



COURSE OUTLINE

OCC232 Foundations of Practice 1: Exploring Core Concepts of Professional Practice in Allied Health

Course Coordinator: Penelope Taylor (ptaylor1@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 2

SCHI

**BLENDED
LEARNING**

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 course provides a preparatory simulated practice education experience for students in occupational therapy designed to develop emerging professional skills, attitudes and knowledge that will be required for future work-integrated-learning (WIL) experiences.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – Two-hour briefing tutorial delivered via Zoom, covering assessment criteria, and briefing for future mentoring.	2hrs	Orientation week	Once Only
Fieldwork – Simulated practice education sessions (SPEs): Six, four-hourly fortnightly simulated practice education 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	4hrs	Throughout teaching period (refer to Format)	6 times
Fieldwork – Community-based learning (CBL): weekly, four-hour learning experience based in community organisation. Not timetabled, each student to schedule to fit their timetable.	4hrs	Throughout teaching period (refer to Format)	10 times
Fieldwork – Case-based immersion activity: one, five-hour case-based immersion day occurs during the study break or exam weeks	5hrs	Exam Period	Once Only
Fieldwork – Assessment, reflection and planning: one, five-hour day to reflect on learning and assessment received, as a basis for planning future development activities and plan for future placements. Occurs during the exam weeks	5hrs	Exam Period	Once Only
Online – Two-hour independent module covering requirements for completion of the course, to be completed prior to briefing tutorial	2hrs	Orientation week	Once Only
Online – Six, one-hour modules comprising preparatory activities to precede each fortnightly simulated practice education session.	1hr	Throughout teaching period (refer to Format)	6 times
Online – Self-directed online briefing module for the case-based simulation day.	2hrs	Week 13	Once Only
Scheduled Online Activity – Mentoring: Six, fortnightly group mentoring sessions (1-hour independent preparation; 1-hour meeting)	2hrs	Throughout teaching period (refer to Format)	6 times

1.3. Course Topics

Professional behaviour and managing learning in an allied health placement context.

Self-management and reflection in allied health practice.

Clinical Observations.

Communication skills within allied health practice settings.

Professional/workplace reasoning.

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

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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 Understand, identify and practice skills, knowledge and behaviours relevant to Allied Health practice in order to prepare for future placements.</p>	<p>Empowered Ethical Engaged</p>	<p>1.1 - Complies with the OTBA standards, guidelines and code of conduct 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. 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. 1.10 - Practices within limits of her/his own level of competence and expertise. 1.12 - Identifies and uses relevant professional and operational support and supervision. 1.14 - Recognises and manages her/his own physical and mental health for safe, professional practice. 1.16 - Contributes to education and professional practice development of peers and students. 2.7 - Implements a specific learning and development plan when moving to a new area of practice or returning to practice. 2.8 - Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice. 2.9 - Maintains knowledge of relevant resources and technologies. 3.7 - Reflects on practice to inform and communicate professional reasoning and decision-making. 3.12 - Uses effective collaborative, multidisciplinary and interprofessional approaches for decision-making and planning. 4.1 - Communicates openly, respectfully and effectively. 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. 4.8 - Maintains professional collaborative relationships with clients, health professionals and relevant others. 4.9 - Uses effective communication skills to initiate and end relationships with clients and relevant others. 4.10 - Seeks and responds to feedback, modifying communication and/or practice accordingly.</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...	4.11 - Identifies and articulates the rationale for practice to clients and relevant others.
2 Identify and develop skills for learning applicable to an Allied Health placement context.	Empowered Engaged Sustainability-focussed	Occupational Therapy Council of Australia Ltd 1.11 - Maintains professional competence and adapts to change in practice contexts. 1.12 - Identifies and uses relevant professional and operational support and supervision. 1.13 - Manages resources, time and workload accountably and effectively. 2.7 - Implements a specific learning and development plan when moving to a new area of practice or returning to practice. 2.9 - Maintains knowledge of relevant resources and technologies. 2.10 - Maintains digital literacy for practice. 4.1 - Communicates openly, respectfully and effectively. 4.10 - Seeks and responds to feedback, modifying communication and/or practice accordingly.
3 Understand the role of self-evaluation and external feedback in the reflective process to inform professional development.	Empowered Engaged	1.9 - Identifies and manages the influence of her/his values and culture on practice. 1.12 - Identifies and uses relevant professional and operational support and supervision. 1.14 - Recognises and manages her/his own physical and mental health for safe, professional practice. 1.16 - Contributes to education and professional practice development of peers and students. 2.8 - Reflects on practice to inform current and future reasoning and decision-making and the integration of theory and evidence into practice. 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 Articulate a growing understanding of your discipline-specific professional identity within an Allied Health context.	Empowered Engaged	2.2 - Applies theory and frameworks of occupation to professional practice and decision-making. 4.1 - Communicates openly, respectfully and effectively. 4.11 - Identifies and articulates the rationale for practice to clients and relevant others.

