



OCCT14007 Professional Occupational Therapy Practice 2 Term 1 - 2024

Profile information current as at 05/05/2024 03:21 am

All details in this unit profile for OCCT14007 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 second long block of work integrated learning. Successful completion will contribute towards your accreditation requirements of completing a minimum of 1000 professional practice hours. This unit aims to foster your ability to consistently utilise the occupational therapy process when working with clients at a graduate level. 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 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 January until the end of the Term 2 break of the same year.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

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: OCCT13008 Professional Occupational Therapy Practice 1 OR OCCT13009 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 - 2024

- 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 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 SUTE Feedback, informal student feedback

Feedback

Students commented that they found it difficult to navigate the learning resources on Moodle.

Recommendation

It is recommended that the teaching team review the layout of Moodle to support access to key documents and resources whilst students are attending work integrated learning.

Feedback from SUTE Feedback, informal student feedback

Feedback

Students commented that the teaching team are understanding and available to listen.

Recommendation

It is recommended that the teaching team continue to provide a combination of teaching support whilst students are engaged in work integrated learning including weekly Teams discussion, check in emails, zoom drop in sessions and phone calls.

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.

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.

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



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

OCCT14007

Prescribed

Clinical Fieldwork Placement in the Health Professions

2nd Edition (2013)

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

Oxford University Press

South Melbourne , Victoria , Australia

ISBN: 9780195519600

Binding: Paperback

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Prescribed

The Reflective Journal

3rd Edition (2020)

Authors: Bassot, Barbara

Macmillan

London , England

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)
- Microsoft Teams - camera and microphone

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

Steph Kelly Unit Coordinator

s.p.kelly@cqu.edu.au

Schedule

Schedule - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Work Integrated Learning (WIL) will commence at various times across the term. Please refer to the Term Specific Information for information regarding the unit, readings, events and submissions.		

Term Specific Information

Schedule information can be found in this section as work integrated learning may commence on different dates.

Readings and Resources

Readings are located on the unit Moodle site. Each tile supports a different area of work integrated learning, for example, reflection, and the relevant resources can be sourced in the same area.

Work Integrated Learning expected activities include:

Week 1

Orientation

Preparing for supervision

Beginning learning goals and learning plan, which may include expected projects and presentations

Populate diary, highlighting expected dates over the coming 10 weeks

Beginning to document reflections

Completion of week one 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 SPEF-R2 with practice educator

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 using SPEF-R2

Document reflections

Final assessment on SPEF-R2 with practice educator

Finalise log of hours

Week 11

Finalise and submit Portfolio **one week** after completion of professional practice.

NOTE: If you are on placement at the time of the OCCT14003 Transition to Professional Practice oral examination, you will need to negotiate this time to attend with your practice educator. Placement educators will be notified of the general details of the examination but not your specific time of your examination.

Assessment Tasks

1 Work Integrated Learning (WIL)

Assessment Type

Professional Practice Placement

Task Description

This unit requires you to complete a minimum of 360 hours of supervised work integrated learning (WIL) over a ten-week block placement. This 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 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 Gradebook.

Assessment Due Date

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

Return Date to Students

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

Weighting

Pass/Fail

Assessment Criteria

You will be assessed as pass or fail using the Student Practice Evaluation Form Revised Second Edition (SPEF-R2) by the supervising practice educator/s. In addition to rating items, practice educators provide written feedback in the feedback/recommendation spaces provided on the form. The evaluation is completed at halfway and again at completion of the professional placement. To achieve an overall pass on the final evaluation you will need to:

- Pass all core items (a rating of 3 or more). If you fail a core item, you will consequently fail the evaluation overall.
- Pass the additional minimum requirements indicated for each learning objective
- Pass the relevant learning objectives for all domains

More detailed information on the SPEF-R2 can be found in the user manual supplied to you during the intensive in 3rd year 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 on the SPEF-R2 together with your final grade of pass or fail.

Referencing Style

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

Submission

Online

Submission Instructions

Online.

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

Your Portfolio will include all of the following elements:

- An introductory statement which includes a description of the placement and a clear rationale for your choice of individual learning goals from your learning plan for this placement.
- 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 including at least one comment in each of the feedback questions.
- Completed and signed log of placement hours (this is not marked however these hours need to be recorded for evidence that both the unit and the graduation WFOT fieldwork requirements have been met).
- Evidence of a wide range of skills, knowledge and a good use of placement opportunities that displays obvious improvements in competencies over the 10-week duration of the professional placement. This evidence will be clearly linked with competencies relating to your learning plan.
- Evidence of Moodle forum posts.
- 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 and marking rubric on the unit Moodle site.

Assessment Due Date

The Portfolio is due one week following completion of work integrated learning.

Return Date to Students

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

Weighting

Pass/Fail

Assessment Criteria

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

1. An introductory statement which provides a clear description of the placement (i.e. organisation, setting, location, caseload);
2. A completed Learning Plan that:
 - a) Is signed by the practice educator;
 - b) Has at least four (4) goals representing a range of domains in the SPEF-R2;
 - c) Clearly identifies which domain of the SPEF-R2 each goal represents;
3. Evidence of the different types of learning activities completed during placement including:
 - 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 part of a case summary, reflective journaling and online learning opportunities;
 - b) Reflection on each activity presented regarding how it is linked to your Learning Plan goals and its impact on your practice as an occupational therapy student;
4. Evidence of at least four (4) Moodle discussion forum posts, including:
 - a) One (1) post on your use of the hierarchy of thinking to reflect on your professional and clinical reasoning as it was used to support one aspect of your occupational therapy practice as a student 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;
5. Completed log of placement hours signed by your practice educator;
6. Completed Student Review of Professional Practice Placement form included in the SPEF-R2. A minimum of at least one comment for each of the feedback questions is required;
7. Completed Student Practice Education Form - Revised Second Edition (SPEF-R2) is to be included in your Portfolio if your practice educator uses the hard copy of the form. If your practice educator uses the online form, they will submit

your completed SPEF-R2 through that online platform;

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

IMPORTANT INFORMATION

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.

If any content is missing upon submission, the Portfolio will require revision. Revisions must be returned within **two weeks** and meet the satisfactory requirements in order to receive a pass.

***Client and/or organisation confidentially is rigorously maintained throughout the Portfolio. Ensuring all information presented is completed in a manner that does not allow the reader to identify who the client and their family/caregivers are.**

Referencing Style

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

Submission

Online

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

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