

Course Outline

Code: OCC232

Title: Foundations of Practice 1: Exploring Core Concepts of Professional Practice

School: Health & Sport Sciences
Teaching Session: Semester 2
Year: 2020
Course Coordinator: Heidi Miller Email: hmiller@usc.edu.au
Course Moderator: Michele Verdonck Email: Mverdonc@usc.edu.au

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 course provides a preparatory simulated practice education experience for students in occupational therapy and prosthetics and orthotics designed to develop emerging professional skills, behaviours and knowledge that will be required for future work-integrated-learning (WIL) experiences. It will be delivered in a telehealth context to allow opportunities to develop competencies in this communication mode, and also offer the opportunity to translate and practice these skills in a face to face environment by the end of semester.

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

Activity	Details
Simulated placement in semester 2	This course provides simulated practice education experiences which may range from paper-based case scenarios through to the use of standardised patients and/or computer-based simulation. Learning will be supported through engagement in a professional mentoring relationship with a 4th year Occupational Therapy students, whose role it will be to utilise their experience of recent practice education placements, to link course experiences with learning goals and relevant theory.

2. What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd 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 Professional Standards mapping Completing these tasks successfully will contribute to:
Identify, further develop and practice the behaviours, knowledge and skills relevant to working in an Allied Health Professional context 1. Professional behaviour 2. Learner behaviour 3. Communication 4. Information gathering	Task 1 and Task 2	USC graduate qualities: Engaged Empowered Ethical Australian OT Competency Standards (AOTCS): 1. Professionalism 2. Knowledge and Learning 3. Communication
Identify, further develop and apply skills required for managing learning in a placement context	Task 2 and Task 3 - part 1 and 2	USC graduate qualities: Engaged Empowered AOTCS: 1. Professionalism 2. Knowledge and Learning
Articulate a growing understanding of your professional identity	Task 1 and Task 2	USC graduate qualities: Engaged Empowered Creative and critical thinkers
Evaluate your own foundational placement competency levels and develop a continuing professional development plan to promote future placement success.	Task 2 and Task 3 - part 3	USC graduate qualities: Engaged Empowered AOTCS: 1. Professionalism 2. Knowledge and Learning

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, SC367 Prosthetics & Orthotics major, UU301, UU302 or XU301

5.2 Pre-requisites

OCC202

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Limited – 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

By the end of week 2, you will receive feedback from a Practice Educator regarding your Learning Agreement, to enable you to use this to guide your individualised learning. After each Simulated Practice Education session, you will be provided with verbal feedback regarding your engagement and performance in sessions, and encouraged to compare this with self-reflection and peer feedback. Formative feedback provides a chance to clarify any additional requirements to ensure successful completion of the course.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	Duration/length	When should I submit?	Where should I submit it?
1	Code of Conduct - adherence	Individual	PU/UF	N/A	On enrolment	SONIA
2	Placement Performance	Individual	PU/UF	N/A	On completion of placement course	SONIA
3	Plan	Individual	PU/UF	N/A	Parts 1 and 2 due on PebblePad in the week of first SPE. Formative feedback will be provided; and the Learning Agreement should then be updated and maintained on Pebblepad as required. Final submission on SONIA on completion of placement.	SONIA

Assessment 1: Code of conduct

Goal:	Adherence to the discipline Code of Conduct is a standard requirement of USC WIL policy.
Product:	Code of Conduct
Format:	<p>Prior to commencement of the placement, the student will be provided with information regarding the code of conduct. The student will be asked to review the document and agree to adhere to the standards during the duration of the course, and as they relate to the specific placement.</p> <p>This task requires students to comply with the Code of Conduct in order to prepare them for future practice (organisation and professional codes of conduct)</p>
Criteria:	The course coordinator or another USC staff member will evaluate the standard and quality of the student's work and make an assessment about adherence to the discipline Code of Conduct

Assessment Task 2: Evaluation of Foundational Placement Competencies (EFPC) and Log of Hours

