



Course Outline

Code: OCC101

Title: Concepts in Human Occupation

School: Health & Sport Sciences
Teaching Session: Semester 1
Year: 2020
Course Coordinator: Nicole Southon, Email: nsouthon@usc.edu.au
Course Moderator: Laine Chilman

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

This introductory course presents the founding values and philosophies of occupational therapy which inform the scope of occupational therapy practice in Australia. An overview of the evolution of the occupational therapy profession will be presented. Contemporary theories and concepts, that frame our understanding of the relationship between occupation and health, will be explored. Factors that influence how people engage in meaningful occupations will be discussed.

1.2 Field trips, WIL placements or activities required by professional accreditation

| Activity | Details |
|------------------------------|-------------------------------------------------------------------------------------|
| Simulated Practice Education | Ten hours of embedded simulated practice education on site at Sunshine Coast campus |

2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| Specific Learning Outcomes On successful completion of this course, you should be able to: | Assessment tasks You will be assessed on the learning outcomes in task/s: | Graduate Qualities or Industry Standards mapping Completing these tasks successfully will contribute to you becoming: |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Identify and describe occupational therapy's professional values, philosophies. | Task 1 Task 2 Task 3 | Knowledgeable. Engaged. |
| Identify and explain occupational therapy's evolution and scope of practice. | Task 1 Task 2 Task 3 | Engaged. |
| Identify and define key concepts in human occupation (theory and process) | Task 1 Task 2 Task 3 | Engaged. Knowledgeable. |
| Demonstrate professional and ethical behaviour and self-management skills. | Task 2 | Ethical. |

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1 Enrolment restrictions

Students must be enrolled in SC440

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Early feedback on your progress will be provided online quiz 1 and verbal feedback in your tutorials.

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6.3 Assessment tasks

| Task No. | Assessment Product | Individual or Group | Weighting % | What is the duration / length? | When should I submit? | Where should I submit it? |
|----------|--------------------|---------------------|----------------------|-------------------------------------------------|----------------------------------------------|---------------------------|
| 1 | Quiz/zes | Individual | 20% (5%, 5%, 10%) | Three quizzes. 10-20 questions each - see Bb | By 9:00am Monday in weeks 4, 7 & 11 | Quiz (Online Test) |
| 2 | Journal | Individual | 30% | 500 words x 4 2000 words total | By 9:00am Monday in weeks 3*, 5,8 & 13 | PebblePad Submission |
| 3 | Examination | Individual | 50% | 2 hours | Central exam period | Exam Venue |
| | | | 100% | | | |

*Formative assessment – feedback

Assessment Task 1: Quiz/zes

| | | |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Goal: | You will demonstrate your knowledge of the foundation concepts taught in this course | |
| Product: | Quiz/zes | |
| Format: | Three knowledge-based and case-study based multiple choice online quizzes. See Blackboard for details about duration for each quiz. | |
| Criteria: | <p>Quiz 1 History, Values and Philosophy of the profession</p> <ol style="list-style-type: none"> 1. Occupational therapy in an Australian healthcare context. 2. Contextual history of occupational therapy: Local and global. 3. Occupational therapy values and philosophies. <p>Quiz 2 Practice Scope and Practice Processes:</p> <ol style="list-style-type: none"> 4. Introduction to ethical and legal responsibilities of occupational therapy practice. 5. Occupational therapy scope of practice. Occupational therapist's role in the Interprofessional Team. 6. Occupational therapy practice process framework. 7. Occupational therapy enablement skills. <p>Quiz 3 Person, Environment, Occupation Model and Occupational Performance:</p> <ol style="list-style-type: none"> 8. The Person, Environment, Occupation model. 9. Occupational performance. 10. Core business: Activity, task and occupational analysis. 11. Core occupations: Self-care, productivity, leisure, education, sleep, and social participation <p>Quiz blueprint and sample questions available in Blackboard, Assessment Task 1 folder</p> | |
| Generic skill assessed | Skill assessment level | |
| Applying technologies | Introductory | |
| Communication | Introductory | |

