OCCT14006 *Professional Occupational Therapy Practice 2*
Term 1 - 2021

Profile information current as at 14/12/2025 03:39 pm

All details in this unit profile for OCCT14006 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 second long professional practice placement and an evidence review. Successful completion will contribute towards 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. You are required to integrate and apply the academic concepts, professional reasoning and professional behaviours you have developed throughout your course whilst maintaining the ethical and legal responsibilities of your professional practice. Professional placement opportunities will include a variety of settings and client groups. You may also be required to undertake professional practice placements away from your home town at your own expense. You will complete Part 2 of your Evidence Review in a small group, on a research topic negotiated with your academic supervisor.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *24*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.5*

Pre-requisites or Co-requisites

OCCT13008 Professional Occupational Therapy Practice 1
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 - 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).

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 Unit co-ordinator reflection and student feedback.

Feedback

Student interaction and collaboration was enhanced by the inclusion of assessment activities requiring Moodle discussion forum posts.

Recommendation

It is recommended that we continue to include Moodle discussion forum posts as assessment items.

Feedback from Unit co-ordinator reflection, student and non-university educator feedback.

Feedback

Frequent communication during work integrated learning, with both students and non-university educators, was essential in managing significant change during a health crisis such as COVID-19.

Recommendation

It is recommended that the communication initiatives developed in 2020, and those commenced during COVID-19, through Moodle, Zoom, email, and telephone, are continued. These build in opportunities for ongoing student and stakeholder communication with the Unit Co-ordinator and Head of Course. This communication is particularly important to address change in the work integrated learning environment as this arises.

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 professional reasoning within a client-centred professional practice approach
3. Demonstrate professional behaviour that meets ethical and legal responsibilities
4. Demonstrate critical reflection of professional practice learning experiences.
5. Demonstrate skills in completing an Evidence Review on a specific area of professional practice which includes succinctly articulating characteristics of appraised studies, the clinical impact of the results and recommending future research.

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 2) 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%	●	●	●	●	

Assessment Tasks	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
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
OCCT14006

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
OCCT14006

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

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

Schedule

Schedule - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
WIL may commence on different dates during the term. Please refer to Term Specific Information for details of the unit, readings and events / submissions.		**Literature Review** Due: Review/Exam Week Monday (7 June 2021) 12:01 am AEST

Term Specific Information

Schedule information can be found in this section as WIL may commence on different dates.
Readings
Readings will be located in the unit Moodle eReading List.
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
- Finalise 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

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

Week 7 - 9

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

Week 10

- Prepare for final supervision
- Complete final SPEF-R2 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

Written assessment - Literature Review expected activities include:
Review recorded lecture prior to assist with commencing assessment. Resources to assist with completion of written assessment will be found in Assessment and Literature Review Tiles.
You will be expected to work on your literature review with your partner(s) across Term 1. It will be essential to develop appropriate time management strategies to assist with managing this work whilst completing your WIL.

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 work integrated learning (WIL). 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 WIL will assess you using the Student Practice Evaluation Form Revised Second Edition (SPEF-R2). This will then be returned to the unit co-ordinator for the results to be recorded.

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
Pass

Assessment Criteria
You will be assessed as either passing or failing using the Student Practice Evaluation Form - Second Revised (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 the 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 located on the unit Moodle page. Minimum requirements for passing each learning objective are specifically located on page 27 of the SPEF-R2 user manual.
A final summary statement regarding your overall performance will be recorded together with your final grade of pass or fail.

Referencing Style

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

Submission
Online

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

Learning Outcomes Assessed

- Utilise the occupational therapy process when working with clients
- Demonstrate sound professional reasoning within a client-centred professional practice approach
- Demonstrate professional behaviour that meets ethical and legal responsibilities
- Demonstrate critical reflection of professional practice learning experiences.

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 are required to submit a Portfolio using Portfolium. The Portfolio should consist of:

- 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 this WIL.
- Completed and signed learning plan with at least 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 fieldwork requirements have been met at your graduation).
- Evidence of a wide range of skills, knowledge and a good use of WIL opportunities that displays obvious improvements in competencies over the duration of the WIL. This evidence will be clearly linked with competencies relating to your learning plan.
- Evidence of your Moodle forum posts which (a) demonstrate your application and understanding of professional and clinical reasoning and (b) identify a resource which assisted you during your WIL.
- A summary statement at the end of the page which summarises your strengths and future learning and career goals as an occupational therapist.

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

Assessment Due Date

The portfolio is due one week following completion of WIL.

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
Pass

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 smart (4) goals representing a range of domains in the SPEF-R2;
c) Clearly identifies which domain of the SPEF-R2 each SMART 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 an evidence-based practice resources, reading a journal article, de-identified case study, reflective journaling and online learning opportunities;
b) A summary 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 and clinical 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 and it is not required in your portfolio;

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

In addition: 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 confidentiality is rigorously maintained throughout the Portfolio.
Incomplete portfolio's will be returned to the student for resubmission within two weeks.

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
- Demonstrate sound professional reasoning within a client-centred professional practice approach
- Demonstrate professional behaviour that meets ethical and legal responsibilities
- Demonstrate critical reflection of professional practice learning experiences.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

3 Literature Review

Assessment Type
Written Assessment

Task Description
For this written assignment, you will write a 2,000 word literature review to put your research project into context. That is, you will develop a literature review that reveals the gaps in present research, and which will inform the research questions you will address in your research protocol in OCCT14002. Please refer to Moodle for details about the process of conducting a literature review.
A literature review provides context to your proposed study and clearly demonstrates its rationale and importance. The literature review itself should be a critical analysis rather than a regurgitation of pertinent literature.
You should indicate that you have considered all relevant literature in your review, and comment critically on the strengths and challenges inherent in this body of literature which will be demonstrated in the aims/hypotheses of your research project. Headings should be used in the literature review to assist the reader to assimilate the content.

Assessment Due Date
Review/Exam Week Monday (7 June 2021) 12:01 am AEST

Return Date to Students

According to university policy, feedback will be provided on Certification of Grades day, Friday 9 July 2021.

Weighting
100%

Minimum mark or grade
50%

Assessment Criteria
The assessment criteria for the literature review are identified below. Please refer to the Marking Rubric for full details of

this criteria.

1. Demonstrates the ability to critically analyse, synthesise and integrate the literature (20 marks)
2. Demonstrates the ability to select quality literature for the review (15 marks)
3. Demonstrates the ability to develop appropriate aims, objectives, and research questions/hypotheses (as appropriate) relating to the project (15 marks)
4. Demonstrates clarity of expression in the literature review (20 marks)
5. Demonstrates the ability to appropriately present a literature review (15 marks)
6. Individual Reflection (15 marks) (NB. This component is scored separately for each individual student)

Referencing Style

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

Submission
Online

Submission Instructions
Please submit a copy of your literature review through Moodle by midnight of due date.

Learning Outcomes Assessed

- Demonstrate skills in completing an Evidence Review on a specific area of professional practice which includes succinctly articulating characteristics of appraised studies, the clinical impact of the results and recommending future research.

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