, D., (Eds) *Clinical Fieldwork Placement in the Health Professions* (pp281-298). 2nd Edition. Australia: Oxford University Press.
- Ingleby, R., (2013). Legal Issues. In Stagnitti, K., Schoo, A., & Welch, D., (Eds) *Clinical Fieldwork Placement in the Health Professions* (pp299-308). 2nd Edition. Australia: Oxford University Press.

Reviewing the following website will assist you to understand and develop your portfolio:

- The Virtual Simulated Patient Resource (VSPR) website is designed for undergraduate health professional students to develop knowledge, skills and attitudes related to non-technical skills in health care and patient care encounters. Please create an account prior to attending the briefing.

Full details can be found in the unit Moodle site.

## Assessment Tasks

# 1 Professional Practice Placement

## Assessment Type

Professional Practice Placement

## Task Description

This unit requires you to complete your supervised professional practice, ensuring you meet the minimum requirements for hours attended. This placement will provide key opportunities for you to integrate previously acquired knowledge (theories and principles of occupational therapy practice) with professional practice experience. By the end of this unit you will be expected to work under professional supervision as an entry level practitioner and successfully engage in the activities related to your professional practice setting. The practice educator who supervises your professional placement will use the Student Practice Evaluation Form Revised Edition (SPEF-R) to evaluate your placement at halfway and again upon completion of your placement. Your Practice Educator's final SPEF-R evaluation will determine your grade for this assessment. Your educator will submit the online SPEF-R OR if your educator uses a hard copy you will upload the completed and signed SPEF-R into your portfolio (written assessment for this unit) following completion of your placement.

## Assessment Due Date

At half way and completion of your professional placement. Your Practice Educator's final SPEF-R evaluation will determine your grade for this assessment.

## Return Date to Students

You will be informed of your results by the practice educator who supervised your placement at half way and completion of your placement.

## Weighting

Pass/Fail

## Assessment Criteria

You will be assessed as pass or fail by your supervising practice educator using the Student Practice Evaluation Form Revised Edition (SPEF-R). This evaluation is completed at half way and again at the completion of the professional practice placement. The final grade for this assessment will be determined by the grade received at completion of the placement. To achieve an overall pass you will need to:

- pass all core items (a rating of 3 or more)
- 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 OCCT13006 Professional Practice 1. The SPEF-R user manual has also been made available to you on the unit's Moodle site under the textbooks, readings and manuals section. Minimum requirements for passing each learning objective are specifically located on page 15 of the SPEF-R user manual.

## Referencing Style

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

## Submission

Online

## Submission Instructions

Your educator will submit the online SPEF-R OR if your educator uses a hard copy you will upload the completed and signed SPEF-R into your portfolio (written assessment for this unit) following completion of your placement. It is recommended that you should keep a copy of the completed SPEF-R for your own records. Practice educators do not keep a copy of the SPEF-R.

## Learning Outcomes Assessed

- Utilise the occupational therapy process when working with clients.
- Demonstrate sound clinical reasoning when problem solving with clients.
- Demonstrate client centred practice in practice settings.
- Demonstrate professional behaviour that meets ethical and legal responsibilities.
- Maintain an e-portfolio which contains descriptions and additional analysis of critical learning experiences during professional practice.
- Achieve a 'satisfactory rating' on the Student Practice Evaluation Form Revised Edition Package (SPEF-R).

## 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

Using Mahara you will maintain a portfolio throughout your placement that you will submit following the completion of placement. Your portfolio will provide you with the opportunity to document evidence of effective learning during your placement and will include both personal and professional development, attendance and placement hours, a platform to showcase any projects or other opportunities and a record of your own reflections. The portfolio will provide evidence of your achievement of competencies such as those outlined in the SPEF-R and also in the learning plan that you develop in consultation with your practice educator. To ensure your portfolio meets your unique professional practice experience you will be required to link your portfolio pieces to these learning goals and SPEF-R domains. The Occupational Therapy Professional Practice Manual Third and Fourth Year OCCT13006, OCCT13005 and OCCT14006 contains further resources to assist you with developing a portfolio (page 28) and your learning plan (page 26). The manual can be found on the unit Moodle site under the textbooks, readings and manual section.

For further information the portfolio information sheet and marking rubric can be found on the unit Moodle site under the assessment section.

### Assessment Due Date

Portfolios are due one week following placement completion e.g. if you complete placement on a Friday, your portfolio is due by the following Friday 5.00PM AEST.

### Return Date to Students

Your portfolio will be returned within two weeks from submission.

### Weighting

Pass/Fail

### Assessment Criteria

To achieve a pass rating you will need to clearly link each item in the portfolio to your learning plan and at a minimum include the following:

- An introductory statement which includes a description of the placement
- Completed and signed learning plan with at least four learning goals addressing a range of 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 as evidence that you meet the WFOT professional practice requirements at graduation).
- Evidence of and reflection on critical learning activities completed whilst on your professional practice placement. This evidence will be clearly linked with your Learning Plan goals.
- If using a hard copy of the SPEF-R the completed and signed copy of your SPEF-R OR
- If using the online version of the SPEF-R your practice educator will submit this via the SPEF-R online platform.
- Evidence of at least four Moodle discussion forum posts including:
  1. Use the hierarchy of thinking to reflect on your professional and clinical reasoning that was used to support one aspect of your occupational therapy practice during placement.
  2. Feedback on at least two other students' reflections as above.
  3. Share one resource that you found beneficial during placement.
- A summary statement at the end of the page which summarises your strengths and future learning and career goals as an occupational therapist.

Further details of the performance standards can be located in the portfolio assessment information and marking rubric on the unit's Moodle page.

### Referencing Style



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

**Submission**

Online

**Submission Instructions**

Please upload your secret URL for your Portfolio page.

**Learning Outcomes Assessed**

- Utilise the occupational therapy process when working with clients.
- Demonstrate sound clinical reasoning when problem solving with clients.
- Demonstrate client centred practice in practice settings.
- Demonstrate professional behaviour that meets ethical and legal responsibilities.
- Maintain an e-portfolio which contains descriptions and additional analysis of critical learning experiences during professional practice.
- Achieve a 'satisfactory rating' on the Student Practice Evaluation Form Revised Edition Package (SPEF-R).

**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