



COURSE OUTLINE

OCC202 Therapeutic Skills

Course Coordinator: Asmita Mudholkar (amudholkar@usc.edu.au) **School:** School of Health and Behavioural Sciences

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 competency based course is designed for you to develop and demonstrate core generic intervention skills for occupational therapists, prosthetists or orthotists including group facilitation, splinting, communication skills, and interviewing techniques. A key component of this course is your development of safe manual handling procedures, risk management and facilitation of movement. You will also extend your skills in profession-specific activities (e.g., environmental modifications, grading and adapting occupations, gait analysis).

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – Face to face or TELT	3hrs	Week 1	13 times
Tutorial/Workshop – Face to face	2hrs	Week 1	13 times

1.3. Course Topics

Health Professional Communication
Interviewing/Challenging Communication
Group Processes
Goal Setting/Treatment Planning
Written Communication
Manual Handling
Design and Drawing
Assistive Technology, ADL and Adaptive Devices
Wheelchair, Mobility Aides and Equipment
Principles of Splinting

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 Communicate effectively with clients, professional colleagues and wider community.</p>	<p>Knowledgeable Empowered</p>	<p>1 - Professionalism 1.3 - Maintains professional boundaries in all client and professional relationships 1.4 - Recognises and manages conflicts of interest 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. 1.6 - Incorporates and responds to historical, political, cultural, societal, environmental and economic factors influencing health, wellbeing and occupations of Aboriginal and Torres Strait Islander Peoples. 4.1 - Communicates openly, respectfully and effectively. 4.10 - Seeks and responds to feedback, modifying communication and/or practice accordingly. 4.11 - Identifies and articulates the rationale for practice to clients and relevant others. 4.2 - Adapts written, verbal and non-verbal communication appropriate to the client and practice context. 4.4 - Uses culturally responsive, safe and relevant communication tools and strategies. 4.5 - Complies with legal and procedural requirements for the responsible and accurate documentation, sharing and storage of professional information and records of practice. 4.6 - Maintains contemporaneous, accurate and complete records of practice. 4.7 - Obtains informed consent for practice and information-sharing from the client or legal guardian. 4.9 - Uses effective communication skills to initiate and end relationships with clients and relevant others.</p>

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2 Demonstrate safe therapeutic skills in client-centred practice.	Knowledgeable Empowered	2.10 - Maintains digital literacy for practice. 2.2 - Applies theory and frameworks of occupation to professional practice and decision-making. 2.9 - Maintains knowledge of relevant resources and technologies. 3.1 - Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement. 3.8 - Identifies and uses practice guidelines and protocols suitable to the practice setting or work environment.
3 Demonstrate occupational therapy practice that is ethical, respectful and professional.	Knowledgeable Empowered	1 - Professionalism 1.1 - Complies with the OTBA standards, guidelines and code of conduct 1.14 - Recognises and manages her/his own physical and mental health for safe, professional practice. 1.17 - Recognises and manages any inherent power imbalance in relationships with clients. 1.2 - Adheres to legislation relevant to practice. 1.3 - Maintains professional boundaries in all client and professional relationships 1.4 - Recognises and manages conflicts of interest 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. 4.1 - Communicates openly, respectfully and effectively. 4.3 - Works ethically with Aboriginal and Torres Strait Islander communities and organisations to understand and incorporate relevant cultural protocols and communication strategies, with the aim to support self-governance in communities.

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

LFS122 and (OCC102 or HLT102) and enrolled in Program SC440, SC367 Prosthetics & Orthotics major

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

You will enter the course with a theoretical basis and introductory skills in your profession.

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

Students will have the opportunity to receive feedback on their skills during tutorial sessions. Students will also receive feedback from their peers regarding interview skills in week 2.