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Assessment Task 2: Journal

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|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Goal: | You will demonstrate an emerging understanding of occupational therapy practice. | |
| Product: | Written Piece | |
| Format: | You will write three journal entries that demonstrate your knowledge of your personal values, the values of the profession, the evolution of the profession, current scope of practice, tools/approaches to practice and your reasons for choosing to study occupational therapy. You will share (submit) to ATLAS. ATLAS is the submission point for assessment tasks completed in PebblePad. In your OCC101 Week 2 Tutorial you will be shown how to use PebblePad. Please bring your own device (BYOD) i.e. laptop or tablet to your tutorial. | |
| Criteria: | <p>You will demonstrate that you can:</p> <ul style="list-style-type: none"> • Describe your reasons for choosing to student occupational therapy. • Describe the link between personal values and the values of the profession. • Describe the evolution of occupational therapy. • Explain the scope and role of occupational therapy at a foundational level. • Describe what occupational therapists 'do' using examples of the occupational therapy practice process, enablement skills • Describe the PEO model • Reflect on your understanding of the area "culture" from an Aboriginal and Torres Strait Islander perspective • Demonstrate different writing styles <p>A complete assessment description and is available in Blackboard, Assessment Task 2 folder</p> | |
| Generic skill assessed | | Skill assessment level |
| Applying technologies | | Introductory |

Assessment Task 3: Examination

| | | |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Goal: | You will demonstrate your knowledge of the concepts taught in this course | |
| Product: | Examination | |
| Format: | Knowledge-based and case-study based multiple choice examination of 2 hours duration | |
| Criteria: | <p>You will be assessed on your ability to apply your knowledge of occupational therapy:</p> <ul style="list-style-type: none"> • History, values and philosophy • Practice scope and practice processes • Models – particularly the Person, Environment, Occupation Model and Occupational Performance. <p>Exam Blueprint and sample questions available in Blackboard, Assessment Task 3 folder.</p> | |
| Generic skill assessed | | Skill assessment level |
| Information literacy | | Introductory |

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

| | |
|--------------------|-------------------------------------------|
| Location: | Directed study hours for location: |
| USC Sunshine Coast | 52 hours directed study |

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

| Author | Year | Title | Publisher |
|--------------------------------------------------------|------|---------------------------------------------------------------------|---------------|
| Brown, T., Bourke-Taylor, H., Isbel, S., & Cordier, R. | 2017 | Occupational Therapy in Australia: Professional and Practice Issues | Allen & Unwin |

Students are **recommended** to purchase the following texts for use across the degree:

- Schell, B., G. Gillen & M. Scaffa (Eds.), *Willard and Spackman's occupational therapy* (12th ed). Philadelphia, PA: Lippincott Williams & Wilkins.
- Taylor, R. (2008). *The Intentional Relationship: Occupational Therapy and Use of Self*. F. A. Davis Company.
- Townsend, E. A. & Polatajko (2007). *Enabling Occupation II: Advancing an Occupational Therapy Vision for Health, Well-Being and Justice Through Occupation*. Ottawa, ON: Canadian Association of Occupational Therapists, ACE

8.2 Specific requirements

So that you are prepared for practice education in Semester 2, as detailed in occupational therapy program documentation, you must provide documentary evidence on the SONIA database of commencement of Hepatitis B immunisation, current CPR & Senior First Aid certificates, current "Blue card" for working with children no later than Thursday 4:00pm of Week 13. The SHSS Administrative staff will verify to the OCC102 Course Coordinator that you have uploaded all your mandatory requirements. Please note that students who do not have mandatory requirements complete by the Thursday 4:00pm of Week 13 cannot commence Practice Education in Semester 2. Students should access Blackboard for all course requirements. Students are asked to wear USC Occupational Therapy uniform for in-class presentations and practice education activities throughout their degree. Please buy your uniform no later than week 9 of OCC101 so that you can wear it in the Week 10 simulated prac.

9. Risk management

There is minimal health and safety risk in this course, and you will be required to complete a Lab/classroom induction as part of OCC101. It is your responsibility to advise your tutor and/or course coordinator of any incidents and/or near misses that occur during classes so that the appropriate paperwork can be completed, and risks can be reduced.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references. In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#). Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au