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

OCC202 and enrolled in Program SC440 or (SC367 with a Prosthetics & Orthotics Extended Major)

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

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

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 Practice Education session, you will be provided with verbal feedback regarding your engagement and performance in session, and encouraged to compare this with self-reflection and peer feedback. Formative feedback provides a chance to clarify any additional requirements to ensure the successful completion of the course.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Code of Conduct	Individual	From enrolment in course to completion of all required learning activities (includes pre-placement learning activities and extension to placement where applicable).	Refer to Format	SONIA
All	2	Activity Participation	Individual	105 hours, comprised of: Practice Education sessions 47 hours; Community Based Learning 40 hours; Mentoring 18 hours	Refer to Format	SONIA
All	3	Plan	Individual	Duration of the placement.	Refer to Format	SONIA

All - Assessment Task 1: Code of conduct

GOAL:	The student will understand and adhere to the discipline Code of Conduct throughout the course, as per the 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 for the duration of the course, and as they relate to the specific placement preparation course.</p> <p>This task requires students to participate in preplacement learning activities and to comply with USC policy and procedures in order to prepare them for future practice (Codes of conduct, OT Board of Australia). Submit: Within the timeframe designated on SONIA.</p>							
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>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</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	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	1	
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All - Assessment Task 2: Placement performance

GOAL:	The student will understand and demonstrate foundational placement competencies within the designated timeframe, and commensurate with the level of study, in order to prepare for future placement success.										
PRODUCT:	Activity Participation										
FORMAT:	<p>Submission: On completion of the placement preparation course.</p> <p>Performance throughout the course will be measured using the Evaluation of Foundational Placement Competencies (EFPC). This assessment tool has been designed by the University of Sydney to assess the competencies associated with success on allied health student placement. Assessment by the USC Practice Educator will include the provision of formative assessment feedback throughout the placement, and may, where relevant, include feedback from external sources (e.g. CBL workplace, student mentors) related to performance against the criteria.</p>										
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2	2. Submission on SONIA of a log of hours signed by the Practice Educator, CBL supervisor, and student mentor, as relevant.	1 2 3 4									

All - Assessment Task 3: Professional Development Plan

GOAL:	The student will develop and utilise a Professional Development Plan to plan and progress towards specific and measurable learning goals appropriate to the context and timeframe of the placement preparation course; and then to inform ongoing learning.	
PRODUCT:	Plan	
FORMAT:	<p>The Professional Development plan has 3 parts:</p> <p>Part 1 will be completed based on knowledge of the placement context developed via briefing materials; and on consideration of individual strengths and areas for development. It will be submitted as a draft prior to the commencement of the course, as part of pre-placement learning activities.</p> <p>Part 2 will be developed within a practice education session, utilising support and feedback from Practice Educators and student mentors.</p> <p>Part 2 will be updated throughout the placement preparation course based on completion of goals and/or identification of further learning needs and opportunities.</p> <p>Part 3 will be completed on completion of the placement preparation course, based on learning and feedback received across the entire course, and reflection on the final performance assessment.</p> <p>Submit: The entire Professional Development Plan will be submitted via SONIA upon completion of the course.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	A completed Professional Development plan, parts 1 and 2 signed off by the student and Practice Educator; and part 3 signed by the student, to be uploaded on SONIA. 1 2 3 4

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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Fortnight 1 - Professional behaviour and managing learning in a placement context	Practice Education Session 1: Setting the context, developing a community of practice, planning for learning Mentoring: Development and use of Learning Agreements Community-Based Learning: getting started, and reflecting on this experience through the lens of professional presentation.
Fortnight 2 - Self-management and reflection	Practice Education Session 2: Managing learning and self-management in a placement and professional practice context; Role of reflection, practise using a model of reflective writing Mentoring: Self-management in a placement context Community-Based Learning: Enacting a voluntary role in a professional setting, reflecting on this experience through the lens of self-management in practice.
Fortnight 3 - Clinical Observations	Practice Education Session 3: Active observation on placement and in practice; Communication of these observations (how and why); Skills practice Mentoring: Communicating observations in a placement context Community-based Learning: Enacting a voluntary role in a professional setting, reflecting on this experience through the lens of active observation.
Fortnight 4 - Communication	Practice Education Session 4: What is it about our observations we want to communicate? Why? To whom? How? Skills practice Mentoring: Responding to emotions/ unexpected responses in a placement context. Community-based Learning: Enacting a voluntary role in a professional setting, reflecting on the communication strategies observed and practised.
Fortnight 5 - Professional/workplace reasoning	Practice Education Session 5: How observations can impact reasoning; How reasoning is communicated. Skills practice Mentoring: Allied health student role in different contexts Community-based Learning: Enacting a voluntary role in a professional setting, reflecting on this experience through the lens of potential professional roles.
Fortnight 6 - Putting it all together	Practice Education Session 6: A chance to consider all aspects previously addressed, with a view to considering complexities in communication. Skills practice Mentoring: The impact of culture on practice in a placement context Community-based Learning: Disengaging, closing relationships, finishing up. Reflecting on this learning experience, and what it means for future placement experiences.

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

There are no required/recommended resources for this course.

8.2. Specific requirements

Students should access Blackboard for all course requirements and SONIA for placement requirements. General queries regarding assessment will be addressed on Blackboard instead of email; other issues can be discussed with your course coordinator via appointment during designated contact hours, as specified on Blackboard.

Mandatory requirements should be maintained and evidenced on SONIA (Blue Card, National Police Check, First Aid and CPR, proof of vaccinations; QH mandatory requirements, Student Placement Agreement).

Student uniform and ID badge are required (unless otherwise advised). Travel and other expenses incurred on placement will be the student's responsibility unless otherwise advised.

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.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. 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