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	Practical / Laboratory Skills	Individual	0%	10 mins	Week 4	Exam Venue
All	2	Artefact - Technical and Scientific, and Written Piece	Group	0%	8-10 A4 pages	Week 13	In Class
All	2	Artefact - Professional, and Written Piece	Group	0%	up to 10 -15 mins	Week 13	Online Assignment Submission with plagiarism check
All	3	Practical / Laboratory Skills	Individual	0%	15 mins	Exam Period	Exam Venue

All - Assessment Task 1: Interview role play

GOAL:	This key communication competency assessment is about developing and demonstrating key skills and qualities of a health professional needed in conducting an initial interview with a client to explore dysfunction. This is a critically important skill and is covered in the first two lectures and tutorials and you will receive feedback on your skills from your peers in week 3.											
PRODUCT:	Practical / Laboratory Skills											
FORMAT:	The interview is up to 10 minutes in length. A second marker may be present, or video recording taken, to assist moderation. This assessment must be passed to pass the course.											
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Competence in key interviewing skills (reflection, paraphrasing, questioning, etc.)</td> </tr> <tr> <td>2</td> <td>Demonstration of active listening and rapport building behaviours</td> </tr> <tr> <td>3</td> <td>Management of environmental factors (seating, lighting, etc.)</td> </tr> <tr> <td>4</td> <td>Assessment criteria are mapped to the course learning outcomes. 1 2 3</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Competence in key interviewing skills (reflection, paraphrasing, questioning, etc.)	2	Demonstration of active listening and rapport building behaviours	3	Management of environmental factors (seating, lighting, etc.)	4	Assessment criteria are mapped to the course learning outcomes. 1 2 3	
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All - Assessment Task 2: Client education handout

GOAL:	You will be allocated to groups of five (or four) to develop a 6-8 A4 page handout for someone with a chronic condition (detail of condition available on Blackboard). Your group will describe potential performance issues, assistive devices and adaptive equipment, energy conservation/joint protection techniques and other approaches. You will attach an additional page outlining your reasoning/rationale. You will also complete an additional one page document describing and declaring the group processes undertaken. This task explicitly demonstrates your knowledge of written communication, adaptive equipment, energy conservation/work simplification and group processes.
PRODUCT:	Artefact - Technical and Scientific, and Written Piece
FORMAT:	This is a group assignment and will be submitted in hard copy direct to the course coordinator during scheduled office hours. The hand-out will have your one additional page of reasoning attached. This assessment must be passed to pass the course.

CRITERIA:	No.	Learning Outcome assessed
	1	Written communication skills
	2	Knowledge of appropriate adaptive equipment
	3	Knowledge of condition with reference to key literature
	4	Recommendations for conservative management techniques
	5	Description of performance issues
	6	Implementation of functional group processes

All - Assessment Task 2: An electronic resource for client education

GOAL:	In groups of five, you will develop an electronic resource for a client group. The electronic resource will describe potential occupational performance issues related to a specific condition of the client group, use of assistive devices & adaptive equipment and other approaches. You will also complete an additional one page document describing and declaring the group processes undertaken.	
PRODUCT:	Artefact - Professional, and Written Piece	
FORMAT:	Electronic resource	
CRITERIA:	No.	Learning Outcome assessed

All - Assessment Task 3: Professional competencies

GOAL:	You will complete a viva to demonstrate your knowledge and practice of safe procedures in infection control and manual handling. You will be also assessed on your knowledge and skills in one of the following (by random draw); movement facilitation principles, moderation of muscle tone, wheelchair prescription, splinting, environmental modification (occupational therapy students only), P&O outcome measures (prosthetics and orthotics students only) or residual limb bandaging (prosthetics and orthotics students only) during the viva examination. This task directly develops your core professional competencies.	
PRODUCT:	Practical / Laboratory Skills	
FORMAT:	The viva is up to 15 minutes in length. A second marker may be present, or video recording taken, to assist moderation. This assessment must be passed to pass the course.	
CRITERIA:	No.	Learning Outcome assessed
	1	Appropriate professional communication and manner
	2	Safe and ethical conduct
	3	Demonstration of appropriate manual handling techniques
	4	Demonstration of appropriate infection control techniques
	5	Application of therapeutic techniques (facilitated movement, moderating muscle tone, wheelchair prescription, splinting, environmental modification, gait analysis, residual limb bandaging)

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.	2017	Occupational Therapy for People Experiencing Illness, Injury or Impairment	Elsevier

8.2. Specific requirements

You are required to wear appropriate clothing for learning involving movement (manual handling). Students should access Blackboard for all course requirements. Queries regarding assessment will be addressed on Blackboard discussion boards instead of email. Other issues can be discussed with your Course Coordinators via appointment during designated contact hours as specified on Blackboard.

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

Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

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