



COURSE OUTLINE

OCC201 Occupational Therapy Theory

Course Coordinator: Laura Burritt (lburritt@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

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

Occupational therapy practice is underpinned by occupational therapy theory. This course will present you with models and conceptualisations of occupational therapy philosophy, theory and practice. It will provide a basis for understanding occupational function and dysfunction, and introduce you to the basis of therapeutic and professional reasoning process. You will be required to complete practice education as part of the learning for this course which will be arranged and co-ordinated by the course co-ordinator and the occupational therapy placement co-ordinator.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – TELT	2hrs	Week 1	10 times
Fieldwork – Telehealth online	32hrs	Week 10	3 times
Lecture – online	2hrs	Week 1	13 times

1.3. Course Topics

- Occupational therapy process
- Occupational therapy models and frameworks
- Frames of reference used in occupational therapy
- Occupational therapy theory in occupational therapy practice.
- Professional reasoning
- Reflective practice

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 Explain and apply occupational therapy models, frameworks and frames of reference to occupational therapy practice.</p>	Knowledgeable	<p>2.1 - Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice.</p> <p>2.2 - Applies theory and frameworks of occupation to professional practice and decision-making.</p> <p>2.8 - Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice.</p> <p>3.7 - Reflects on practice to inform and communicate professional reasoning and decision-making.</p> <p>4.4 - Uses culturally responsive, safe and relevant communication tools and strategies.</p>
<p>2 Apply occupational therapy language and terminology to demonstrate the integration of theory to occupational therapy practice</p>	Empowered	<p>2.1 - Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice.</p> <p>2.2 - Applies theory and frameworks of occupation to professional practice and decision-making.</p> <p>2.8 - Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into 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>3 Analyse occupational therapy theory in relation to an individual and demonstrate how it informs occupational therapy process and occupational therapy practice.</p>	Sustainability-focused	<p>2.1 - Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice.</p> <p>2.2 - Applies theory and frameworks of occupation to professional practice and decision-making.</p> <p>2.8 - Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice.</p> <p>3.1 - Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement.</p> <p>3.3 - Collaborates with the client and relevant others to determine the priorities and occupational therapy goals.</p> <p>3.7 - Reflects on practice to inform and communicate professional reasoning and decision-making.</p> <p>3.8 - Identifies and uses practice guidelines and protocols suitable to the practice setting or work environment.</p> <p>4.1 - Communicates openly, respectfully and effectively.</p> <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> <p>4.9 - Uses effective communication skills to initiate and end relationships with clients and relevant others.</p> <p>4.10 - Seeks and responds to feedback, modifying communication and/or practice accordingly.</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

OCC102 and LFS112 and LFS122 and PSY100 and PSY101 and (HLT205 or SC1110)

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

Tutorial and workshop activities have been designed to support your learning and provide specific tasks and activities with feedback to enable you to successfully complete the assessment tasks. Learning materials for this course have been constructively aligned to support progressive learning which will relate both to the course objectives and your assessment tasks within this course.

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	1	Quiz/zes	Individual	10%	20 mins	Week 4	Online Assignment Submission
All	2	Examination	Individual	40%	90 mins	Week 10	In Class
All	3	Written Piece	Individual	50%	2000 word equivalent	Refer to Format	Online Assignment Submission

All - Assessment Task 1: Quiz

GOAL:	This summative assessment is designed to enable you to consolidate the content through provision of summative feedback.	
PRODUCT:	Quiz/zes	
FORMAT:	Online quiz	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of theoretical concepts and models 1 2
	2	Explain the theoretical basis for occupational therapy practice 1 2

All - Assessment Task 2: Video analysis exam

GOAL:	In this task, you will be required to analyse and apply your knowledge of frames of reference and models of practice in occupational therapy to video case studies.	
PRODUCT:	Examination	
FORMAT:	Written examination with video case studies	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of occupational therapy models and frames of reference 1
	2	Translation and application of selected contemporary occupational therapy models of practice and frames of reference 1 2
	3	Ability to apply knowledge of occupational therapy models and frames of reference to case scenarios 2

All - Assessment Task 3: Written Application of Models and Frames of Reference

GOAL:	Following 4 days of practice experience you will use your observations, participation and engagement with the service users to reflect on the theoretical basis of occupational therapy practice. You will complete a two-part assessment that includes: 1) Based on your knowledge of the service user you interviewed in the telehealth sessions, analyse and apply a model to inform the occupational therapy process and professional practice. Select and justify an appropriate frame of reference to support your recommendations for the service user. (1500 words) 2) A reflection related to the telehealth sessions that you attended (500 words)	
PRODUCT:	Written Piece	
FORMAT:	Submit: Week 14 Successful completion of this task is dependent on attending 4 days of practice education including the briefings and debriefings on each day.	
CRITERIA:	No.	Learning Outcome assessed
	1 Translation and application of models of occupational therapy practice and frames of reference	2 3
	2 Engages in reflection to inform professional practice	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	Curtin, M., Egan, M. & Adams, J. (Editors).	2017	Occupational therapy for people experiencing illness, injury or impairment: promoting occupation and participation (7th edition)	Elsevier Limited

8.2. Specific requirements

Students should access Blackboard for all course requirements. Queries regarding assessment will be addressed on BB discussion boards and not by email. Course-related issues can be discussed with the Course Coordinator via appointment during designated contact hours as specified on Blackboard. This course includes compulsory embedded telehealth placement. This requires students to have access to reliable internet at home or students will be expected to use USC on campus networks.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 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.

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 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 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:

- **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