Goal:	The student will understand and demonstrate foundational placement competencies within the designated placement timeframe, in order to prepare for future placement success.
Product:	Placement Performance
Format:	Placement performance will be measured using the EFPC*. Assessment by USC Practice Educator on individual performance over placement duration and will include provision of formative assessment feedback throughout the placement. Where relevant, the assessment process may include feedback from external sources (e.g. student mentors) related to performance against the criteria. Completion of the placement within the designated timeframe will be evidenced using the Log of Hours template, signed by the Practice Educator and student mentor.
Criteria:	As outlined in the EFPC*: <ol style="list-style-type: none"> 1. Professional Behaviour 2. Learner Behaviour 3. Communication 4. Information Gathering. Criteria for hours is 65 hours total, made up of: Simulated Placement Experience Sessions 47 hours, including preparatory activities Mentoring 18 hours

*This assessment tool has been designed by the University of Sydney to assess the competencies associated with success on allied health student placements.

Assessment Task 3: Learning Agreement and Continuing Professional Development Plan

Goal:	The Learning Agreement allows the student to develop specific and measurable goals for workplace learning that can be achieved within a set timeframe. The Continuing Professional Development Plan enables the student to identify key learning and areas for development from this placement to facilitate preparation for the next placement.
Product:	Plan
Format:	The Learning Agreement Template will be used to support development of goals relevant to the specific placement context, and to support planning post-placement
Criteria:	The Learning Agreement will include: Part 1: Placement Overview Part 2: Learning Agreement Part 3: Continuing Professional Development Plan Parts 1 and 2 will be drafted by the student within the first 2 weeks of the course, based on knowledge of the placement context (online and face to face briefing) and own strengths/areas for development related to this specific placement. These sections will be finalised after feedback from Practice Educator. Part 2 will be updated as required based on completion of goals and identification of further learning needs. Part 3 will be completed by the student after completion of placement, based on learning and feedback across the placement and reflection on final performance assessment.

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.

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, and if practical, students that elected on-campus study via the class selection process will be advised via Blackboard if/when on-campus sessions can resume.

Location:	Directed study hours for location:
Online	Preparation: <ol style="list-style-type: none"> i. Two-hour briefing module covering requirements for completion of the course, to be completed in orientation week (2hrs). ii. Three-hour zoom session – briefing re assessment tools and course expectations; and mentoring (3hrs)
Online (Telehealth context)	Simulated practice education sessions (SPEs): <ol style="list-style-type: none"> i. Six, one-hour modules comprising preparatory activities to precede each fortnightly simulated practice education session (SPE) (6hrs). ii. Six, four-hour fortnightly simulated practice education (SPE) sessions providing opportunities to Identify, further develop and practice the application of behaviours, knowledge and skills relevant to working in an Allied Health Professional context during weeks 1-13 (24 hrs) Mentoring: <ol style="list-style-type: none"> i. Six, one-hour self-directed preparation for mentoring sessions (6hrs) ii. Six, two-hour fortnightly group mentoring sessions with 4th year Occupational Therapy students on weeks between SPE sessions(12 hrs)
SCHI	Case based immersion activity: <ol style="list-style-type: none"> i. Two-hour self-directed online briefing module (2hrs) ii. One, five-hour case-based immersion day occurs during study break or exam weeks (5hrs) Assessment, reflection and planning: <ol style="list-style-type: none"> i. One, five-hour day, reflect on learning and assessment received, as a basis for planning future development activities and plan for future placements. Occurs during exam weeks (5hrs)

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) or course reader

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

Author	Year	Title	Publisher
Nil	Year	Nil	Nil

8.2 Specific requirements

Students should access Blackboard for all course requirements and SONIA for all placement requirements; general queries regarding assessment will be addressed on Blackboard instead of email; other issues can be discussed with your Course Coordinator by appointment during designated contact hours. Mandatory requirements are to be maintained and evidenced on SONIA (Blue Card, First Aid and CPR, proof of vaccinations, Student Placement Agreement documents: Placement Disclosure Statement & Placement Details Agreement, Pre-Place training, USC Work from Home Checklist). Students will wear the designated OT/P&O student uniform and ID badge during online sessions.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards.

Students are required to disclose any health, disability or other concerns that may impact on performance on placement and/or contribute to risk, through completion of the Student Placement Agreement Personal Information Disclosure Form, and Ongoing Disclosure Form if required.

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

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

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
- Work Integrated Learning Academic Policy, and Procedures

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**

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- **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