



## COURSE OUTLINE

# OCC101 Concepts in Human Occupation

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2021 | Semester 1

USC Sunshine Coast

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Lecture</b>	2hrs	Not applicable	Not Yet Determined
<b>Tutorial/Workshop</b>	2hrs	Not applicable	Not Yet Determined

### 1.3. Course Topics

- An overview of the Australian health care system.
- Occupational therapy values and philosophies.
- Contextual history of occupational therapy: Local and global.
- Occupational therapy scope of practice & introduction to systems influencing practice.
- Occupational therapist's role in the Interprofessional Team.
- Approaches to intervention.
- The Occupational Therapy Practice Process Framework (OTPF).
- Person, Environment and Occupation (PEO) model & Occupational Performance.
- Activity, task and occupational analysis.
- Taxonomy of Occupation.

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Occupational Therapy Council of Australia Ltd
<p>1 Describe the occupational therapy's professions values and philosophies.</p>	<p>Knowledgeable</p>	<p>1.1 - Complies with the OTBA standards, guidelines and code of conduct            1.9 - Identifies and manages the influence of her/his values and culture on practice.            2.1 - Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice.</p>
<p>2 Explain occupational therapy's evolution and current scope of practice.</p>	<p>Knowledgeable Ethical</p>	<p>2.10 - Maintains digital literacy for practice.            2.2 - Applies theory and frameworks of occupation to professional practice and decision-making.            2.6 - Maintains and improves currency of knowledge, skills and new evidence for practice by adhering to the requirements for continuing professional development.</p>
<p>3 Describe key concepts in human occupation including relevant theory and process.</p>	<p>Knowledgeable</p>	<p>2.1 - Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice.            2.2 - Applies theory and frameworks of occupation to professional practice and decision-making.            3.1 - Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement.            3.2 - Performs appropriate information gathering and assessment while identifying a client's status and functioning, strengths, occupational performance and goals.</p>
<p>4 Demonstrates ethical, respectful and professional behaviour as per the USC Occupational Therapy Code of Conduct.</p>	<p>Ethical Engaged</p>	<p>1.1 - Complies with the OTBA standards, guidelines and code of conduct            1.13 - Manages resources, time and workload accountably and effectively.            1.14 - Recognises and manages her/his own physical and mental health for safe, professional practice.            1.3 - Maintains professional boundaries in all client and professional relationships            1.5 - Practices in a culturally responsive and culturally safe manner, with particular respect to culturally diverse client groups.            1.7 - Collaborates and consults ethically and responsibly for effective client-centred and interprofessional practice.            1.8 - Adhere to all work health and safety, and quality requirements for practice.            1.9 - Identifies and manages the influence of her/his values and culture on practice.</p>

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Occupational Therapy Council of Australia Ltd
<p>5 Demonstrates academic integrity through the application of credible literature and prescribed referencing approaches.</p>	Creative and critical thinker	<p>4.2 - Adapts written, verbal and non-verbal communication appropriate to the client and practice context.</p> <p>4.5 - Complies with legal and procedural requirements for the responsible and accurate documentation, sharing and storage of professional information and records of practice.</p>

## 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. Pre-requisites

Enrolled in SC440

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

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 via the formative assessment in Week 4.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Quiz/zes	Individual	0%	10 questions. See Blackboard for details.	Week 4	Online Test (Quiz)
All	1b	Quiz/zes	Individual	5%	10 questions. See Blackboard for details.	Week 7	Online Test (Quiz)
All	1c	Quiz/zes	Individual	5%	10 questions. See Blackboard for details.	Week 11	Online Test (Quiz)
All	2	Essay	Individual	20%	600 words	Week 5	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	25%	650 words	Week 10	Online Assignment Submission with plagiarism check
All	4	Examination - Centrally Scheduled	Individual	45%	2 hours, 100 Questions. See Blackboard for details.	Exam Period	Online Test (Quiz)

#### All - Assessment Task 1a: Quiz 1a

<b>GOAL:</b>	You will demonstrate your knowledge of the foundational concepts taught in this course.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	Knowledge-based and case-study based multiple choice online quiz, completed via Blackboard.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	You will be assessed on your knowledge of the foundational concepts taught in this course.	<b>1 2 3</b>

#### All - Assessment Task 1b: Quiz 1b

<b>GOAL:</b>	You will demonstrate your knowledge of the foundational concepts taught in this course.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	Knowledge-based and case-study based multiple choice online quiz, completed via Blackboard.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	You will be assessed on your knowledge of the foundational concepts taught in this course.	<b>1 2 3</b>

#### All - Assessment Task 1c: Quiz 1c

<b>GOAL:</b>	You will demonstrate your knowledge of the foundational concepts taught in this course.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	Knowledge-based and case-study based multiple choice online quiz, completed via Blackboard.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	You will be assessed on your knowledge of the foundational concepts taught in this course.	1 2 3

#### All - Assessment Task 2: Essay - The Evolution of Occupational Therapy

<b>GOAL:</b>	You will demonstrate an emerging understanding of occupational therapy practice, including the history of the profession.		
<b>PRODUCT:</b>	Essay		
<b>FORMAT:</b>	You will write an essay that demonstrates your knowledge of the evolution of the profession, including the contributions of key figures in occupational therapy.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	You will demonstrate an emerging understanding of occupational therapy practice, including the history of the profession.	1 2 5

#### All - Assessment Task 3: Essay - Approaches to Intervention

<b>GOAL:</b>	You will demonstrate an emerging understanding of occupational therapy practice, including common approaches to intervention used.		
<b>PRODUCT:</b>	Essay		
<b>FORMAT:</b>	You will write an essay that demonstrates your knowledge of approaches to intervention used within occupational therapy. You will provide practical examples and infographics to support your work.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	You will demonstrate an emerging understanding of occupational therapy practice, including common approaches to intervention used.	2 3 4 5

#### All - Assessment Task 4: Exam

<b>GOAL:</b>	You will demonstrate your knowledge of the foundational concepts taught in this course.		
<b>PRODUCT:</b>	Examination - Centrally Scheduled		
<b>FORMAT:</b>	Knowledge-based and case-study based multiple choice examination, completed via Blackboard.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	You will complete an exam to demonstrate your knowledge of the foundational concepts taught in this course.	1 2 3

## 7. Directed study hours

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.

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

Please note: 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) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Brown, T., Bourke-Taylor, H., Isbel, S., & Cordier, R.	2017	Occupational Therapy in Australia: Professional and Practice Issues	Allen & Unwin

### 8.2. Specific requirements

As detailed in occupational therapy program documentation current CPR & Senior First Aid certificates, current Blue card for working with children & commencement of Hepatitis B immunisation schedule are specific mandatory requirements detailed. You must provide documentary evidence on the SONIA database. Students should access Blackboard for all course requirements. Queries regarding assessment will be addressed on Blackboard discussion boards not by individual email. Other issues can be discussed with your course coordinator via appointment during designated contact hours as specified on Blackboard. Students are asked to wear USC Occupational Therapy uniform for in-class presentations and practice education activities throughout their degree.

## 9. How are risks managed in this course?

Risk assessments have been performed for all laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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

Eligibility for Supplementary Assessment

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

#### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

#### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

#### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

#### 10.7. 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>

#### 10.8. General Enquiries

##### In person:

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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)